

Grade 6 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 6 Resource List (also available on the CSSE website, mncsse.org).

Format:

- Anchor standards appear horizontally followed by the corresponding benchmark(s).
- Key concepts are highlighted in **BOLD** within the benchmark language.
- Essential questions offer possible ways to frame a unit or series of lessons.
- 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.

Benchmark	Essential Question(s)	Learning Targets ("I can..." statements)
<p>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. (3 benchmarks)</p>		
<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. <i>For example:</i> 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>How do we evaluate decisions made on issues from different points of view?</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>

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<p>6.1.1.1.2 Use graphic data to analyze information about a public issue in state or local government. <i>For example:</i> Graphic data—charts, graphs, maps, surveys, political cartoons.</p>	<p>How can I learn to access information about a public issue in my state or community?</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>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. <i>For example:</i> State and local policy issues— land use, human services, hunting or fishing regulations, school levy, labor unions.</p>	<p>How do I use the civic inquiry process to address an issue?</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>4. Individuals in a republic have rights, duties and responsibilities. (1 benchmark)</p>		
<p>6.1.3.4.1 Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments. <i>For example:</i> Key court cases and state legislation—the Minnesota Human Rights Law, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>.</p>	<p>How have rights changed over time?</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>5. Citizenship and its rights and duties are established by law. (1 benchmark)</p>		
<p>6.1.3.5.1 Define citizenship in the United States and explain that individuals become citizens by birth or naturalization.</p>	<p>How do individuals become citizens?</p>	<p>I can tell what citizenship means.</p> <p>I can explain the different ways to become a U.S. citizen.</p>

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<p>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. (7 benchmarks)</p>		
<p>6.1.4.6.1 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>What are the functions of the three branches of government and what is their relationship to each other?</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>6.1.4.6.2 Define federalism and describe the relationship between the powers of the federal and state governments.</p>	<p>What are similarities and differences between powers of the Minnesota government and the federal government?</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>6.1.4.6.3 Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights.</p>	<p>Why do we have the Minnesota Constitution?</p> <p>How is Minnesota's Constitution designed to protect rights?</p>	<p>I can explain why Minnesota has a Constitution.</p> <p>I can describe how Minnesota's Constitution sets up our state's government and protects people's rights.</p>

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<p>6.1.4.6.4 Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them. <i>For example:</i> State governmental offices—attorney general, secretary of state. Local governmental offices— city council, county board.</p>	<p>What are the functions of state and local governmental offices?</p> <p>What are the duties of city government and services they provide?</p>	<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>6.1.4.6.5 Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state and local laws. <i>For example:</i> Federal laws— immigration. State laws—drivers' licenses. City ordinances—gun control.</p>	<p>Why do we have federal, state and local laws?</p> <p>What is difference between a civil and criminal law?</p>	<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>6.1.4.6.6 Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system. <i>For example:</i> Juvenile status offenses (laws that regulate behavior because the offender is under age)—truancy, tobacco use by minor, curfew violations. 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>Why is there a separate justice system for people under the age of 18?</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>

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<p>6.1.4.6.7 Compare and contrast the basic structures, functions and ways of funding state and local governments. <i>For example:</i> 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>How is government paid for at the state and local levels?</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>10. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world. (1 benchmark)</p>		
<p>6.1.5.10.1 Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today. <i>For example:</i> Organization of tribal government, gaming rights, hunting and fishing rights.</p>	<p>What is the relationship between American Indian nations and the U.S. government in Minnesota?</p>	<p>I can define sovereignty.</p> <p>I can explain how sovereign nations exercise treaty rights.</p> <p>I can identify a current issue concerning Anishinaabe or Dakota treaty rights.</p>
<p>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)</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>Why are budgets necessary?</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>

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2. Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions. (1 benchmark)

<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. <i>For example:</i> Consider examples of Minnesota entrepreneurs, wages of various careers available in Minnesota, and the education or training required for those careers.</p>	<p>How do people get money?</p>	<p>I can describe various types of income. I can explain the role of education and training to determine one's income.</p>
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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>6.2.4.5.1 Describe the movement of goods and services, resources and money through markets in a market-based economy. <i>For example:</i> 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>How do goods, services, resources, and money move through markets?</p>	<p>I can tell about how goods, services, resources and money move through markets. I can name specific types of goods, services, resources and money that move through markets. I can provide specific examples of how goods, services, resources and money move through markets.</p>
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<p>8. Market failures occur when markets fail to allocate resources efficiently or meet other goals, and this often leads to government attempts to correct the problem. (1 benchmark)</p>		
<p>6.2.4.8.1 Explain why federal and state governments regulate economic activity to promote public well-being. <i>For example: Regulations</i>— 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>Why does government play a role in a market-based economy?</p> <p>What are the positive and negative impacts of government regulations on the economy?</p>	<p>I can explain why governments make regulations for economic activities.</p>
<p>1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. (1 benchmark)</p>		
<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. <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>What are the different kinds of maps and how do people use them?</p> <p>What are the "TODALSS" map basics and how do we use them to read and create maps?</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>

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6. Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements. (1 benchmark)		
<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.</p> <p><i>For example:</i> Physical features— ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota’s indigenous people.</p>	<p>Why are there patterns of where people live in Minnesota?</p>	<p>I can identify major physical features of Minnesota.</p> <p>I can describe how physical features of Minnesota have impacted settlement patterns.</p> <p>I can explain how access to resources has impacted settlement patterns.</p>
10. The meaning, use, distribution and importance of resources changes over time. (1 benchmark)		
<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.</p> <p><i>For example:</i> Land use might include agriculture, settlement, suburbanization, recreation, industry.</p>	<p>What are the ways that people use land in Minnesota and how has that changed over time?</p>	<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>
2. 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>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>How do historians know about the past? How do I be a historian?</p> <p>What are the questions I need to ask in order to understand a topic in</p>	<p>I can pose questions to learn about the past.</p> <ul style="list-style-type: none"> - I can analyze primary and secondary sources for credibility. <p>I can use evidence to support my conclusions.</p> <ul style="list-style-type: none"> - I can communicate my findings to

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	Minnesota history?	others.
15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact) (1 benchmark)		
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)	How were the early Dakota and Anishinaabe similar? Different?	<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 describe the relationship the Dakota and Anishinaabe had with other indigenous peoples.</p>
16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, regional societies and economies that and produced included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585 - 1763) (1 benchmark)		
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) <i>For example:</i> 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.	What motivated Europeans to explore the land now known as Minnesota in the 1600 and 1700s?	I can describe the causes and effects of European contact with the Dakota and Anishinaabe in the 1600-1700s.

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<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>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) <i>For example:</i> Louisiana Purchase in 1803, changing relationships between the United States and Dakota and Anishinaabe, competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat.</p>	<p>Why did the U.S. settle in the upper Mississippi River region?</p> <p>How did the development of the steamboat impact Minnesota?</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 steamboat and settlement affected the land and way of life.</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>Why do treaties from the past still matter?</p> <p>What motivated U.S. government officials and the Dakota and Anishinaabe to make treaties in the 1800s?</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 treaties for the Dakota, Anishinaabe and the settlers of the upper Mississippi River region.</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) <i>For example:</i> census, Territorial congress, writing a state constitution, Pierre "Pig's Eye" Parrant, Henry Sibley, Alexander Ramsey.</p>	<p>How did Minnesota become a territory and state?</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>

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<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>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) <i>For example:</i> Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.</p>	<p>What caused the Civil War? How did the issue of slavery divide a nation and the people of Minnesota?</p>	<p>I can explain the main differences between the North and South that led to the Civil War. I can describe Minnesotans' conflicting attitudes about slavery.</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>What was it like to live in Minnesota during the Civil War?</p>	<p>I can create a timeline of key events of the American Civil War. I can describe the experiences of Minnesota soldiers and civilians during the Civil War.</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>How do we explain perspectives of settlers and Dakota people prior to, during, and after the Dakota War?</p>	<p>I can identify why the Dakota War of 1862 began. I can create a table/diagram comparing and contrasting the viewpoints of Dakota and settlers.</p>
<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) (5 benchmarks)</p>		

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<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) <i>For example:</i> Technological innovation—Improved ground and water transportation increased commerce.</p>	<p>How did natural resources, technology, people and ideas come together to affect the growth of big businesses in Minnesota?</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>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) <i>For example:</i> Establishment of ethnic communities and neighborhoods, shifting political power, language barriers.</p>	<p>How did immigration and migration affect society in Minnesota around 1900?</p>	<p>I can analyze the causes and impact of migration and immigration in Minnesota around 1900.</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) <i>For example:</i> Labor unions, Socialists, Progressive Movement, women's suffrage.</p>	<p>Do movements always bring change? Do changes always make things better?</p>	<p>I can describe how Minnesotans came together to make change. I can describe the effects of movements on the way of life in Minnesota.</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 citizenship. (Development of an industrial United States: 1870-1920)</p>	<p>How does government policy influence our lives?</p>	<p>I can describe how federal policies of the 1900s impacted the Anishinaabe and Dakota. I can describe how American Indians in Minnesota experienced allotment, boarding schools and citizenship.</p>

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<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>How did World War I influence Minnesota's culture?</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>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. (Great Depression and World War II: 1920-1945) (4 benchmarks)</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) <i>For example:</i> Arts, literature, entertainment, popular culture, gender roles, Prohibition, the Duluth lynchings, the farm crisis.</p>	<p>How do big changes of one decade impact daily life at the time and in the future?</p>	<p>I can describe how the big changes of the 1920s impacted daily life for Minnesotans.</p>
<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) <i>For example:</i> 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>How did the Great Depression and New Deal programs affect life in Minnesota?</p> <p>Why did organized labor have an interest in big business in Minnesota?</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>

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<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) <i>For example:</i> America First, Charles Lindbergh, German-American loyalty.</p>	<p>How did Minnesota influence U.S. involvement in WWII?</p>	<p>I can create a timeline of key events leading to World War II.</p> <p>I can describe Minnesotans' conflicting attitudes about U.S. involvement in World War II.</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) <i>For example:</i> Fort Snelling, Japanese Language School, SPAM, Iron Range mining and steel production.</p>	<p>How did Minnesota contribute to World War II war efforts?</p> <p>What was life like in Minnesota after World War II?</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>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) (3 benchmarks)</p>		
<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) <i>For example:</i> Growth of suburbs, growth of Minnesota defense industries.</p>	<p>What was the Cold War?</p> <p>How did the Cold War affect life in Minnesota?</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>

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<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) <i>For example:</i> 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>What are different types of movements that took place in Minnesota after WWII?</p> <p>How did Minnesotans impact the national movements that followed WWII?</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>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) <i>For example:</i> World War II refugee resettlement, Vietnam War, The Red Bulls National Guard, Center for Victims of Torture, post-WWII refugee resettlement.</p>	<p>How is my life affected by world events?</p> <p>What are refugees?</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>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>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>Why do immigrants and refugees come to Minnesota?</p> <p>How is the immigrant experience the same or different now than it was 200 years ago?</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>

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<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)</p> <p><i>For example:</i> Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota 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, Mall of America).</p>	<p>How has Minnesota changed the world?</p>	<p>I can identify people, ideas and businesses important to Minnesota.</p>