

Grade	Strand	Substrand	Standard	Code	Benchmark	Critical Research Question(s)
6	1. Citizenship and Government	1. Civic Skills	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.	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.	Who/what are the best or most relevant examples of individuals and organizations that were at odds over critical issues impacting Ramsey County? Topics may include, but need not be limited to: Suffrage, Civil Rights/Racial Equity; Treaties with the Dakota people; Isolationism, Abolition, Marriage equality, Light Rail development, and others; include present status of issue.
6	1. Citizenship and Government	1. Civic Skills	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.	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.	Who/what are the best examples identified in 6.1.1.1.1 to support student activities/debate in the museum space?
6	1. Citizenship and Government	4. Governmental Institutions and Political Processes	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.	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.	Who are the most exemplary/notable leaders of the municipalities in Ramsey County? Why are they notable? In the specific context of this standard, please identify governors, key local lawmakers, mayors that have effectively worked with all branches of government OR struggled to do so; and include as well individuals that significantly altered the previously accepted limits of their authority.
6	1. Citizenship and Government	4. Governmental Institutions and Political Processes	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.	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.	From the list of lawmakers identified that address other standards, please identify three clear and easy to understand examples of effectively creating a law at the local and state levels.
6	1. Citizenship and Government	4. Governmental Institutions and Political Processes	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.	6.1.4.6.7	Compare and contrast the basic structures, functions and ways of funding state and local governments.	For example: Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.
6	1. Citizenship and Government	5. Relationships of the U.S. to other Nations and Organizations	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.	6.1.5.10.1	Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.	Using an individual lawmaker or judge as a basis, identify two examples of treaty related legislation and two examples of a legal dispute and resolution related to treaties with the Dakota people. One of these examples should be from the time period of 1990 to 2015.

6	3. Geography	1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	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.	What maps exist that can most effectively be used to address other standards? How can we use them to effectively engage students?
6	3. Geography	3. Human Systems	6. Geographic factors influence the distribution, functions, growth and patterns of cities and other human settlements.	6.3.3.6.1	Locate, identify and describe major physical features in Minnesota; explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota.	For example: Physical features— ecosystems, topographic features, continental divides, river valleys, cities, communities and reservations of Minnesota's indigenous people.
6	3. Geography	4. Human Environment Interaction	10. The meaning, use, distribution and importance of resources changes over time.	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.	What landmarks provide a good example Land use might include agriculture, settlement, suburbanization, recreation, industry.
6	4. History	1. Historical Thinking Skills	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.	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.	
6	4. History	4. United States History	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)	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)	
6	4. History	4. United States History	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)	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. History	4. United States History	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)	6.4.4.18.1	Describe how and why the United States claimed and settled the upper Mississippi River region in the early nineteenth century; explain the impact of steamboat transportation and settlement on the physical, social and cultural landscapes. (Expansion and Reform: 1792-1861)	For example: Louisiana Purchase in 1803, changing relationships between the United States and Dakota and Anishinaabe, competing concepts of land use, ownership and gender roles, transport of immigrants and freight by steamboat.
6	4. History	4. United States History	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)	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)	
6	4. History	4. United States History	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)	6.4.4.18.3	Describe the process of how Minnesota became a territory and state; identify the key events, individuals and groups involved in the process. (Expansion and Reform: 1792-1861)	For example: census, Territorial congress, writing a state constitution, Pierre "Pig's Eye" Parrant, Henry Sibley, Alexander Ramsey.

6	4. History	4. United States History	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)	6.4.4.19.1	Explain the causes of the Civil War; describe how the debate over slavery and abolition played out in Minnesota. (Civil War and Reconstruction: 1850-1877)	For example: Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.
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6	4. History	4. United States History	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)	6.4.4.20.1	Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy from 1860 to 1920. (Development of an Industrial United States: 1870-1920)	For example: Technological innovation—Improved ground and water transportation increased commerce.

6	4. History	4. United States History	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)	6.4.4.20.2	Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries. (Development of an Industrial United States: 1870-1920)	For example: Establishment of ethnic communities and neighborhoods, shifting political power, language barriers.
6	4. History	4. United States History	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)	6.4.4.20.3	Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century. (Development of an Industrial United States: 1870-1920)	For example: Labor unions, Socialists, Progressive Movement, women's suffrage.

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6	4. History	4. United States History	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)	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.

6	4. History	4. United States History	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)	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. History	4. United States History	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)	6.4.4.21.2	Describe political and social impact of the Great Depression and New Deal in Minnesota, including the increased conflict between big business and organized labor. (The Great Depression and World War II: 1920-1945)	For example: Trucker's Strike, Citizen's Alliance, New Deal Programs (Civilian Conservation Corps camps, Works Progress Administration art programs, National Youth Association roadside attraction construction), formation of the Farmer-Labor Party.

6	4. History	4. United States History	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)	6.4.4.22.1	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. History	4. United States History	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)	6.4.4.22.2	Describe civil rights and conservation movements in Post-World War II Minnesota, including the role of Minnesota leaders. (Post-World War II United States: 1945-1989)	For example: Movements—Civil Rights Movement (Hubert H. Humphrey, Eugene McCarthy, student takeover of Morrill Hall at the University of Minnesota); American Indian Movement; Women's Rights Movement; Conservation Movement (Ernest Oberholtzer, Boundary Waters Canoe Area).

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6	4. History	4. United States History	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)	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)	

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