

They Chose Minnesota				
Grade	Strand	Standard	Code	Benchmark
4	2. Economics	7. Economic Inquiry: Use economic models and reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of the proposed solution on various communities that would be affected.	4.2.7.1	Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.
	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.	4.4.20.1	Compare and contrast two historical sources to investigate a contemporary issue and its historical roots.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	4.5.23.1	Investigate government responses to migration and immigration both locally and nationally.
5	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	5.4.21.1	Explain the religious, political and economic reasons for the movement of people from Europe to the Americas and examine the impact of colonization and settler colonialism on Indigenous peoples.
6	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	6.4.21.2	Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	6.4.22.2	Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.
	5. Ethnic Studies	23. Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.	6.5.23.1	Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.
		25. Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.	6.5.25.1	Examine the impact of slavery and race in Minnesota today.

When I Was a Kid in 1930

Grade	Strand	Standard	Code	Benchmark
K	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non- dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
		20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.	K.4.20.1	Describe how people learn about the past by identifying different types of historical sources and asking what can be learned from those sources.
1	2. Economics	8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	1.2.8.1	Define scarcity as not having enough of something to satisfy everyone's wants and give examples.
2	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.	2.4.20.1	Use historical sources to investigate how the relationship between people and the environment has changed over time. Identify whose voices and perspectives are represented in the sources and whose are absent.
3	2. Economics	9. Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.	3.2.9.1	Identify possible short-term and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.
	4. History	21. Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.	3.4.21.1	Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes.
4	4. History	20. Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.	4.4.20.1	Compare and contrast two historical sources to investigate a contemporary issue and its historical roots.

Minnesota's State Symbols				
Grade	Strand	Standard	Code	Benchmark
1	1. Citizenship and Government	2. Democratic Values and Principles: Explain democratic values and principles that guide governments, societies and communities. Analyze the tensions within the United States constitutional government.	1.1.2.1	Identify a symbol, song, pledge or tradition that is important to the student and explain why. Describe ways people show patriotism.
2	1. Citizenship and Government	4. Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.	2.1.4.1	Identify a level of government and describe the role it serves in the lives of community members.
4	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	4.1.1.1	Describe how consensus building is used to identify and respond to a community problem.
6	1. Citizenship and Government	1. Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.	6.1.1.1	Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.

Dakota Wakanyeza				
Grade	Strand	Standard	Code	Benchmark
K	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non- dominant narratives about the past.	K.4.18.1	Ask historical questions about a past event in an individual's family, school or local community.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	K.4.19.1	Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.
		22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.	K.4.22.1	Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.
1	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	1.1.6.1	Identify a Tribal Nation in Minnesota and list what unites the members as a nation.
2	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	2.4.18.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.
3	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	3.4.18.1	Identify various ways that different cultures have expressed concepts of time and space.

Native Americans and the Fur Trade				
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3	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	3.4.18.2	Compare and contrast family life, buildings and/or technologies from ancient times to today.
4	1. Citizenship and Government	6. Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.	4.1.6.1	Locate areas inhabited by Indigenous people united by language and similar ways of life in North America and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.
	2. Economics	7. Economic Inquiry: Use economic models and reasoning and data analysis to construct an argument and propose a solution related to an economic question. Evaluate the impact of the proposed solution on various communities that would be affected.	4.2.7.1	Explain how the limited supply of natural resources requires people to make decisions about resource use, and examine a specific resource use decision made in your community.
		8. Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.	4.2.8.1	Explain how incentives can change people's decisions about resource use.
	3. Geography	14. Places and Regions: Describe places and regions, explaining how they are influenced by power structures.	4.3.14.1	Use maps and concepts of location to identify and describe political features (states/territories, major cities, capitals) and recognize the Indigenous land these places were built on.
		16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	4.3.16.1	Explain how changes in climate and choices humans make impact environments from local to global scales.
		17. Culture: Investigate how sense of place is impacted by different cultural perspectives.	4.3.17.1	Analyze how different perspectives have influenced decisions about where to locate and name places.
5	2. Economics	9. Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.	5.2.9.1	Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.
		12. Global and International: Explain why people trade and why nations encourage or limit trade. Analyze the costs and benefits of international trade and globalization on communities and the environment.	5.2.12.1	Explain how government decisions concerning trading relationships may impact people differently within a community or nation.
	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	5.3.15.1	Describe interconnectedness and identify patterns within what became the United States, considering past, present and future trends.
		16. Human-Environment Interaction: Evaluate the relationship between humans and the environment, including climate change.	5.3.16.1	Describe how the choices people make have impacted a physical environment over time.

6	2. Economics	11. Macroeconomics: Measure and evaluate the well-being of nations and communities using a variety of indicators. Explain the causes of economic ups and downs. Evaluate how government actions affect a nation's economy and individuals' well-being within an economy.	6.2.11.1	Describe the movement of goods and services, resources and money through markets at the community, national and global level.
	3. Geography	15. Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.	6.3.15.1	Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
	4. History	18. Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.	6.4.18.2	Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region, and examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.
		19. Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.	6.4.19.1	Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership, and examine the consequences of these conflicting views on the environment over time.
	5. Ethnic Studies	24. Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.	6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.