

Grade 6 Resource List (2016)

Purpose: This document provides possible resources and lesson plans for implementing Minnesota’s 2011 standards and benchmarks. This is the companion document to the Grade 6 Curriculum [Guide](#) (also available on the CSSE website, mncsse.org).

General Resources for Grade 6 social studies:	
Civics:	http://www.teachingcivics.org/ - Learning, Law & Democracy Foundation (Minnesota)
	https://www.icivics.org/ - resources and games for Civic education
	http://www.annenbergclassroom.org/ - resources for excellent civics education
Economics:	http://www.mcee.umn.edu/ - Minnesota Council for Economics Education (MCEE)
	http://www.econedlink.org/ - lesson plans and resources for teaching economics
	http://www.econed.org/teacher-resources/ - resources and lesson plans
	http://www.stlouisfed.org/education_resources/middle-school/lessons - resources and lesson plans
Geography:	http://lt.umn.edu/mage/ - Minnesota Alliance for Geographic Education (MAGE)
	http://nationalgeographic.org/education/teaching-resources/ - National Geographic
	http://www.ourspatialbrains.com/ - resources for helping students think spatially
History:	http://www.mnhs.org/ - Minnesota Historical Society
	http://www.mnmilitarymuseum.org/ - Minnesota Military Museum
	http://sheg.stanford.edu/rh - Reading Like a Historian (Stanford History Education Group)
	http://teachinghistory.org/ - National History Education Clearinghouse
	http://www.loc.gov/teachers/classroommaterials/ - Library of Congress
	http://docsteach.org/documents - National Archives Docs Teach
	http://edsitement.neh.gov/subject/history-social-studies - National Endowment for the Humanities

Benchmark	"I can" statement	Resources with annotation
<p>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. For example: Historical issues— women’s suffrage, treaties with indigenous nations, Civil Rights movement, New Deal programs. Strengths might include—expanded rights to new group of Americans, established tribal sovereignty, collaborative effort of multiple groups in American society, provided a financial safety net for individuals. Weaknesses might include—too expensive, unintended consequences, caused more problems than it solved.</p>	<p>I can describe diverse perspectives and frames of reference.</p> <p>I can evaluate arguments from different points of view.</p> <p>I can provide examples of strengths, weaknesses and consequences of decisions made on issues.</p>	<p>www.leg.state.mn.us/lrl/issues/issues.aspx?issue=indian Information from the Legislature about Treaty Rights</p> <p>http://teachingcivics.org/programs/project-citizen/ Minnesota Project Citizen Program, with standards alignment, examples, state event</p> <p>National Project Citizen Information: http://new.civiced.org/programs/project-citizen http://new.civiced.org/pc-program/resources/resource-center/public-policy-on-display clear description of the student work</p> <p>http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/ Hunger Games</p>
<p>6.1.1.1.2 Use graphic data to analyze information about a public issue in state or local government. For example: Graphic data—charts, graphs, maps, surveys, political cartoons.</p>	<p>I can give examples of graphic data.</p> <p>I can access information from graphic data.</p> <p>I can analyze the information to learn about a public issue.</p>	<p>http://congress.indiana.edu/interactive-learning-modules The Importance of Voting</p> <p>http://learning.blogs.nytimes.com/2010/08/24/teaching-with-infographics-social-studies-history-economics/ Teaching with infographics in social studies</p> <p>https://www.teachervision.com/graphs-and-charts/social-studies/54829.html Using graphs and charts in social studies</p>

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<p>6.1.1.1.3 Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position. For example: State and local policy issues—land use, human services, hunting or fishing regulations, school levy, labor unions.</p>	<p>I can identify key opposing positions.</p> <p>I can defend and justify a position with evidence.</p> <p>I can develop strategies to persuade others to adopt a position.</p>	<p>http://www.procon.org (Our mission: Promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, primarily pro-con format.)</p> <p>www.leg.state.mn.us/lrl/issues/issues.aspx?issue=indian Information from the Legislature about Treaty Rights</p>
<p>6.1.3.5.1 Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments. For example: Key court cases and state legislation—the Minnesota Human Rights Law, Brown v. Board of Education, Miranda v. Arizona.</p>	<p>I can describe ways that rights are established and expanded.</p> <p>I can describe the impact of court cases and laws on rights.</p>	<p>http://www.annenbergclassroom.org/page/the-first-amendment-tinker-v-des-moines great coverage of Tinker, first amendment analysis and description of court process</p> <p>http://www.icivics.org/games/supreme-decision based on facts of <i>Tinker v Des Moines</i></p> <p>http://www.icivics.org/games/do-i-have-right students create law firm that applies constitutional rights</p> <p>http://www.icivics.org/games/argument-wars Cases: <i>Texas v. Johnson</i> (flag burning), <i>TLO v New Jersey</i> (backpack search)</p> <p>http://www.icivics.org/teachers/lesson-plans/re-gault-1967 lesson on In Re Gault, Supreme Court case that said juvenile offenders have a right to due process</p> <p>http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/ Hunger Games</p> <p>http://www.texasre.org/animation_sov.html Popular sovereignty (we the people) expansion through amendments</p> <p>http://www.texasre.org/downloads/bore.pdf Bill of Rights chart</p> <p>http://www.texasbar.com/iwasthefirst/index.html Fun activity that focuses on people who made a difference. Includes American and Texan heroes. (Don't need to use all).</p>

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<p>6.1.3.6.1 Define citizenship in the United States and explain that individuals become citizens by birth or naturalization.</p>	<p>I can tell what citizenship means.</p> <p>I can explain the different ways to become a U.S. citizen.</p>	<p><i>A Very Important Day</i> by Maggie Rudd Herold</p> <p>The Personal Side of Becoming a Citizen: Lesson plan and video http://teachingcivics.org/lesson/the-personal-side-of-citizenship-process-to-become-a-naturalized-u-s-citizen/</p> <p>http://www.icivics.org/games/immigration-nation game, students apply knowledge to specific cases</p> <p>http://www.icivics.org/teachers/lesson-plans/citizen-me lesson covers different levels of citizenship and rights and responsibilities at each level</p> <p>http://www.youtube.com/watch?v=Plf7uFAKkJc Video celebrates "We the People"</p> <p>U.S. Citizenship and Immigration Services https://www.uscis.gov/</p>
<p>6.1.4.7.1 Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch.</p>	<p>I can explain what each branch of government does.</p> <p>I can explain how the three branches of government work with each other.</p>	<p>http://ed.ted.com/lessons/how-is-power-divided-in-the-united-states-government-belinda-stutzman</p> <p>http://texaslre.org/branches_game/branches_game.html Students places powers (leaves) on the branches of a tree</p> <p>http://www.texaslre.org/lessonplans/lessonplans.php 5th grade Who's Got the Power</p> <p>http://www.icivics.org/games/branches-power game that has students playing all three branches.</p> <p>http://teachingcivics.org/lesson/claim-your-powers-elementary/ Students must decide if their branch of government has power to act</p> <p>http://www.icivics.org/games/executive-command students exercise power of the president</p> <p>http://www.icivics.org/games/lawcraft games that has students acting as member of congress trying to get bill passed</p> <p>http://www.youtube.com/watch?v=ZCB8EOY5d48 Three Branches Rap</p>

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		<p>Government Information for Kids, Parents and Teachers - usa.gov https://kids.usa.gov/</p> <p>Interactive Game, 3 Branches of Government: http://www.sheppardsoftware.com/usa_game/government/branches_government.htm</p> <p>Branches of Power Interactive Game: http://www.usmint.gov/kids/games/branchesOfPower/</p> <p>Checks and Balances Interactive Game: http://www.sheppardsoftware.com/usa_game/government/checks_and_balances.htm</p> <p>Brain Pop Video, 3 Branches of Government (Subscription): https://www.brainpop.com/socialstudies/usgovernmentandlaw/branchesofgovernment/</p>
<p>6.1.4.7.2 Define federalism and describe the relationship between the powers of the federal and state governments.</p>	<p>I can define federalism.</p> <p>I can explain Minnesota's powers.</p> <p>I can explain federal powers.</p> <p>I can explain the powers shared by Minnesota and the federal government.</p>	<p>http://www.icivics.org/games/power-play a team of players competing to win power for state or federal government!</p> <p>http://www.icivics.org/games/court-quest game that deals with types and levels of courts, including state and federal courts</p> <p>http://teachingcivics.org/lesson/federalism-and-lawmaking-claim-your-powers-state-v-federal-government/</p> <p>Brain Pop Video, Presidential Power (Subscription required): https://www.brainpop.com/socialstudies/usgovernment/presidentialpower/</p> <p>Brain Pop Video, U.S. Constitution (Subscription required): https://www.brainpop.com/socialstudies/ushistory/usconstitution/</p>
<p>6.1.4.7.3 Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights.</p>	<p>I can explain why Minnesota has a Constitution.</p> <p>I can describe how Minnesota's Constitution sets up our</p>	<p>Constitution of the State of Minnesota (MN Historical Society)</p> <p>http://www.mncourts.gov/?page=1811 includes comparison of Minnesota and US Constitutions</p> <p>http://www.youtube.com/watch?v=NrC9GLiZIE MN Chief Justice</p>

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	state's government and protects people's rights.	http://teachingcivics.org/lesson/minnesota-v-hershberger-freedom-of-religion/ includes illustrations from actual case http://www.minnpost.com/data/2012/03/interactive-history-constitutional-amendments-minnesota http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/ Theodore Boone
6.1.4.7.4 Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them. For example: State governmental offices—attorney general, secretary of state. Local governmental offices— city council, county board.	<p>I can identify state governmental offices and their responsibilities.</p> <p>I can identify the four different levels of local government and their responsibilities.</p>	<p>Go to www.sos.state.mn.us to order a set of FREE Student Legislative Manuals.</p> <p>http://mn.gov/portal/ The Minnesota State Government Portal</p> <p>http://www.annenbergclassroom.org/page/the-role-of-the-governor video with interviews, selection of topics</p> <p>http://www.annenbergclassroom.org/page/executive-branch-mayors students interview city officials</p> <p>http://www.icivics.org/games/counties-work game, students decide what programs and services to offer and try to get re-elected.</p> <p>http://teachingcivics.org/lesson/%E2%80%9Ccity-government-omaha-nebraska%E2%80%9D/ local government lesson by PBS includes 7 min video and activities</p> <p>http://www.econedlink.org/lessons/index.php?lid=281&type=educator Who Pays for City Hall lesson</p>
6.1.4.7.5 Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state and local laws. For example: Federal laws— immigration. State laws—drivers' licenses. City ordinances—gun control.	<p>I can describe how laws are created.</p> <p>I can explain the differences between civil and criminal law.</p> <p>I can give examples of federal, state and local laws.</p>	<p>How a Bill Becomes a Law - Charing a Path In this lesson, students learn the steps of a bill becoming a law and use this information to write a story about "the life of a bill." Students then evaluate the effectiveness of our system of creating laws.</p> <p>http://kids.clerk.house.gov/grade-school/lesson.html?intID=17 Basic intro w/ resources for how a bill becomes a law</p> <p>http://judiciallearningcenter.org/types-of-court-cases/ Difference between civil and criminal laws</p>

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		<p>http://www.leg.state.mn.us/youth/ (general info for students)</p> <p>http://www.mncounties.org/Publications/FYIs/PDF/CountiesforKIDS.pdf Downloadable file about Minnesota counties</p> <p>http://www.icivics.org/teachers/lesson-plans/sources-law lesson teaches students about the sources and types of laws</p> <p>http://www.icivics.org/games/lawcraft games that has students acting as member of congress trying to get bill passed</p> <p>http://www.youtube.com/watch?v=tyeJ55o3Ei0 <i>I'm Just a Bill</i></p> <p>http://teachingcivics.org/lesson/crimes-and-consequences/ students learn types of crimes, includes juvenile status offenses</p> <p>http://www.congresslink.org/print_lp_charting.htm students learn the steps of a bill becoming a law and use this information to write a story</p> <p>http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/ Theodore Boone</p> <p>Brain Pop Video, Court System (Difference Between Civil & Criminal Law) https://www.brainpop.com/socialstudies/usgovernment/courtsystem/</p> <p>Brain Pop Video, How a Bill Becomes a Law (Subscription required): https://www.brainpop.com/socialstudies/usgovernmentandlaw/howabillbecomesalaw/preview.weml</p> <p>Brain Pop Video, Miranda Rights (Subscription required): https://www.brainpop.com/socialstudies/usgovernment/mirandarights/</p> <p>Brain Pop Video, Student Rights (Subscription required): https://www.brainpop.com/socialstudies/usgovernment/studentrights/</p> <p>Brain Pop Video, Supreme Court (Subscription required): https://www.brainpop.com/socialstudies/usgovernment/supremecourt/</p>

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<p>6.1.4.7.6 Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system.</p> <p>For example: Juvenile status offenses (laws that regulate behavior because the offender is under age)—truancy, tobacco use by minor, curfew violations.</p> <p>Goal—rehabilitation. (The adult system is more punitive.) Penalties—treatment, restorative justice, probation, deferred penalty. (Adult penalties are primarily fines and incarceration.) Long-term consequences—go beyond penalties imposed by the court system and predict future problems with the law. Privacy concerns—Juvenile proceedings are not open to the public. (Adult trials are public.)</p>	<p>I can explain the goals of the juvenile justice system.</p> <p>I can give examples of juvenile offenses and their consequences.</p>	<p>Brain Pop Video, Trials (Subscription required): https://www.brainpop.com/socialstudies/usgovernment/trials/</p> <p>Excellent resource on Juvenile Justice from the Hennepin County Bar Association http://www.hcba.org/ Download the booklet: http://c.ymcdn.com/sites/www.hcba.org/resource/resmgr/programs/legalstuffbook2010.pdf</p> <p>Juvenile Justice System flowchart: http://www.mnplan.state.mn.us/cj/system/flowjuv.html</p> <p>http://teachingcivics.org/lesson/legalways-introduction-to-juvenile-system/ Lesson about history and goals</p> <p>http://teachingcivics.org/lesson/introduction-to-the-juvenile-justice-system/ Powerpoint and lesson, terms comparison, what do you think case studies</p> <p>http://www.icivics.org/teachers/lesson-plans/re-gault-1967 lesson on In Re Gault, Supreme Court case that said juvenile offenders have a right to due process. Students learn about 14th Amendment due process, fairness, and the specific rights afforded juveniles in the justice system.</p> <p>http://teachingcivics.org/lesson/crimes-and-consequences/ students learn types of crimes, includes juvenile status offenses</p> <p>http://teachingcivics.org/lesson/minnesota-juvenile-justice-jeopardy-game-f-or-elementary-classroom/ jeopardy game that reviews juvenile justice content</p> <p>http://teachingcivics.org/wordpress/wp-content/uploads/2013/06/Arnie-and-the-Stolen-Markers.pdf Literature Guide</p> <p>http://www.jjcmn.com/public/2010/04/JJC-Juvenile-Justice-System-Handout.pdf A PDF explaining the process and players involved in the Juvenile justice system in MN</p> <p>https://www.ncjrs.gov/html/ojdp/nationalreport99/chapter4.pdf Book chapter going in depth into the differences between Juvenile and Adult justice systems</p>

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		<p>http://www.dhs.state.mn.us/main/groups/children/documents/pub/dhs_id_008412.pdf</p> <p>MNOpedia: State Reform School: http://www.mnopedia.org/structure/state-reform-school-st-paul</p> <p>Brain Pop Video, Ethics (Subscription required): https://www.brainpop.com/health/personalhealth/ethics/</p>
<p>6.1.4.7.7 Compare and contrast the basic structures, functions and ways of funding state and local governments. For example: Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.</p>	<p>I can identify types of taxes and fees used to fund state and local governments.</p> <p>I can compare and contrast how state and local governments are funded through various types of taxes and fees.</p>	<p>Good information on income tax from the Hennepin County Bar Association http://www.hcba.org/ Download the booklet: http://c.ymcdn.com/sites/www.hcba.org/resource/resmgr/programs/legalstuffbook2010.pdf</p> <p>Lesson to compare/contrast State vs. Federal taxes both sources of revenue and expenditures http://teachingcivics.org/lesson/minnesota-v-federal-revenue-and-spending/</p> <p>http://www.icivics.org/games/counties-work what government does, costs, taxes, serving as elected official</p> <p>http://pbskids.org/democracy/parents-and-teachers/my-government/budget-making/ lesson helps students identify local, state, and federal government services, their cost and the income that pays for them.</p> <p>http://www.econedlink.org/lessons/index.php?lid=281&type=educator Who Pays for City Hall lesson</p> <p>Brain Pop Video, Taxes (Subscription required) https://www.brainpop.com/math/ratioproportionandpercent/taxes/</p>
<p>6.1.4.11.1 Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today. For example: Organization of tribal government, gaming rights, hunting and fishing rights.</p>	<p>I can define sovereignty.</p> <p>I can explain how sovereign nations exercise treaty rights.</p>	<p>Information from the DNR on the 1837 and 1854 Treaties with the Chippewa (Ojibwe) http://www.dnr.state.mn.us/aboutdnr/laws_treaties/1837/index.html http://www.dnr.state.mn.us/aboutdnr/laws_treaties/1854/index.html</p> <p>www.leg.state.mn.us/lrl/issues/issues.aspx?issue=indian Information from</p>

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	<p>I can identify a current issue concerning Anishinaabe or Dakota treaty rights.</p>	<p>the Legislature about Treaty Rights</p> <p>http://education.state.mn.us/MDE/EdExc/StanCurri/Curri/ American Indian Sovereignty Curriculum, from MDE Gaming, treaties, land, nation inside a nation, sovereignty, taxation laws.</p> <p>http://americanindiantah.com/lesson_plans/FederalIndianPolicy.html Content and teaching ideas related to the 19th Century.</p> <p>Great Lakes Indian Fish and Wildlife Commission http://www.glifwc.org/</p> <p>Ojibwe Treaty Rights: Connections to Land and Water - Youtube https://www.youtube.com/watch?v=hxWXwdVpvj4</p>
<p>6.2.1.1.1 Create a budget based on a given monthly income, real-world expenses, and personal preferences, including enough savings to meet an identified future savings goal.</p>	<p>I can identify real world expenses.</p> <p>I can understand that personal preferences affect budgets.</p> <p>I can create a budget that manages income and expenses to have savings.</p>	<p>Creating a budget http://www.econedlink.org/lessons/index.php?lid=483&type=educator</p> <p>Hands On Banking for Teens, Creating a Budget: http://www.handsonbanking.org/htdocs/en/t/</p> <p>Inflation Converter - Goes back to 1800: http://www.westegg.com/inflation/</p>
<p>6.2.2.2.1 Describe various types of income including wage, rent, interest and profit; explain the role that the development of human capital plays in determining one's income. For example: Consider examples of Minnesota entrepreneurs, wages of various careers available in Minnesota, and the education or training required for those careers.</p>	<p>I can describe various types of income.</p> <p>I can explain the role of education and training to determine one's income.</p>	<p>http://www.iseek.org/mncareers/mncareersmap.html MN Careers job map with interest assessment, occupation/career research</p> <p>http://www.proccounting.com/resources/tax-information/97-three-basic-types-of-income-employment-income-business-income-and-property-income Basic outline of different kinds of income</p> <p>http://www.minnesotafunfacts.com/famous-minnesotans/business/ Alphabetical list of Minnesota's most famous entrepreneurs with brief description of what they did.</p>

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		<p>Excellent resources from the Federal Reserve Bank of St. Louis stlouisfed.org/education_resources/middle-school stlouisfed.org/education_resources/elementary-school/lessons</p>
<p>6.2.3.5.1 Describe the movement of goods and services, resources and money through markets in a market-based economy. For example: Circular flow model with households and businesses—The Mayo Clinic hires a doctor who uses her income to pay for auto repairs by a small business which then pays its mechanic who in turn uses his income to buy Mayo Clinic medical services.</p>	<p>I can tell about how goods, services, resources and money move through markets.</p> <p>I can name specific types of goods, services, resources and money that move through markets.</p> <p>I can provide specific examples of how goods, services, resources and money move through markets.</p>	<p>http://education-portal.com/academy/lesson/circular-flow-of-economic-activity-the-flow-of-goods-services-resources.html#lesson Circular Flow discussed and activities.</p> <p>http://www.stlouisfed.org/education_resources/assets/lesson_plans/littlehousebigwoods.pdf Specific lesson on Laura Ingalls Wilder and capital resources/capital goods</p> <p>Additional resources from the Federal Reserve Bank of St. Louis stlouisfed.org/education_resources/middle-school stlouisfed.org/education_resources/elementary-school/lessons</p>
<p>6.2.4.8.1 Explain why federal and state governments regulate economic activity to promote public well-being. For example: Regulations—environmental (Environmental Protection Agency, Minnesota Pollution Control Agency), health (Food and Drug Administration), worker safety regulations (Occupational Safety and Health Administration); banking (Federal Deposit Insurance Corporation) and business oversight (Securities and Exchange Commission, Federal Trade Commission), wildlife preservation (Department of Natural Resources); anti-trust laws to promote competition.</p>	<p>I can explain why governments make regulations for economic activities.</p>	<p>http://www.pca.state.mn.us/index.php/about-mpca/mpca-news/featured-stories/draft-se-como-vapor-intrusion.html Local Case Study showing government promoting public well being - Includes multiple forms of data, including charts and maps.</p> <p>http://www.ftc.gov/tips-advice/competition-guidance/guide-antitrust-laws Intro/Guide to anti-trust laws</p> <p>Additional resources from the Federal Reserve Bank of St. Louis stlouisfed.org/education_resources/middle-school stlouisfed.org/education_resources/elementary-school/lessons</p>

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<p>6.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information For example: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information--cities, roads, boundaries, bodies of water, regions.</p>	<p>I can create and use various kinds of maps of places in Minnesota.</p> <p>I can identify the “TODALSS” map basics.</p> <p>I can integrate the “TODALSS” map basics when creating maps.</p> <p>I can incorporate points, lines and colored areas to display spatial information.</p>	<p>Lots of great historical maps from MN history: http://content.mnhs.org/maps/</p> <p>THE GREATEST LIST OF MINNESOTA MAPS!!! From 1595 to the Present: http://t.umn.edu/mage/curriculum/mapping-minnesota/</p> <p>Aerial Photography of Minnesota http://www.mngeo.state.mn.us/chouse/airphoto/</p> <p>Minnesota Geospatial Information Office Map Gallery http://www.mngeo.state.mn.us/chouse/mapgallery.html</p> <p>Interactive GIS: Student Friendly MN North Star Mapper http://geoserver.state.mn.us/northmap/viewer.htm</p> <p>Brain Pop Video: Geography Themes (subscription required) https://www.brainpop.com/socialstudies/geography/geographythemes/</p> <p>Brain Pop Video: Map Skills (subscription required) https://www.brainpop.com/socialstudies/geography/mapskills/</p> <p>Reading a Map Using TODALSS - Prezi https://prezi.com/rwjh_zoktav0/reading-a-map/</p>
<p>6.3.3.6.1 Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota. For example: Physical features— ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota’s indigenous people.</p>	<p>I can identify major physical features of Minnesota.</p> <p>I can describe how physical features of Minnesota has impacted settlement patterns.</p> <p>I can explain how access to resources has impacted</p>	<p>Picture Book: <i>Oh Mighty Mississippi</i> by Melissa Vocolka; Follows the Mississippi River and the life surrounding it on its long journey towards the sea from its headwaters at Itasca State Park in Minnesota.</p> <p>Minnesota State Symbols Game: http://www.house.leg.state.mn.us/hinfo/StateFair3/index.htm</p> <p>Jeffers Petroglyphs MHS Resource: http://sites.mnhs.org/historic-sites/jeffers-petroglyphs</p> <p>Minnesota DNR, Nature in Minnesota: http://www.dnr.state.mn.us/nr/index.html</p>

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	settlement patterns.	<p>Biomes of Minnesota: <i>Minnesota Department of Natural Resources</i> http://dnr.state.mn.us/biomes/index.html</p> <p>MNOpedia: St Paul, Minneapolis and Minnesota's Urban Origins, Only outsiders and strangers—and those who name baseball teams—would call St. Paul and Minneapolis "twins." The rest of us call them "The Cities," recognizing that though they sit right next to each other and on the same river, they pull in decidedly different directions. http://www.mnopedia.org/st-paul-minneapolis-and-minnesotas-urban-origins</p> <p>Minnesota History: Controversy at the Mississippi's Headwaters http://www.anoka.k12.mn.us/cms/lib08/MN01909485/Centricity/Domain/5114/Controversy%20at%20the%20Mississippi%20headwaters.pdf A Most Amazing River, It's a flyway, a highway, and the mightiest waterway in the land. http://www.anoka.k12.mn.us/cms/lib08/MN01909485/Centricity/Domain/5114/wMississippi%20River.pdf</p>
6.3.4.10.1 Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time. For example: Land use might include agriculture, settlement, suburbanization, recreation, industry.	<p>I can describe the ways land has been used in Minnesota and how this has changed.</p> <p>I can explain why land use has changed over time in Minnesota.</p>	<p>Ag Mag Magazine Subscription (free classroom sets): http://minnesota.agclassroom.org/educator/agmag_form.cfm</p> <p>Fossils For Kids: This website is dedicated to providing fossil education, information and fun for kids of all ages. Questions will be answered, fossils will be found and you'll have fun in the process. http://www.fossilsforkids.com/</p> <p>MNOpedia: Barn Bluff, Roughly ten thousand years ago, raging glacial meltwaters created the broad valley of the Upper Mississippi River that we know today. They also helped form one of the river's most famous and significant landmarks: Barn Bluff.: http://www.mnopedia.org/place/barn-bluff</p>

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<p>6.4.1.2.1 Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.</p>	<p>I can pose questions to learn about the past.</p> <p>I can analyze primary and secondary sources for credibility.</p> <p>I can use evidence to support my conclusions.</p> <p>I can communicate my findings to others.</p>	<p>Great resources for a History Day project www.mnhs.org/historyday (or modify and do a "mini History Day" project)</p> <p>Additional resources for History Day (or similar research projects) at www.nhd.org/TeacherResources.htm</p> <p>Student examples of History Day projects http://76727832.nhd.weebly.com/history-day-categories.html</p>
<p>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. (Before European Contact)</p>	<p>I can compare and contrast cultural characteristics of the Dakota and Anishnaabe.</p> <p>I can compare and contrast Dakota and Anishinaabe history.</p> <p>I can identify the relationship the Dakota and Anishinaabe had with other indigenous peoples.</p>	<p><i>Encounter</i> by Jane Yolen (Columbus's encounter with indigenous peoples told from their points of view)</p> <p>Smithsonian Wintercounts Website wintercounts.si.edu</p> <p>Teacher made video on the First Minnesotans (pre-Dakota/Ojibwe): http://youtu.be/XD2s7krJwfY?list=UU6R_YliGWEACklvgP28HNdg Teacher made video on the Dakota: http://youtu.be/HXme-l3aiAA?list=UU6R_YliGWEACklvgP28HNdg</p> <p>Beginning Dakota for Kids (MHS): http://www.beginningdakota.org/index.php</p> <p>Dakota Facts for Kids: http://www.bigorin.org/dakota_kids.htm</p> <p>Harvesting and Processing Wild Rice: http://www.manoomin.com/harvesting.html</p> <p>MNOpedia, John Beargrease: http://www.mnopedia.org/person/beargrease-john-1858-1910</p> <p>MNOpedia, Our Historical Role in Influencing Contemporary Minnesota: http://www.mnopedia.org/our-historical-role-influencing-contemporary-minnesota</p>

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		<p>MNOpedia, The Land, the Water and Language of Minnesota's First People: http://www.mnopedia.org/land-water-and-language-minnesota-s-first-people</p> <p>Ojibwe Facts For Kids: http://www.bigorin.org/chippewa_kids.htm</p> <p>Dakota Indians, You Tube video (6:26) https://www.youtube.com/watch?v=-SY4sBEfbVI</p> <p>Native American Women Powwow Dances, You Tube video (9:48) https://www.youtube.com/watch?v=XR5QkGdOmpU</p> <p>Maple Syrup: http://www.anoka.k12.mn.us/cms/lib08/MN01909485/Centricity/Domain/5114/wMaple%20Syrup.pdf</p> <p>Ojibwe Seasons: http://www.anoka.k12.mn.us/cms/lib08/MN01909485/Centricity/Domain/5114/wOjibwe.pdf</p> <p>Snowshoeing: http://www.anoka.k12.mn.us/cms/lib08/MN01909485/Centricity/Domain/5114/wSnowshoeing.pdf</p> <p>Dakota Language and Grammar - <i>Minnesota Historical Society</i> http://www.beginningdakota.org/</p> <p>The Ojibwe People's Dictionary - <i>University of Minnesota</i> http://ojibwe.lib.umn.edu/en</p> <p>Seven Council Fires - <i>Minnesota Historical Society</i> http://collections.mnhs.org/sevencouncilfires/</p> <p>Bdote Memory Map http://bdotememorymap.org/</p>

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<p>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. (Colonization and Settlement: 1585-1763) For example: The role of missionaries, the transmission of diseases, the domino effect of people being pushed further west due to the fur trade in Great Lakes region.</p>	<p>I can describe the causes and effects of European contact with the Dakota and Anishinaabe in the 1600-1700s.</p>	<p><i>Broken Blade</i> by William Durbin</p> <p>field trip-- Northwest Company Fur Post, Wolf Ridge, Voyageur</p> <p>George and the Voyageurs--About a teenage boy in 1802 setting off across Lake Superior as a fur trader http://www.dnr.state.mn.us/young_naturalists/voyageurs/index.html</p> <p>All about George Bonga (African American fur trader) http://www.dnr.state.mn.us/young_naturalists/george_bonga/index.html</p> <p>The Voyageur (Produced by the Canadian Film Board)--Good movie of a recreation http://www.nfb.ca/film/voyageurs/</p> <p>The Indian View of the Fur Trade and Hudson's Bay Company (also produced by Canadian Film Board) http://www.nfb.ca/film/other_side_of_the_ledger</p> <p>MN Historical Society: http://www.usdakotawar.org/</p> <p>Teacher made video on the fur trade: http://youtu.be/fBAVeHQbfdo?list=UU6R_YliGWEACkIvgP28HNdg</p> <p>White Oak Fur Post: http://whiteoakhistoricalociety.org/historical-library/fur-trade/white-oak-fur-post/</p>
<p>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. (Expansion and Reform: 1792-1861) For example: Louisiana Purchase in 1803, changing relationships between the United States and Dakota</p>	<p>I can locate the upper Mississippi River region.</p> <p>I can provide reasons for settlement of the area around the upper Mississippi River.</p> <p>I can explain how the</p>	<p>Interactive tour through Minnesota Territory 1849 to 1858 http://www.mnhs.org/places/historycenter/exhibits/territory/index.html</p> <p>Minnesota Treaties http://www.kstrom.net/isk/maps/mn/treaties.html</p> <p>http://usdakotawar.org/history/treaties/broken-promises</p> <p>Teacher made video on how Minnesota came to be: http://youtu.be/FazgqCom99Q?list=UU6R_YliGWEACkIvgP28HNdg</p>

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<p>and Anishinaabe, competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat.</p>	<p>steamboat and settlement affected the land and way of life.</p>	<p>MNOpedia, American Fur Company Fishing on Lake Superior: http://www.mnopedia.org/event/american-fur-company-fishing-lake-superior-1835-1841</p> <p>MNOpedia, Ayer, Elizabeth Taylor: http://www.mnopedia.org/person/ayer-elizabeth-taylor-1803-1898</p> <p>MNOpedia, Battle of Shakopee, 1858: http://www.mnopedia.org/event/battle-shakopee-1858</p> <p>MNOpedia, Bonga, George: http://www.mnopedia.org/person/bonga-george-c1802-1874</p> <p>MNOpedia, Fort Snelling in the Expansionist Era: http://www.mnopedia.org/place/fort-snelling-expansionist-era-1819-1858</p> <p>North West Company Fur Post (MHS): http://sites.mnhs.org/historic-sites/north-west-company-fur-post/historical-resources</p> <p>Fort Snelling (MHS): http://www.historicfortsnelling.org/history/military-history/expansionist-era</p> <p>George Nelson, Fur Trader (3:12 excerpt from Bring Warm Clothes): http://www.mnvideovault.org/interest_area.php?intarea=History&intsubcat=Fur+Trade</p> <p>MNOpedia, Nininger: http://www.mnopedia.org/place/nininger</p>
<p>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. (Expansion and Reform: 1792-1861)</p>	<p>I can analyze how and why the United States negotiated treaties with the Dakota and Anishinaabe.</p> <p>I can describe the consequences of the</p>	<p><i>Birchbark House</i> by Louise Erdrich (several books in the series)</p> <p><i>The Narrative of John Tanner the Falcon</i> (white boy abducted by the Ojibwe in Minnesota) written in 1830</p> <p>Minnesota Treaties http://www.kstrom.net/isk/maps/mn/treaties.html</p>

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	<p>treaties for the Dakota, Anishinaabe and the settlers of the upper Mississippi River region.</p>	<p>www.usdakotawar.org Treaties - Minnesota Historical Society Broken Promises http://www.usdakotawar.org/history/treaties/broken-promises Minnesota Treaty Interactive http://usdakotawar.org/history/treaties/minnesota-treaty-interactive MNOpedia, Treaty of La Pointe: http://www.mnopedia.org/event/treaty-la-pointe-1854</p> <p>MNOpedia, Treaty of Mendota: http://www.mnopedia.org/event/treaty-mendota</p> <p>MNOpedia, Treaty of Traverse des Sioux: http://www.mnopedia.org/event/treaty-traverse-des-sioux</p> <p>MNOpedia, Treaty of Washington: http://www.mnopedia.org/event/treaty-washington-1855</p>
<p>6.4.4.18.3 Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861) For example: census, Territorial congress, writing a state constitution, Pierre “Pig’s Eye” Parrant, Henry Sibley, Alexander Ramsey.</p>	<p>I can describe the process of Minnesota becoming a territory and state.</p> <p>I can identify key people, groups and events involved in the process of Minnesota becoming a state.</p>	<p>Adventures in Minnesota History: There are clips for Harriet Bishop, Jonathan Carver, Josiah Snelling, and Alexander Ramsey. www.mnvideovault.org/index.php?id=20524&select_index=0&popup=yes#0</p> <p>Minnesota Territory - <i>Minnesota Historical Society</i> http://www.mnhs.org/talesoftheterritory/</p> <p>MNOpedia, Minnesota Constitutional Convention: http://www.mnopedia.org/event/minnesota-constitutional-convention1857</p>
<p>6.4.4.19.1 Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877) For example: Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.</p>	<p>I can explain the main differences between the North and South that led to the Civil War.</p> <p>I can describe Minnesotans’ conflicting attitudes about slavery.</p>	<p><i>Pink and Say</i> by Patricia Pollaco</p> <p>Civilwar.org Website--analyze what is wrong with this photo?</p> <p><i>Dred and Harriet Scott: A family’s struggle for freedom</i> by Gwenyth Swain</p> <p>GREAT web resource on Minnesota and the Civil War http://sites.mnhs.org/civil-war/ http://sites.mnhs.org/civil-war/videos/split-two-dred-scott-decision-1857</p>

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		<p>WEB & ACTIVITY: (www.1stminnesota.net) First Minnesota Volunteer Infantry Regiment-Unit Plan-Different biographies for each of the different soldiers. Students get soldier and fill out information. A PowerPoint called "Who Are You Soldier?" moving the students through different questions based on their individual and Facts related to broader issues. Can search by locality ... photos are great so kids can see their soldier.</p> <p>VIDEO: MN Regiment from MN Video Vault http://www.mnvideovault.org/index.php?id=7996&select_index=0&popup=yes#0</p> <p>Brain Pop Video, Civil War Causes (subscription required): https://www.brainpop.com/socialstudies/ushistory/civilwarcauses/</p> <p>Brain Pop Video, Frederick Douglas (subscription required): https://www.brainpop.com/socialstudies/famoushistoricalfigures/frederickdouglass/</p> <p>Brain Pop Video, Slavery (subscription required): https://www.brainpop.com/socialstudies/ushistory/slavery/</p> <p>Brain Pop Video, Underground Railroad (subscription required): https://www.brainpop.com/socialstudies/ushistory/undergroundrailroad/</p>
<p>6.4.4.19.2 Create a timeline of the key events of the American Civil War; describe the war-time experiences of Minnesota soldiers and civilians. (Civil War and Reconstruction: 1850-1877)</p>	<p>I can create a timeline of key events of the American Civil War.</p> <p>I can describe the experiences of Minnesota soldiers and civilians during the Civil War.</p>	<p><i>Soldiers Heart</i> by Gary Paulson, New York: Scholastic, 1998.</p> <p>GREAT web resource on Minnesota and the Civil War http://sites.mnhs.org/civil-war/</p> <p>Interactive Timeline Resources: ReadWriteThink - http://www.readwritethink.org/files/resources/interactives/timeline_2/ Timeglider - http://timeglider.com/ myHistro - stories displayed on maps http://www.myhistro.com/</p> <p>Bugle Calls: http://www.music.army.mil/music/buglecalls/default.asp</p>

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		<p>Charles Goddard's Letters: http://www2.smumn.edu/deptpages/~history/civil_war/newpage21.htm</p> <p>First Minnesota Volunteer Infantry Regiment: http://www.1stminnesota.net/#/home</p> <p>Minnesota Regiments, 30 min TPT video: http://www.mnvideovault.org/search_results.php?q=minnesota+regiments Brain Pop video, Civil War (subscription required): https://www.brainpop.com/socialstudies/ushistory/civilwar/</p>
<p>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. (Civil War and Reconstruction: 1850-1877)</p>	<p>I can identify why the Dakota War of 1862 began.</p> <p>I can create a table/diagram comparing and contrasting the viewpoints of Dakota and settlers.</p>	<p>U.S.-Dakota War of 1862 - <i>Minnesota Historical Society</i> http://www.usdakotawar.org/</p> <p>Broken Promises http://www.usdakotawar.org/history/treaties/broken-promises</p> <p>Stories: http://www.usdakotawar.org/stories</p> <p>Audio on US Dakota War: www.ampers.org/history/dakota-war-1862 MNopedia, Ho-Chunk and Blue Earth: http://www.mnopedia.org/event/ho-chunk-and-blue-earth-1855-1863</p> <p>Dakota Conflict Trials of 1862: http://law2.umkc.edu/faculty/projects/ftrials/dakota/dakota.html</p> <p>Dakota Conflict, TPT Video 56 min: http://www.mnvideovault.org/search_results.php?&s=0&q=Dakota%20Uprising&limit=5&page=1 Dakota Exile, TPT Video 56 min: http://www.mnvideovault.org/search_results.php?&s=0&q=Dakota%20Uprising&limit=5&page=1</p>

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Benchmark	"I can" statement	Resources with annotation
<p>6.4.4.20.1 Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920. (Development of an Industrial United States: 1870-1920) For example: Technological innovation—Improved ground and water transportation increased commerce.</p>	<p>I can explain how the combination of natural resources, machines and people impacted the development of big businesses in Minnesota from 1870-1920.</p>	<p><i>Blackwater Ben</i> by Bill Durbin</p> <p>James J. Hill Empire Builder: right side menu...watch all/some of the video http://www.mnvideovault.org/index.php?id=18924&select_index=0&popup=yes#0</p> <p>Lumberjack Article: Sweat Pads, Logging Berries, and Blackjack http://files.dnr.state.mn.us/publications/volunteer/young_naturalists/logging/logging.pdf http://files.dnr.state.mn.us/education_safety/education/teachers/activities/volunteer_studyguides/logging_studyguide.pdf</p> <p>Forests, Fields and the Falls--Interactive Graphic Novel http://www.mnhs.org/forestsfieldsfalls</p> <p>http://discovery.mnhs.org/ConnectingMN/ ALSO...lots of links to more information--Click on INDEX in the lower lefthand corner or click http://discovery.mnhs.org/ConnectingMN/F3TextVersion/HTMLHome.htm</p> <p>Minnesota Mining Video (whole thing or segments) http://www.mnvideovault.org/index.php?id=19253&select_index=0&popup=yes#0</p> <p>Brain Pop Video, Natural Resources (Subscription required): Brain Pop Video: Immigration (Subscription required) https://www.brainpop.com/science/ourfragileenvironment/naturalresources/</p> <p>James J. Hill video, 30 min. TPT: https://www.youtube.com/watch?v=Eg3Srbncpds</p> <p>Old Time Farming, Album Video, watch the parts you'd like: http://www.mnvideovault.org/program_titles_series.php?&s=15&series_id=18993&series_title=Album&letter=A&sortby=madeDESC&q=&limit=5&page=4</p>

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Benchmark	"I can" statement	Resources with annotation
		<p>Minnesota Mining and Manufacturing, Album Video, watch the parts you'd like: http://www.mnvideovault.org/program_titles_series.php?&s=40&series_id=18993&series_title=Album&letter=A&sortby=madeDESC&q=&limit=5&page=9</p>
<p>6.4.4.20.2 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. (Development of an Industrial United States: 1870-1920) For example: Establishment of ethnic communities and neighborhoods, shifting political power, language barriers.</p>	<p>I can analyze the causes and impact of migration and immigration in MN around 1900.</p>	<p><i>Journal of Otto Peltonen</i> by Bill Durbin <i>Keystones of the Stone Arch Bridge</i> by Carolyn Ruff <i>A Bride for Anna's Papa</i> by Isabel R. Marvin</p> <p>Becoming Minnesotan: Stories of Recent Immigrants and Refugees http://education.mnhs.org/immigration/</p> <p>Brain Pop Video: Immigration (Subscription required) https://www.brainpop.com/socialstudies/culture/immigration/ Minnesota History: Jacob Fahlstrom, the State's First Swede: http://www.anoka.k12.mn.us/cms/lib08/MN01909485/Centricity/Domain/5114/wJacob%20Fahlstrom%20the%20states%20first%20Swede.pdf</p>
<p>6.4.4.20.3 Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920) For example: Labor unions, Socialists, Progressive Movement, women's suffrage.</p>	<p>I can describe how Minnesotans came together to make change.</p> <p>I can describe the effects of movements on the way of life in Minnesota.</p>	<p>Mary Poppins-- clip with mom and her "Right to Vote" banner MN Video vault- PBS Truckers Strike http://www.mnvideovault.org/index.php?id=9574&select_index=4&popup=yes#4</p>
<p>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</p>	<p>I can describe how federal policies of the 1900s impacted the Anishinaabe and Dakota.</p>	<p>www.treatiesmatter.org</p> <p>American Indian Boarding Schools https://dp.la/primary-source-sets/sets/american-indian-boarding-schools</p> <p><i>Everything You Wanted to Know about Indians but were Afraid to Ask</i> - by</p>

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<p>citizenship. (Development of an industrial United States: 1870-1920)</p>	<p>I can describe how American Indians in Minnesota experienced allotment, boarding schools and citizenship.</p>	<p>Anton Treuer</p>
<p>6.4.4.20.5 Describe the political and social culture of Minnesota during World War I and how it affected Minnesotans. (Development of an Industrial United States: 1870-1920) For example: Temperance Movement, persecution of Germans in Minnesota, Minnesota National Guard, Commission of Public Safety, Non-partisan League.</p>	<p>I can describe what it was like to live in Minnesota during WWI.</p> <p>I can explain the negative impact of various laws and organizations on Minnesotans.</p> <p>I can explain the positive impact of various laws and organizations on Minnesotans.</p>	<p><i>Letters From Rifka</i> by Karen Hesse</p> <p>World War I Sustainability - Describes how Boy Scouts collected fruit pits and nuts shells for making gas mask filters http://www.worldscoutingmuseum.org/WWI.shtml</p> <p>World War I on the Minnesota Homefront http://mndigital.org/projects/primary-source-sets/world-war-i-minnesota-home-front</p>
<p>6.4.4.21.1 Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945) For example: Arts, literature, entertainment, popular culture, gender roles, Prohibition, the Duluth lynchings, the farm crisis.</p>	<p>I can describe how the big changes of the 1920s impacted daily life for Minnesotans.</p>	<p>http://collections.mnhs.org/duluthlynchings/ - Duluth Lynchings</p> <p>Music, teach the Charleston</p> <p>Slang "Bees Knees" etc. and what that reflects about culture at that time</p>

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Benchmark	"I can" statement	Resources with annotation
<p>6.4.4.21.2 Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945) For example: Trucker's Strike, Citizen's Alliance, New Deal Programs (Civilian Conservation Corps camps, Works Progress Administration art programs, National Youth Association roadside attraction construction), formation of the Farmer-Labor Party.</p>	<p>I can explain the Great Depression and describe the impacts of the New Deal.</p> <p>I can describe the conflict between big business and organized labor.</p>	<p>Stories From Where We Live (Milkweed Press) http://www.minnpost.com/politics-policy/2009/01/wpa-minnesota-economic-stimulus-during-great-depression WPA and Minnesota http://stories.mnhs.org/stories/mgg/depression.do Depression and WWII and Minnesota - Personal narratives</p>
<p>6.4.4.21.3 Create a timeline of key events leading to World War II; describe how Minnesotans influenced, and were influenced by, the debates over United States involvement. (The Great Depression and World War II: 1920-1945) For example: America First, Charles Lindbergh, German-American loyalty.</p>	<p>I can create a timeline of key events of World War II.</p> <p>I can describe Minnesotans' conflicting attitudes about US involvement in World War II.</p>	<p>http://www.historicfortsnelling.org/history/military-history/world-war-ii Fort Snelling's role in WWII</p> <p>http://sites.mnhs.org/historic-sites/charles-lindbergh-historic-site/history Charles Lindbergh and Minnesota history</p> <p>Story of Luverne, MN</p>
<p>6.4.4.21.4 Identify contributions of Minnesota and its people to World War II; describe the impact of the war on the home front and Minnesota society after the war. (The Great Depression and World War II: 1920-1945) For example: Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.</p>	<p>I can describe how Minnesota's natural resources supported World War II.</p> <p>I can describe how the people of Minnesota supported World War II.</p> <p>I can describe how life changed for Minnesotans after World War II.</p>	<p>Minnesota's Greatest Generation - <i>Minnesota Historical Society</i> http://www.mnhs.org/people/mngg/ http://www.mnhs.org/media/kits/greatest-generation</p> <p>Fort Snelling military history - WWII (1941-1945) - <i>Minnesota Historical Society</i> http://www.historicfortsnelling.org/history/military-history/world-war-ii</p> <p>MN Companies in WWII (mpr)</p> <p>Kenney, Dave. <i>Minnesota Goes to War: The Home Front during World War II</i>. St. Paul: Minnesota Historical Society, 2005. Print</p>

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Benchmark	“I can” statement	Resources with annotation
<p>6.4.4.22.1 Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota’s people. (Post-World War II United States: 1945-1989) For example: Growth of suburbs, growth of Minnesota defense industries.</p>	<p>I can describe the Cold War era.</p> <p>I can give examples of changes in the production and distribution of resources, goods and services in Minnesota following WWII.</p> <p>I can describe how Minnesotans were impacted by economic changes after WWII.</p>	<p>Civil Defense In Minnesota, 1950-1974 - <i>MNopedia</i> http://www.mnopedia.org/civil-defense-minnesota-1950-1974</p> <p>Castillo, Greg. <i>Cold War on the Home Front: The Soft Power of Midcentury Design</i>. Minneapolis: U of Minnesota, 2010. Print.</p>
<p>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) For example: Movements—Civil Rights Movement (Hubert H. Humphrey, Eugene McCarthy, student takeover of Morrill Hall at the University of Minnesota); American Indian Movement; Women’s Rights Movement; Conservation Movement (Ernest Oberholtzer, Boundary Waters Canoe Area).</p>	<p>I can explain the different civil rights and conservation movements in Minnesota that followed WWII.</p> <p>I can identify Minnesotans’ role in the civil rights and conservation movements, including both individuals and groups.</p>	<p>Minnesota Department of Human Rights https://mn.gov/mdhr/</p> <p>Minnesota Department of Human Services http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=id_010441</p> <p>Minnesota Civil Rights Laws - <i>FindLaw.com</i> http://statelaws.findlaw.com/minnesota-law/minnesota-civil-rights-laws.html</p> <p>Overview - African American Civil Rights Movement - <i>Minnesota Historical Society</i> http://libguides.mnhs.org/civilrights</p> <p>Conservation Minnesota http://www.conservationminnesota.org/</p> <p>Minnesota Conservation Volunteer http://www.dnr.state.mn.us/mcvmagazine/index.html</p> <p>Minnesota Conservation Federation</p>

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Benchmark	“I can” statement	Resources with annotation
		http://mncf.org/
<p>6.4.4.22.3 Describe the response of Minnesotans to global conflicts and displaced peoples since 1945. (Post-World War II United States: 1945-1989) For example: World War II refugee resettlement, Vietnam War, The Red Bulls National Guard, Center for Victims of Torture, post-WWII refugee resettlement.</p>	<p>I can describe how Minnesotans have been impacted by world events since 1945.</p> <p>I can explain refugee resettlement in Minnesota.</p>	<p>http://education.nationalgeographic.com/education/maps/mapping-displaced-people-around-the-world/?ar_a=1 Mapping Displaced People Around the World</p>
<p>6.4.4.23.1 Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries. (The United States in a New Global Age: 1980-present)</p>	<p>I can identify push-pull factors that bring immigrants and refugees to Minnesota.</p> <p>I can compare and contrast the experiences of immigrant groups of today with immigrant groups of 200 years ago.</p>	<p>Becoming Minnesotan: Stories of Recent Immigrants and Refugees - <i>Minnesota Historical Society</i> http://education.mnhs.org/immigration/</p> <p>The People of Minnesota Series - <i>Minnesota Historical Society Press</i> https://www.goodreads.com/series/115468-the-people-of-minnesota</p> <p>Hmong in Minnesota - <i>Minnesota Historical Society</i> http://www.mnhs.org/hmong</p> <p>http://www.nytimes.com/video/magazine/1194817116411/hmong-hip-hop-heritage.html - 5 minute Hmong Hip Hop Heritage Video on Hmong Immigration and culture with Local Rapper Tou Saiko Lee</p> <p>http://www.nytimes.com/2008/05/11/magazine/11pao-t.html?pagewanted=all&r=0 - General Vang Pao Update (story of Hmong involvement in Vietnam, Vang Pao's role in bringing Hmong to US, and Vang jail plot)</p>
<p>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. (The United States in a New Global Age: 1980-present) For example: Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota</p>	<p>I can identify people, ideas and businesses important to Minnesota.</p>	<p>Famous People Born in Minnesota http://www.biography.com/people/groups/born-in-minnesota</p> <p>Major Industries and Sectors - <i>Minnesota Department of Employment and Economic Development</i> https://mn.gov/deed/business/locating-minnesota/industries-sectors/</p>

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Benchmark	"I can" statement	Resources with annotation
<p>ideas—rollerblades, Post-it Notes, thermostats. Minnesota industries— mining (taconite); forestry; technology/ health/ biosciences (3M, Medtronic, St. Jude Medical, Mayo Clinic, United Health Group); agriculture and agribusiness (Cargill, General Mills, Land O' Lakes, Hormel Foods); manufacturing (CHS Inc., Ecolab, Toro, Polaris); retail (Dayton's, Target Corporation, Best Buy, Supervalu, MOA.</p>		

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