

Native Minnesota: Dakota and Ojibwe Homeland Primary Source Packet Standards Alignment

The Native Minnesota: Dakota and Ojibwe Homeland Primary Source Packet helps address the following national standards.

Minnesota Academic Standards in Social Studies, Grades K-12

0.4.1.2.1 Describe ways people learn about the past.
For example: Learning from elders, photos, artifacts, buildings, diaries, stories, videos.

0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.
For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observations, the new year, national holidays such as the Fourth of July or Thanksgiving.

1.4.1.2.2 Describe how people lived at a particular time in the past based on information found in historical records and artifacts.
For example: Historical records - photos, oral histories, diaries/journals, textbooks, library books. Artifacts - art, pottery, baskets, jewelry, tools.

2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time.
For example: Historical records - photos, oral histories, diaries/journals, textbooks, library books. Artifacts - art, pottery, baskets, jewelry, tools.

2.4.2.4.1 Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.

2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
For example: Elements of culture - foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.

3.4.1.2.2 Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.
For example: Historical records - photos, oral histories, diaries or journals, textbooks, library books, Artifacts - art pottery, baskets, jewelry, tools. Basic historical questions - What happened? When did it happen? Who was involved? How and why did it happen? How do we know that happened? What effect did it have?

3.4.3.7.1 Explain how the environment influenced the settlement of ancient peoples in three different regions of the world. (Early Civilizations and the Emergence of Pastoral Peoples: 8000BCE-2000 BCE)
For example: Civilizations from the Mediterranean region - Nile River Valley. Civiliations from

Asia - Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from the Americas - Norte Chico/Supe Valley (Peru).

3.4.3.9.1 Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE-1450 CE)

For example: Civilizations from the Mediterranean region - Byzantine and Muslim World Medieval Europe. Civilizations from Asia - Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas - Inca, Atec. Civilizations from Africa - Aksum, Great Zimbabwe.

4.4.2.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions.

5.4.4.16.2 describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)

6.4.1.2.1 Compare and contrast the Dakota and Anishinaabe nations prior to 1800; describe their interactions with each other and other indigenous peoples. (Before European Contact)

6.4.4.16.1 Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. (Colonization and Settlement: 1585-1763)

For example: The role of missionaries, the transmission of diseases, the domino effect of people being pushed further west due to the fur trade in Great Lakes region.

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)

6.4.4.21.1 Describe how the major cultural and social transformations of the 1920s changed the lifestyle of Minnesotans. (The Great Depression and World War II: 1920-1945)

For example: Arts, literature, entertainment, popular culture, gender roles, Prohibition, the Duluth lynchings, the farm crisis.

6.4.4.22.1 Give examples of economic changes in Minnesota during the Cold War era; describe the impact of these changes on Minnesota's people. (Post-World War II United States: 1945-1989)

For example: Growth of suburbs, growth of Minnesota defense industries.

6.4.4.23.2 Identify the major Minnesota political figures, ideas and industries that have shaped or continue to shape Minnesota and the United States today. (The United States in a New Global Age: 1980-present)

For example: Minnesota political figures—Hubert H. Humphrey, Walter Mondale, Jesse Ventura. Minnesota 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).

7.4.2.4.1 Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.

7.4.4.18.2 Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)

For example: Cotton gin, power loom, steam engine, railroad.

7.4.4.20.4 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920)

For example: 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.

7.4.4.21.2 Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)

For example: Bonus Army, “Okie” migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.

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)

For example: Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.

7.4.4.22.4 Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)

For example: Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.

7.4.4.23.1 Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980-present)

For example: New technologies—changes in media (including telecommunications), medicine, transportation, agriculture.

9.4.4.15.2 Describe change over time in selected indigenous nations, including migration, trade and conflict. (Before European Contact)

9.4.4.16.1 Analyze the consequences of the transatlantic Columbian Exchange of peoples, animals, plants and pathogens on North American societies and ecosystems. (Colonization and Settlement: 1585-1763)

9.4.4.16.5 Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization. (Colonization and Settlement: 1585-1763)

9.4.4.16.6 Compare and contrast the development of regional economies and labor systems in the British North American colonies (New England, Mid-Atlantic, and Southern colonies), including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people. (Colonization and Settlement: 1585-1763)

9.4.4.18.2 Analyze how the expansion of United States territory and redefinition of borders affected the relationship of the United States with other nations, provided land for settlement, and resulted in political conflict. (Expansion and Reform: 1792-1861)
For example: Louisiana Purchase; multiple treaty negotiations with and wars against indigenous nations and Native alliances; negotiated annexation of Texas; United States-Mexican War.

9.4.4.19.1 Compare and contrast the regional economies, societies, cultures and politics of the North, South and West leading up to the Civil War. (Civil War and Reconstruction: 1850-1877)

9.4.4.20.2 Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population. (Development of an Industrial United States: 1870-1920)

9.4.4.20.3 Analyze how the shift to mechanized farming and industrial production changed patterns in social organization, consumption and popular culture, and domestic life, including the rapid growth of cities in diverse regions of the country. (Development of an Industrial United States: 1870-1920)

9.4.4.20.4 Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by indigenous nations. (Development of an Industrial United States: 1870-1920)

9.4.4.20.5 Describe "Jim Crow" racial segregation and disenfranchisement in the South, the rise of "scientific racism," the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality. (Development of an Industrial United States: 1870-1920)

9.4.4.20.6 Describe the major political and social reform movements of the Progressive Era; analyze their impact on individuals, communities and institutions. (Development of an

Industrial United States: 1870-1920)

9.4.4.21.1 Describe the contributions of individuals and communities in relation to the art, literature and music of the period. (Great Depression and World War II: 1920-1945)

9.4.4.21.2 Analyze the economic causes of the Great Depression and the impact on individuals, communities and institutions. (Great Depression and World War II: 1920-1945)

9.4.4.21.3 Analyze how the New Deal addressed the struggles of the Great Depression and transformed the role of government. (Great Depression and World War II: 1920-1945)

9.4.4.21.6 Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States. (Great Depression and World War II: 1920-1945)

For example: Treatment of Japanese-Americans, Rosie the Riveter, the Bracero Program.

9.4.4.22.8 Identify the changes over time in federal American indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945-1989)

9.4.4.23.1 Describe the competing views about the role of government in American life since 1980. (The United States in a New Global Age: 1980-Present)

9.4.4.23.4 Analyze the impact of twenty-first century technological innovations on society. (The United States in a New Global Age: 1980-Present)