

MN Academic Standards relating to MN American Indian Tribes

MN Arts Standards (2008)		
Grade	Standard	Description
K-3	0.1.3.1.1	Identify characteristics of dance from a variety of cultures, including American Indian tribes
	0.1.3.2.1	Identify characteristics of works in media art from a variety of cultures, including American Indian tribes
	0.1.3.3.1	Identify characteristics of music works from a variety of cultures, including American Indian tribes
	0.1.3.4.1	Identify characteristics of works in theater from a variety of cultures, including American Indian tribes
	0.1.3.5.1	Identify characteristics of visual artworks from a variety of cultures, including American Indian tribes
4-5	4.1.3.1.1	Describe the cultural and historical traditions of dance including contributions of Minnesota American Indian tribes
	4.1.3.2.1	Describe the cultural and historical traditions of media art including contributions of Minnesota American Indian tribes
	4.1.3.3.1	Describe the cultural and historical traditions of music including contributions of Minnesota American Indian tribes
	4.1.3.4.1	Describe the cultural and historical traditions of theater including contributions of Minnesota American Indian tribes
	4.1.3.5.1	Describe the cultural and historical traditions of visual artworks including contributions of Minnesota American Indian tribes
6-8	6.1.3.1.1	Compare and contrast connections among works in dance, their purposes and their cultural, historical, and social contexts, including contributions of Minnesota American Indian tribes
	6.1.3.2.1	Compare and contrast connections among works in media arts, their purposes and their cultural, historical, and social contexts, including contributions of Minnesota American Indian tribes
6-8	6.1.3.3.1	Compare and contrast connections among works in music, their purposes and their cultural, historical, and social contexts, including contributions of Minnesota American Indian tribes
	6.1.3.4.1	Compare and contrast connections among works in theater, their purposes and their cultural, historical, and social contexts, including contributions of Minnesota American Indian tribes
	6.1.3.5.1	Compare and contrast connections among works in visual artworks, their purposes and their cultural, historical, and social contexts, including contributions of Minnesota American Indian tribes
9-12	9.1.3.1.1	Analyze how a work in dance influences or is influenced by the personal, social, cultural and historical contexts, including contributions of Minnesota American Indian tribes
	9.1.3.2.1	Analyze how a work in media arts influences or is influenced by the personal, social, cultural and historical contexts, including contributions of Minnesota American Indian tribes
	9.1.3.3.1	Analyze how a work in music influences or is influenced by the personal, social, cultural and historical contexts, including contributions of Minnesota American Indian tribes
	9.1.3.4.1	Analyze how a work in theater influences or is influenced by the personal, social, cultural and historical contexts, including contributions of Minnesota American Indian tribes
	9.1.3.5.1	Analyze how a work in visual artworks influences or is influenced by the personal, social, cultural and historical contexts, including contributions of Minnesota American Indian tribes

MN Arts English Language Arts Standards (2010)

Grade	Standard	Description
4	4.1.9.9	Compare and contrast treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures, including American Indian.
	4.2.6.6	Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.
6	6.4.6.6	Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.
	6.4.9.9	Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians in terms of their approaches to similar themes and topics
	6.5.9.9	Compare and contrast one author's presentations of events, including events related to Minnesota American Indians, with that of another
	6.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply standard 6.4.6.6)
7	7.4.9.9	Compare and contrast a fictional portrayal, including those in stories, poems, and historical novels of Minnesota American Indians, of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
	7.5.9.9	Analyze how two or more authors writing about the same topic including topics about Minnesota American Indians shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	7.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply standard 7.4.9.9)
8	8.4.2.2	Determine a theme or central idea of a text, including those by and about Minnesota American Indians, and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	8.4.9.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, including describing how the material is rendered new
	8.5.9.9	Analyze a case in which two or more texts, including one text by or about Minnesota American Indians or other diverse cultures, provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	8.7.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research (Apply 8.4.9.9)
9-10	9.9.1.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 issues including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

MN English Language Arts Standards (2010)

Grade	Standard	Description
	9.12.6.6	Compare the point of view of two or more authors or creators for how they treat the same or similar topics, including which details they include and emphasize or exclude in their respective accounts including points of view about Minnesota American Indian history.
	9.12.9.9	Compare and contrast treatments of the same topic in several primary and secondary sources, including texts from various cultures and Minnesota American Indian culture.
11-12	11.9.1.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 issues, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively
11-12	11.12.6.6	Evaluate authors' differing points of view, including differing points of view about Minnesota American Indian history, on the same historical event or issues by assessing the authors' claims, reasoning, and evidence

MN Science Standards (2009)

Grade	Standard	Description
1	1.1.3.2.1	Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. (Recognize that tools are used by people, including scientists and engineers, to gather information and solve problems).
3	3.1.3.2.1	Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. (Understand that everybody can use evidence to learn about the natural world, identify patterns in nature, and develop tools).
5	5.1.3.2.1	Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. (Describe how science and engineering influence and are influenced by local traditions and beliefs).
8	8.1.3.2.1	Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. (Describe examples of important contributions to the advancement of science, engineering and technology made by individuals representing different groups and cultures at different times in history.
9-12	9.1.3.2.1	Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. (Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.)
9-12	9.4.4.1.3	Describe contributions from diverse cultures, including Minnesota American Indian tribes and communities, to the understanding of interactions among humans and living systems.

MN Social Studies Standards (2011)

Grade	Standard	Description
2	2.4.2.4.1	Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.
4	4.1.1.1	Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue.
5	5.4.4.15.1	Describe complex urban societies that existed in Mesoamerica and North America before 1500.
	5.4.4.16.2	Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups.
6	6.1.4.11.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
	6.4.4.15.1	Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples.
	6.4.4.16.1	Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries.
6	6.4.4.18.1	Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes.
	6.4.4.18.2	Analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties; describe the consequences of treaties on the Anishinaabe, Dakota and settlers in the upper Mississippi River region.
	6.4.4.19.3	Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war.
	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.
	6.4.4.23.2	Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today.
7	7.4.4.18.1	Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation.
	7.4.4.20.4	Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations.
	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.
9-12	9.1.5.10.1	Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government.
	9.3.3.7.2	Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.
	9.4.4.15.1	Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations.

MN Social Studies Standards (2011)

Grade	Standard	Description
9-12	9.4.4.15.2	Describe change over time in selected indigenous nations, including migration, trade and conflict.
	9.4.4.16.5	Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization.
	9.4.4.18.2	Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict.
	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.
	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.
	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.
	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.