

American Indian Termination and Relocation Primary Source Packet Standards Alignment

The American Indian Termination and Relocation Primary Source Packet helps address the following national and state standards.

Minnesota Academic Standards in Social Studies, Grades 6 - 12

6.1.1.1.1. Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.

6.4.1.2.1 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.

6.4.4.20.4 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship. (Development of an industrial United States: 1870-1920)

6.4.4.22.2 Describe civil rights and conservation movements in post- World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945 - 1989)

7.4.1.2.1 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

7.4.4.20.2 Analyze the consequences of economic transformation on migration, immigration, politics, and public policy at the turn of the 20th century. (Development of an Industrial United States: 1870 - 1920)

7.4.4.22.4 Explain the economic boom and social transformations experiences by postwar United States. (Post-World War II United States: 1945-1989)

7.4.4.22.5 Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)

7.4.4.22.6 Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States)

9.4.1.2.2 Evaluate alternate interpretations of historical events; use historical evidence to support or refute those interpretations.

9.4.4.20.4 Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (Development of an Industrial United States: 1870 - 1920)

9.4.4.22.1 Analyze the technological and societal changes that affected popular culture in the Post World War II era. (Post-World War II United States: 1945 - 1989)

9.4.4.22.5 Explain the roots of the various civil rights movements, including African-American, Native American, women, Latino American and Asian American. (Post-World War II United States: 1945 - 1989)

9.4.4.22.6 Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups. (Post-World War II United States: 1945 - 1989)

9.4.4.22.7 Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 1970s; explain their connection to current events and concerns. (Post-World War II United States: 1945 - 1989)

9.4.4.22.8 Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945-1989)
