

Instructor:

Course/Area: Minnesota Studies

Grade: 6

Content/Topics	Standard	Skills/Benchmarks	Assessment/Products	Time
II. Minnesota History	A. Pre-Contact to 1650 The student will demonstrate knowledge of Minnesota's indigenous peoples.	2. Students will explain the major historical aspects of Dakota and Ojibwa culture, social organization and history, and compare and contrast them.	worksheets on Chapters 3 and 4 chapter tests make tipis - Chapter 3 guest speaker - Patty Erven videos on Sioux, Ojibwa, wild rice, maple sugar, Mississippi map activities	4 weeks
VII. Government and Citizenship	D. Governmental Institutions and Processes of the United States The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.	5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.		
III. World History	F. World Civilizations Toward a Global Culture, 1500-1770 AD The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450. 2. Students will describe early European explorations, settlements, and empires. 3. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty. 4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.		
I. U.S. History	A. Pre-history through 1607 The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.	1. Students will compare ways of life of Indian Nations from different regions of North America.		
II. Minnesota History	B. Contact and Fur Trade 1600-1810 The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.	1. Students will describe how early explorers and fur traders affected the development of Minnesota. 2. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwa and the explorers and fur traders.	worksheets on Chapter 5 Chapter 5 test video on Minnesota fur posts map activities	2 weeks

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II. Minnesota History	C. Early Settlement and Statehood 1810-1860 The student will know and understand the factors that led to rapid settlement of Minnesota in the 19th Century and the changes the new Minnesotans brought with them.	<ol style="list-style-type: none"> 1. Students will explain why settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes. 2. Students will describe the process of Minnesota's becoming a territory and then a state. 3. Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwa, the Dakota, and the settlers. 	worksheets on Chapters 6 and 7 tests on Chapters 6 and 7 videos on Minnesota Pioneers, Pioneers and Minnesota Farmer map activities	4 weeks
II. Minnesota History	D. Civil War and Dakota War, 1860-1864 The student will know and understand Minnesota's role in the Civil War and the impact of the Dakota War of 1862.	<ol style="list-style-type: none"> 1. Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes. 2. Students will describe Minnesota's role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment. 3. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862. 	worksheets on Chapters 8 and 9 tests on Chapters 8 and 9	4 weeks
II. Minnesota History	E. Industrial Era, 1865-1914 The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	<ol style="list-style-type: none"> 1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture). 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape. 3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact. 	worksheets on Chapters 11, 12 13 and 14 videos on the Iron Range, Minnesota Lumberjack and Port of Duluth	8 weeks

