

## Grade 7 Curriculum Guide (2016)

**Purpose:** This document provides support for implementing Minnesota’s 2011 Social Studies standards and benchmarks. This is the companion document to the Grade 7 Resource List (also available on the CSSE [website](http://mncsse.org), mncsse.org).

**Format:**

- Anchor standards appear horizontally followed by the corresponding benchmark(s), each with an accompanying narrative.
- Key social studies concepts are highlighted in **BOLD** in each benchmark.
- Learning targets focus on the heart of each benchmark and its most essential content, concept(s), and/or skill(s). The learning targets may be a starting point for planning units and lessons; the targets are written for students.
- The “Additional Sources” are possibilities for planning and instruction.

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
-----------	-----------	---	--------------------

**Citizenship & Government** 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. (1 benchmark)

<p>7.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating <b>respect</b> for the opinions of people or groups who have different perspectives, and reaching <b>consensus</b>.</p> <p><i>For example: Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments.</i></p> <p><i>Controversial issues-First Amendment in the school setting, mandatory voting.</i></p>	<p>Students need to participate in respectful civic discussions and reach consensus.</p>	<p>I can discuss issues respectfully with my classmates and come to a compromise.</p>	<ul style="list-style-type: none"> <li>● Establish Discussion Ground Rules</li> <li>● Socratic Seminar</li> <li>● First Amendment</li> </ul>
--	--	---	--

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. (1 benchmark)			
7.1.2.3.1 Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.	Students need to understand that the principles from founding documents have affected the growth of the U.S. and are relevant today.	I can give examples of what essential ideas from founding documents look like during the growth of the United States up to today.	<ul style="list-style-type: none"> <li>● Seneca Falls Declaration</li> <li>● <i>I have a dream</i> speech</li> <li>● "Schuyler Sisters" lyrics from <i>Hamilton</i></li> <li>● "The Preamble" from School House Rock</li> <li>● <i>Charters of Freedom</i> online exhibit from the National Archives</li> </ul>
4. Individuals in a republic have rights, duties and responsibilities. (1 benchmark)			
7.1.3.4.1 Explain landmark Supreme Court decisions involving the Bill of Rights and other <b>individual protections</b> ; explain how these decisions helped define the scope and limits of personal, political, and economic <b>rights</b> . <i>For example: Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona.</i>	<p>Students need to understand that the Supreme Court was made to ensure that government does not infringe upon individual rights as guaranteed in the U.S. Constitution.</p> <p>The Supreme Court has the power to review laws and government actions that individuals believe violate the Constitution.</p>	<p>I can name individual rights outlined in the Bill of Rights (speech, religion, protest, bear arms, etc.).</p> <p>I can explain how a specific Supreme Court ruling helped define an individual right.</p>	<ul style="list-style-type: none"> <li>● Unanimous decision in <i>Brown v. Board of Education</i>.</li> <li>● Majority opinion of <i>Tinker v. Des Moines</i></li> <li>● Majority opinion of <i>Miranda v. Arizona</i></li> <li>● Majority opinion of <i>District of Columbia v. Heller</i></li> </ul>

The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
5. Citizenship and its rights and duties are established by law. (2 benchmarks)			
7.1.3.5.1 Describe the components of responsible <b>citizenship</b> including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making.	Students need to know that responsible citizenship includes voting but is also an everyday experience that includes: educating themselves on issues to better understand multiple viewpoints and advocating effectively upon positions in a public forum.	I can name the three practices that responsible citizens are expected to do: <ul style="list-style-type: none"> <li>- becoming informed on current events</li> <li>- advocating upon an informed position</li> <li>- voting</li> </ul>	<ul style="list-style-type: none"> <li>● Local newspaper articles</li> <li>● Agenda(s) and Meeting Minutes for local governments (school board, city council, public committees, student council).</li> <li>● Petition</li> </ul>
7.1.3.5.2 Compare and contrast the <b>rights</b> and <b>responsibilities</b> of citizens, non-citizens and dual citizens. <i>For example:</i> Voting, paying taxes, owning property.	Students need to know that rights are based on law and can be changed while responsibilities are about our social norms. There are also three groups of people who have rights and responsibilities that are unique to their legal status.	I can explain the differences between rights and responsibilities.  I can name two rights that citizens have which non-citizens do not. <ul style="list-style-type: none"> <li>- move freely (without ID and without informing permanent address)</li> <li>- Vote</li> <li>- Paying Taxes</li> </ul>	<ul style="list-style-type: none"> <li>● U.S. Citizenship and Immigration Services definitions of citizen, dual citizen</li> <li>● U.S. Immigration Test</li> <li>● Alien ID Card vs. State Identification</li> <li>● 14th Amendment</li> </ul>
6. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. (1 benchmark)			

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.1.4.6.1 Describe historical applications of the principle of <b>checks and balances</b> within the United States government. <i>For example:</i> Johnson's impeachment, Roosevelt's court packing plan, War Powers Resolution</p>	<p>Students need to understand that the Constitution was created so that no one branch of government can become too powerful.</p>	<p>I can describe how the three branches of government balance each other's powers.</p> <p>I can give a historical example of the legislative branch checking the power of the executive branch.</p> <p>I can give a historical example of the judicial branch checking the power of either of the two other branches of government.</p>	<p>Legislative Branch checking the power of the Executive Branch</p> <ul style="list-style-type: none"> <li>● Johnson's impeachment (Steven's final argument)</li> <li>● Roosevelt's court packing plan</li> </ul> <p>Judicial Branch checking the power of another branch.</p> <ul style="list-style-type: none"> <li>● <i>United States v. Windsor</i></li> <li>● <i>Gideon v. Wainwright</i></li> </ul>
<p>7. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. (2 benchmarks)</p>			
<p>7.1.4.7.1 Analyze how the Constitution and the Bill of Rights limits the <b>government</b> and the governed, protects individual rights, supports the principle of <b>majority rule</b> while protecting the <b>rights of the minority</b>, and promotes the <b>general welfare</b>. <i>For example:</i> <i>Miranda v. Arizona</i>, <i>Ninth and Tenth Amendments</i>, <i>Civil Rights Act of 1964</i>.</p>	<p>Students need to understand that our Constitution and Bill of Rights limits the power of the Federal government, placing protections on individual rights while supporting majority rule and promoting the general welfare.</p>	<p>I can explain how the use of the 10th amendment gives individual states the ability to self-govern.</p> <p>I can give an example of the rights of a minority being placed before majority rule.</p> <p>I can give an example of a Federal law enacted to</p>	<p>State Right to Govern</p> <ul style="list-style-type: none"> <li>● 10th Amendment</li> </ul> <p>Rights of Minority/Majority Rule</p> <ul style="list-style-type: none"> <li>● 9th Amendment</li> <li>● Minnesota State Law on Pledge of Allegiance (121A.11 Subd 3b)</li> </ul> <p>Federal application to promote the general welfare</p> <ul style="list-style-type: none"> <li>● Social Security Act</li> <li>● Affordable Care Act</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
		promote the general welfare.	
7.1.4.7.2 Describe the <b>amendment</b> process and the impact of key constitutional amendments.	<p>Students need to understand that there are two paths for adding amendments: (1) use already established legislative bodies (national/state congresses), and (2) people can amend our constitution without having to go through Congress (check and balance); only the second path has been used.</p> <p>Some of the 27 amendments work to extend additional rights and freedoms.</p>	<p>I can identify the two paths for creating amendments and explain why all previous amendments have taken one path through Congress.</p> <p>I can give an example of a right I now have as a result of one of our 27 constitutional amendments.</p>	<ul style="list-style-type: none"> <li>● Bill of Rights</li> <li>● 14th Amendment</li> </ul>
9. Free and fair elections are key elements of the United States political system. (1 benchmark)			
7.1.4.9.1 Analyze how changes in election processes over time contributed to freer and fairer elections. <i>For example:</i> Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting.	Students need to understand that the ability to vote and participate in our government has not historically been afforded to all (the poor, women, African Americans, and Native Americans). Only through much hard work and sacrifice did disenfranchised groups obtain the right to vote.	<p>I can name three groups of people in US history which have not historically had the right to vote.</p> <p>I can explain two methods which have historically been used to keep groups of people from voting.</p>	<ul style="list-style-type: none"> <li>● Poll taxes</li> <li>● Literacy tests</li> <li>● Threat of violence to keep people from voting (KKK)</li> <li>● Redistricting maps</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
	The threat of violence, poll taxes, and literacy tests have been historically used to prevent groups from voting.		
10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. (1 benchmark)			
7.1.5.10.1 Describe <b>diplomacy</b> and other foreign policy tools; cite historical cases in which the United States government used these tools.	Students need to know that diplomacy is the art of skillfully working negotiations and handling people to prevent war.  In addition to diplomacy, governments can use military action.	I can define diplomacy.  I can give an example of a time the US worked with other countries to prevent war or resolve an international conflict.	<ul style="list-style-type: none"> <li>● Woodrow Wilson's Fourteen Points</li> <li>● Roosevelt, Taft and Wilson</li> <li>● Any Treaty between US and warring Native American Tribes</li> <li>● Richard Holbrooke's Dayton Agreement</li> </ul>
<b>Economics</b> 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short-and long-run costs and benefits of alternative choices and revising their goals based on their analysis. (1 benchmark)			
7.2.1.1.1 Apply reasoned decision-making techniques in making <b>choices</b> ; explain why different households or groups faced with the same alternatives might make different choices. <i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of	Students need to understand that economics is a discipline that attempts to make wise decisions based on using numbers.  Family values lead to individuals making different choices when given the same situation.	I can evaluate the pros and cons of an opportunity or situation before a decision is made.	<ul style="list-style-type: none"> <li>● PACED Chart</li> <li>● Supply and Demand</li> <li>● Stock Market Crash</li> <li>● Great Depression</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
sunk costs, results of behavioral economics.			
3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. (1 benchmark)			
<p>7.2.3.3.1 Explain how items are allocated or rationed when <b>scarcity</b> exists. <i>For example:</i> Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by "first-come, first-served" policy in former Soviet Union; many things rationed by price.</p>	<p>Students need to understand that when scarcity exists consumers are often asked by their government to reduce consumption or go without and think creatively to solve the problems associated with the given shortage.</p>	<p>I can explain government actions during a time of shortage.</p>	<ul style="list-style-type: none"> <li>● Great Depression Bread Lines, Fireside Chats</li> <li>● WWII ration cards, conservation posters, War Board ratings</li> </ul>
5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. (1 benchmark)			
<p>7.2.4.5.1 Describe how the <b>interaction</b> of buyers (through <b>demand</b>) and sellers (through <b>supply</b>) determines price in a <b>market</b>. <i>For example:</i> Cotton prices during the Civil War, Organization of</p>	<p>Students need to understand that lack of competition, the amount of supply, and the amount of demand affect price in a market place.</p> <p>Little to no competition and/or low supply coupled with high</p>	<p>I can explain why competition helps drive prices of goods down.</p> <p>I can explain how prices are affected by supply and demand.</p>	<ul style="list-style-type: none"> <li>● Graph illustrating prices during a time of shortage</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
Petroleum Exporting Countries (OPEC) embargo in the 1970s.	demand cause prices of goods to increase.		
6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services. (1 benchmark)			
7.2.4.6.1 Describe <b>profit</b> as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects. <i>For example:</i> Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources.	Students need to understand that while pursuing profit can create more: jobs, technological innovation, and personal wealth it can also lead to problems like: pollution, corruption, and the exploitation of people.	I can explain why people take on the risks of creating new new goods and/or starting a new business.  I can describe how pursuing profit can have a positive and negative impact on individuals and society.	<ul style="list-style-type: none"> <li>● Newspaper and Magazine article on topic of student choice</li> <li>● Henry Ford and the Assembly Line</li> <li>● Inventors</li> <li>● Robber Barons</li> </ul>
<b>Geography</b> 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. (1 benchmark)			

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the "TODALSS" map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> "TODALSS" map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	<p>Students need to create and use different kinds of maps.</p> <p><i>*skills for ongoing practice</i></p>	<p>I can create and use various kinds of maps.</p> <p>I can apply TODALSS to maps.</p>	<ul style="list-style-type: none"> <li>● Historical maps</li> <li>● Google maps</li> <li>● ArcGIS online</li> </ul>
<p><b>History 2.</b> 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. (1 benchmark)</p>			
<p>7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.</p>	<p>Students need to conduct a research project about US History.</p> <p><i>*skills for ongoing practice; use throughout the year and combine in a project</i></p>	<p>I can pose a question, conduct research using and citing primary &amp; secondary sources, evaluate the information and present my work.</p>	<ul style="list-style-type: none"> <li>● National History Day</li> <li>● Inquiry visuals on the CSSE website</li> </ul>
<p>4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. (1 benchmark)</p>			

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.2.4.1 Compare and contrast the distribution and political status of <b>indigenous populations</b> in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.</p>	<p>Students need to compare and contrast the indigenous lands and status throughout North America.</p> <p>Students need to describe the change of indigenous status since the establishment of the US to the present day.</p>	<p>I can identify indigenous populations in US and Canada and describe where they lived and how their status has changed in the 19th and 20th centuries.</p>	<ul style="list-style-type: none"> <li>● Treaties</li> <li>● Constitutional powers</li> <li>● Jackson's policies</li> <li>● Trail of Tears</li> <li>● Broken Treaties</li> <li>● American Indian Movement</li> <li>● Allotment Acts</li> <li>● Citizenship status</li> <li>● Indian Termination Policy</li> </ul>
<p>18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861) (3 benchmarks)</p>			
<p>7.4.4.18.1 Describe the processes that led to the <b>territorial expansion</b> of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and <b>annexation</b>. (Expansion and Reform: 1792-1861) <i>For example:</i> Tecumseh's War, Adams- Onis Treaty of 1819, Texas annexation, Oregon Trail, "Manifest Destiny" concept</p>	<p>Students need to describe the expansion of the US.</p> <p>Students need to list the variety of ways the US territory grew.</p>	<p>I can define how the US expanded its territorial borders.</p>	<ul style="list-style-type: none"> <li>● US Territorial maps</li> <li>● Treaty maps</li> <li>● Louisiana Purchase</li> <li>● Indigenous Sovereignty</li> <li>● Tecumseh's War</li> <li>● War of 1812</li> <li>● Manifest Destiny</li> <li>● Painting American Progress</li> <li>● Oregon Trail &amp; movement West</li> <li>● Mexican-American war</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.18.2 Identify new technologies and <b>innovations</b> that transformed the United States' economy and society; explain how they influenced political and regional development (Expansion and Reform: 1792-1861) <i>For example:</i> Cotton gin, power loom, steam engine, railroad.</p>	<p>Students need to list major inventions and technology of the early 1800's.</p> <p>Students need to understand how these innovations impacted the regional development of the US.</p>	<p>I can name new technology and inventions of the early 1800's and identify their impact (politics, economy, region and society).</p>	<ul style="list-style-type: none"> <li>● Cotton Gin</li> <li>● Steam engine</li> <li>● Water powered loom</li> <li>● Railroad maps</li> <li>● Graph of Patents</li> <li>● Erie Canal map</li> <li>● Lowell Mill</li> <li>● Population Distribution map</li> </ul>
<p>7.4.4.18.3 Identify causes and consequences of Antebellum <b>reform</b> movements including abolition and women's rights. (Expansion and Reform: 1792-1861) <i>For example:</i> Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten-Hour movement.</p>	<p>Students need to identify reform movements and their impact.</p>	<p>I can identify social problems in the mid-1800's that led to Reform Movements.</p> <p>I can evaluate the impact of the Reform Movements.</p>	<ul style="list-style-type: none"> <li>● Underground Railroad</li> <li>● Slave Narratives</li> <li>● Declaration of Sentiments</li> <li>● Child Labor</li> <li>● Ten-Hour movement</li> <li>● Revivalism</li> </ul>
<p>19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: (1850-1877) (3 benchmarks)</p>			
<p>7.4.4.19.1 Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major <b>political compromises</b> and, ultimately, war. (Civil War and Reconstruction: 1850-1877) <i>For example:</i> Missouri Compromise, Nullification Crisis,</p>	<p>Students need to name the main points of the opposing sides in the debate over slavery and states rights.</p> <p>Students need to understand the attempted compromises and how they led to Civil War.</p>	<p>I can summarize the debate over slavery and states' rights.</p> <p>I can evaluate the effectiveness of compromises in</p>	<ul style="list-style-type: none"> <li>● Compromise of 1850 and the Fugitive Slave Act</li> <li>● Dred Scott Decision</li> <li>● Missouri Compromise</li> <li>● US Maps after each Compromise</li> <li>● Bleeding Kansas</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
Compromise of 1850, Bleeding Kansas.		contributing to or avoiding war.	<ul style="list-style-type: none"> <li>● John Brown</li> <li>● Uncle Tom's Cabin</li> <li>● Frederick Douglass</li> </ul>
7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)	<p>Students need to outline the political &amp; military events of the US Civil War.</p> <p>Students need to evaluate the decisions made by the leaders of the South and the North impacted their ability to fight the war.</p>	<p>I can outline the major political and military events of the Civil War.</p> <p>I can evaluate how economic decisions affected the Civil War.</p> <p>I can determine how the political beliefs of the Confederacy and Union influenced the decisions made during war.</p>	<ul style="list-style-type: none"> <li>● Major Political and Military Events</li> <li>● Emancipation Proclamation</li> <li>● Fort Sumter, Gettysburg, Vicksburg &amp; Antietam, Appomattox</li> <li>● Total War - Sherman's March to the Sea</li> <li>● Role of Women &amp; Birth of Red Cross</li> <li>● Foreign Economics and Politics</li> <li>● The Cotton industry in the North &amp; South</li> <li>● The Trent Affair</li> <li>● Anaconda Plan</li> <li>● Battle Maps</li> <li>● Clara Barton</li> <li>● Harriet Tubman's work as nurse &amp; spy</li> <li>● Terms of Surrender</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.19.3 Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877) <i>For example:</i> Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.</p>	<p>Students need to understand the Civil War had a wide ranging impact on people all over the country.</p>	<p>I can describe how different groups of people in the U.S. influenced the Civil War and were impacted by the Civil War.</p>	<ul style="list-style-type: none"> <li>● 13th, 14th &amp; 15th Amendments</li> <li>● Black Codes</li> <li>● Sharecropping photos</li> <li>● National and American Woman Suffrage Associations</li> <li>● Changing Women's Roles</li> <li>● The roots of NAACP</li> <li>● Homestead Act</li> <li>● Migration</li> <li>● Exodusters - Nicodemus, Kansas</li> </ul>
<p>20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920) (8 benchmarks)</p>			
<p>7.4.4.20.1 Explain the impact of the United States Industrial Revolution on the <b>production, consumption</b> and <b>distribution</b> of goods. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck &amp; Co.</p>	<p>Students need to understand that the US rapidly increased the pace of industrialization nation wide.</p> <p>Goods were produced, sold and consumed nation-wide.</p>	<p>I can explain how industrialization became more efficient when products made in American factories were bought, shipped and used all over the nation.</p>	<ul style="list-style-type: none"> <li>● Sears Roebuck &amp; Co catalogs or pages</li> <li>● Maps of Transcontinental railroad</li> <li>● Edison's invention factory</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.20.2 Analyze the consequences of <b>economic transformation</b> on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920) <i>For example:</i> The "New Immigration" from Eastern and Southern Europe, "Great Migration" of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.</p>	<p>Students need to understand that the Industrial Revolution was an economic factor for the significant increase in migration and immigration which transformed the US.</p> <p>Students need to analyze the transformation in politics and public policy resulting from this increase.</p>	<p>I can analyze how changes in the United States economy increased migration and immigration to the United States.</p> <p>I can explain how change in population affected laws and politics.</p>	<ul style="list-style-type: none"> <li>● Immigration graphs</li> <li>● Images of Ellis Island &amp; Angel Island</li> <li>● Images of the Great Migration</li> <li>● Sherman Anti-Trust Act Political Cartoons</li> <li>● Video Clip-The Godfather Part 2</li> <li>● Video Clips-Gangs of New York</li> </ul>
<p>7.4.4.20.3 Compare and contrast <b>reform</b> movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, Muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).</p>	<p>Students need to understand the rise of the Progressive party and the different approaches to reform.</p> <p>Students need to understand the rise in social reform movements in labor, race, ethnicity, class, and education.</p>	<p>I can identify the goals of the reform (Progressive) movement.</p> <p>I can compare and contrast the goals and strategies of reform movements at the turn of the 20<sup>th</sup> century.</p>	<ul style="list-style-type: none"> <li>● Sinclair Lewis readings from the Muckraker</li> <li>● Hine's photographs</li> <li>● Settlement houses</li> <li>● Temperance posters &amp; Pamphlets</li> <li>● NAACP Crisis newspaper articles</li> <li>● The Grange</li> <li>● Marcus Garvey &amp; the UNIA-ACL</li> <li>● TCI Progressive simulation</li> <li>● The Jungle by Upton Sinclair</li> <li>● Excerpts-How The Other Half Lives by Jacob Riis</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
			(Tenement Housing/conditions in NYC)
<p>7.4.4.20.4 Analyze the effects of <b>racism</b> and <b>legalized segregation</b> on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the <b>relocation</b> of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Withdrawal of federal troops from the South in 1877, Southern "redeemer" governments, 1892 Plessy v. Ferguson decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.</p>	<p>Students need to understand the rise of "Jim Crow" and legalized segregation.</p> <p>Students need to understand the legalization of xenophobia.</p>	<p>I can analyze how racism was put into law.</p>	<ul style="list-style-type: none"> <li>● Indian Citizenship Act of 1924</li> <li>● Jim Crow images</li> <li>● Black Codes</li> <li>● Plessy v. Ferguson majority opinion</li> <li>● Chinese Exclusion Act</li> <li>● Gentleman's Agreement</li> <li>● Dawes Act</li> <li>● Homestead Act</li> <li>● KKK images or readings</li> </ul>
<p>7.4.4.20.5 Describe the strategies used by suffragists in their campaigns to secure the <b>right</b> to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920) <i>For example:</i> National American Woman Suffrage Association, National Woman's Party.</p>	<p>Students need to understand the wide range of strategies the suffragists used to secure the 19th Amendment.</p>	<p>I can describe the strategies used by suffragists to secure the right to vote for women with the 19th Amendment.</p>	<ul style="list-style-type: none"> <li>● 19th Amendment</li> <li>● Images of suffragettes in front of the White House, parades and marches.</li> <li>● speeches and letters</li> <li>● newspaper articles</li> <li>● banners and pins</li> <li>● Video clips-Iron Jawed Angels</li> <li>● PBS-One Woman, One Vote (American Experience)</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.20.6 Evaluate the changing role of the United States regarding its neighboring regions and its expanding <b>sphere of influence</b> around the world. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Spanish-American War, "Big Stick" and Dollar Diplomacy, annexation of Hawaii.</p>	<p>Students need to understand the increased involvement of the US into its neighboring regions and the world.</p>	<p>I can evaluate how the role of the U.S. changes at the turn of the 20th century.</p> <p>I can describe diplomacy and explain historical examples of diplomacy in action.</p>	<ul style="list-style-type: none"> <li>● Political cartoons</li> <li>● images of Hawaiian plantation workers &amp; owners.</li> <li>● Queen Liliuokalani</li> <li>● Spanish American War</li> <li>● Yellow Journalism political cartoons &amp; newspaper articles</li> <li>● Roosevelt, Taft &amp; Wilson examples</li> </ul>
<p>7.4.4.20.7 Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Submarine warfare, the sinking of the Lusitania, Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.</p>	<p>Students need to understand the MAIN (Militarism, Alliances, Imperialism &amp; Nationalism) causes of World War I.</p> <p>Students need to understand the major decisions, battles and changes in military technology, and warfare.</p>	<p>I can explain why and how World War I was fought.</p> <p>I can outline the causes of WWI.</p> <p>Note: MANIA - Militarism, Alliances, Nationalism, Imperialism, Assassination; includes the final "A" for assassination of Franz Ferdinand.</p>	<ul style="list-style-type: none"> <li>● Archduke's assassination</li> <li>● Map of Alliances</li> <li>● Maps of trenches and the Fronts</li> <li>● images of tanks, airplane, machine gun, mustard gas, submarines</li> <li>● Zimmerman Telegram</li> <li>● Russian Revolution manifesto &amp; placards</li> <li>● images of American doughboys</li> <li>● Espionage Act</li> <li>● Minnesota Commission of Public Safety</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.20.8 Identify the political impact of World War I, including the formation of the League of Nations and renewed United States <b>isolationism</b> until World War II. (Development of an Industrial United States: 1870-1920) <i>For example:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</p>	<p>Students need to know the impact of World War I internationally and domestically.</p> <p>Students need to know the political and social idea of isolationism.</p>	<p>I can identify the political impact of World War I.</p> <p>I can define isolationism and identify the motive (rational/aim/thinking) of the U.S. to return to this policy.</p> <p>I can summarize the goal of the League of Nations, the reaction to the Treaty of Versailles &amp; how they contributed to World War II.</p>	<ul style="list-style-type: none"> <li>● Treaty of Versailles</li> <li>● Images of post war Germany</li> <li>● images of race riots</li> <li>● speeches of the International Workers of the World</li> <li>● Eugene Debs speeches and writings</li> <li>● The trial of Sacco &amp; Vanzetti</li> <li>● Sedition Act of 1918</li> </ul>
<p>21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945) (4 benchmarks)</p>			
<p>7.4.4.21.1 Identify causes of the Great Depression and factors that led to an extended period of <b>economic collapse</b> in the United States. (The Great Depression and World War II: 1920-1945) <i>For example:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment,</p>	<p>Students need to know the long term causes for the Great Depression.</p>	<p>I can identify the causes of the Great Depression and explain why it lasted for over a decade.</p>	<ul style="list-style-type: none"> <li>● Images of land speculation in Florida</li> <li>● images of farmers destroying products</li> <li>● Penny Auctions</li> <li>● photos of hyperinflation in Germany</li> <li>● Newspaper articles of 1929 crash</li> <li>● Images of the Dust Bowl and massive flooding in the North Eastern US</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
international debt and European economic collapse, Dust Bowl.			
<p>7.4.4.21.2 Describe the impact of the Great Depression on United States <b>society</b>, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)  <i>For example:</i> Bonus Army, "Okie" migration, breadlines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p>	<p>Students need to know the broad impact of the Great Depression and how the role of the US government changed in response.</p>	<p>I can describe the impact of the Great Depression on a cross-section of people in the United States.</p> <p>I can describe the government's response to the Great Depression through New Deal policies.</p>	<ul style="list-style-type: none"> <li>● Images of Hoovervilles, The Bonus Army, bread lines, "Okie" migration, and Migrant Mother.</li> <li>● 1932 election campaign materials</li> <li>● Dear Mrs. Roosevelt letters.</li> <li>● WPA, CCC, and TVA photos.</li> <li>● Social Security Act</li> <li>● National Labor &amp; Relations Act</li> </ul>
<p>7.4.4.21.3 Outline how the United States mobilized its economic and military <b>resources</b> during World War II; describe the impact of the war on <b>domestic affairs</b>. (The Great Depression and World War II: 1920-1945)  <i>For example:</i> Industrial mobilization, rationing, "Rosie the Riveter" and the female labor force, Bracero Program, uses of propaganda.</p>	<p>Students need to understand the homefront during WWII</p>	<p>I can explain how government programs required and encouraged people at home to help the war effort.</p>	<ul style="list-style-type: none"> <li>● Propaganda Posters</li> <li>● Dr. Seuss-War Bonds, etc.</li> <li>● Rationing cards and point values</li> <li>● Images from the Bracero program</li> <li>● Double V for Victory campaign</li> <li>● POW labor on farms</li> <li>● How celebrities started to help with the War effort</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
			<ul style="list-style-type: none"> <li>• Charlie Chaplin video clips</li> </ul>
<p>7.4.4.21.4 Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945) <i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</p>	<p>Students need to understand the causes for WWII.</p> <p>Students need to understand the major events, political and military decisions and key battles of WWII.</p>	<p>I can identify and explain the causes of WWII.</p> <p>I can describe the main people, their decisions and major events of WWII.</p> <p>I can explain key terms, battles, and people related to the conduct of war.</p>	<ul style="list-style-type: none"> <li>• Images and newspapers of the Italian invasion of Ethiopia</li> <li>• Images of Japanese invasion of Manchuria</li> <li>• Images and headlines of German invasion of Poland</li> <li>• December 7, 1941 newsreel, speech, images</li> <li>• Images of Japanese Internment Camps and Executive Order 9066</li> <li>• The Manhattan Project</li> <li>• Image of the Yalta Conference</li> </ul>
<p>22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post- World War II United States: 1945-1989) (6 benchmarks)</p>			
<p>7.4.4.22.1 Identify military and non-military actions taken by the United States during the Cold War to resist the spread of <b>communism</b>. (Post-World War II United States: 1945-1989)</p>	<p>Students need to understand what the Cold War was.</p> <p>Students need to understand the actions of the USA and the USSR as the global Super Powers.</p>	<p>I can identify actions taken by the U.S. during the Cold War to resist the spread of communism.</p>	<ul style="list-style-type: none"> <li>• Truman's executive order desegregating the military</li> <li>• Images &amp; maps of the Marshall plan</li> <li>• Images of Berlin Airlift</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p><i>For example:</i> Military actions— Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the "Kitchen Debate," the Space Race.</p>			<ul style="list-style-type: none"> <li>● Maps &amp; Political Cartoons of The Domino theory</li> <li>● Hmong story cloths</li> </ul>
<p>7.4.4.22.2 Analyze the social and political effects of the Cold War on the people of the United States. (Post- World War II United States: 1945-1989) <i>For example:</i> Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military- industrial complex, the anti-nuclear and peace movements.</p>	<p>Students need to understand the social and political effects of the Cold War on the people of the United States.</p>	<p>I can analyze the effects of the Cold War on people and laws in the United States.</p> <p>I can compare and contrast the government and economic styles of the U.S. and the Soviet Union during the Cold War.</p>	<ul style="list-style-type: none"> <li>● "Duck &amp; Cover" film</li> <li>● Instructions for building a bomb shelter</li> <li>● Headlines of the McCarthy trials</li> <li>● Images of peace protests</li> </ul>
<p>7.4.4.22.3 Compare and contrast the involvement and role of the United States in <b>global conflicts</b> and acts of cooperation. (Post-World War II United States: 1945-1989) <i>For example:</i> Conflicts— Guatemalan civil war, 1979 Iranian Revolution, Cooperation— United Nations, World Bank, United States Agency for International Development, anti-apartheid movement.</p>	<p>Students need to understand US involvement in global conflicts during the Cold War.</p>	<p>I can compare and contrast political and military actions the US took to influence global events after World War II.</p>	<ul style="list-style-type: none"> <li>● Headlines and images of freeing the Iranian hostages</li> <li>● Images of Apartheid and anti-apartheid movement</li> <li>● Comparing Apartheid and "Jim Crow" laws</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.22.4 Explain the <b>economic boom</b> and <b>social transformation</b> experienced by postwar United States. (Post-World War II United States: 1945-1989) <i>For example:</i> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counterculture, Moral Majority.</p>	<p>Students need to understand the significant cultural and economic changes after WWII.</p>	<p>I can explain how the economy and culture in the United States changed following WWII.</p>	<ul style="list-style-type: none"> <li>● The Book "The American Way of Poverty: How the Other Half Still Lives"</li> <li>● Advertisements</li> <li>● G.I. Bill</li> <li>● Graph of population growth</li> </ul>
<p>7.4.4.22.5 Describe the changing role of the federal government in reshaping post-war <b>society</b>. (Post-World War II United States: 1945-1989) <i>For example:</i> G.I. Bill, Fair Deal, New Frontier, Great Society.</p>	<p>Students need to understand US domestic policies after WWII.</p>	<p>I can describe the social goals of the U.S. government following WWII and how the shift in focus affected American society.</p>	<ul style="list-style-type: none"> <li>● G.I. Bill</li> <li>● LBJ's speeches and laws</li> <li>● Map of the Interstate Highway system</li> <li>● Urban Renewal</li> </ul>
<p>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 <b>non-violent resistance</b>. (Post-World War II United States: 1945-1989)</p>	<p>Students need to compare and contrast the goals and tactics of the Equal Rights Movements.</p> <p>Students need to explain the pros and cons of non-violent resistance.</p>	<p>I can compare and contrast the goals and tactics of equal rights movements of the 20th century.</p> <p>I can explain the advantages and disadvantages of non-violent resistance.</p>	<ul style="list-style-type: none"> <li>● <i>Brown vs. Board of Education</i></li> <li>● Images of the Sit-Ins</li> <li>● Cesar Chavez and The Grape Boycott</li> <li>● Images of AIM retaking of Navy property &amp; Alcatraz</li> <li>● Indian Termination Policy</li> <li>● Betty Friedan's speeches</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
			<ul style="list-style-type: none"> <li>● Graph of women/men pay</li> <li>● Images &amp; Speeches of the Black Panthers</li> <li>● Stokely Carmichael's speeches</li> <li>● Images of the Yellow Power Movement</li> <li>● Chicano Movement Artwork</li> <li>● Black Lives Matter</li> </ul>
<p>23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present) (2 benchmarks)</p>			
<p>7.4.4.23.1 Describe how new technologies have changed political, economic and social <b>interactions</b>. (The United States in a New Global Age: 1980- present) <i>For example:</i> New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.</p>	<p>Students need to understand how technology has changed our world from the 1980's to today.</p>	<p>I can describe how new technologies have changed everyday life for individuals and societies.</p> <p>I can give examples of ways that innovations have led to new interactions.</p>	<ul style="list-style-type: none"> <li>● photos of pay phones, car phones, first cell phones</li> <li>● encyclopedia vs. wikipedia</li> <li>● card catalog images or old cards</li> <li>● driverless cars</li> <li>● genetically modified crops</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*

Benchmark	Narrative	Learning Targets ("I can..." statements)	Additional Sources
<p>7.4.4.23.2 Analyze the changing <b>relations</b> between the United States and other countries around the world in the beginning of the twenty-first century. (The United States in a New Global Age: 1980-present)  <i>For example:</i> North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</p>	<p>Students need to understand the change in US international relations after the Cold War.</p>	<p>I can observe (or recognize/ record) and analyze the changing relations between the U.S. and other countries after the Cold War.</p>	<ul style="list-style-type: none"> <li>● "We didn't start the fire" by Billy Joel</li> <li>● images of NAFTA protests</li> <li>● Outsourcing articles</li> <li>● Current Events</li> </ul>

*The CSSE is not able to endorse curriculum to address the state standards; each district must decide what materials to use to meet the benchmarks. This document was created by educators with the support of Minnesota's Social Studies organizations.*