



# Why Treaties Matter

Minnesota Social Studies Standards Alignment (grades 6-12)

## Educator Guide: A Deep Connection to Place

Why Treaties Matter Minnesota Social Studies Standards Alignment (grades 6-12) Educator Guide: A Deep Connection to Place						A Deep Connection to Place (Teacher Background)	We Have Always Been Sovereign Nations (Banner 2)	A Deep Connection to Place (Banner 3 )	Dakota & Ojibwe Kinship Terms	"A Dakota Narrative" student reading & study questions	Dakota and Ojibwe Place Names in Minnesota worksheet	"A Dakota Creation Story" (video)	"An Ojibwe Creation Story as Told to William Whipple Warren"
Grade	Strand	Sub-Strand	Standard	Code	Benchmark								
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.	6.1.1.1.2	Use graphic data to analyze information about a public issue in state or local government.					x		x	
		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.		x	x		x			
	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.		x				x		



6	3. Geography	1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	6.3.1.1.2	Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.		x					x	x	
		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.		x					x	x	
		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.						x		x	
	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.		x			x		x	x	x
		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)	x	x	x		x			x	x



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)		x	x		x			x	x
			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)			x		x			x	
				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)		x			x				
			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)		x			x		x		



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Grade	Strand	Sub-Strand	Standard	Code	Benchmark								
7	3. Geography	1. Geospatial Skills	1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.	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.		x					x	
	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.	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.					x		x	x
		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)	7.4.4.18.1	Describe the processes that led to the territorial expansion of the 7 United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation.(Expansion and Reform: 1792-1861)		x			x		x	
				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)							x	



7	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)	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)		x				x				
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8	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.	8.1.1.1.1	Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.	x				x	x	x	
	3. Geography	3. Human Systems	5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).	8.3.3.5.1	Describe the locations of human populations and the cultural characteristics of the United States and Canada.						x		
		3. Human Systems	6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.	8.3.3.6.1	Describe how the physical and environmental features of the United States and Canada affect human activity and settlement.							x	
	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.	8.4.1.2.1	Pose questions about a topic in world 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; and present supported findings and cite sources.							x	



8	4. History	3. World History	14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)	8.4.3.14.3	Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present)	x		x							x
				8.4.3.14.8	Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization. (The New Global Era: 1989 to Present)	x			x	x	x	x			





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9/12	3. Geography	2. Places and Regions	3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	9.3.2.3.1	Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.					x	x	x	
			4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity.	9.3.2.4.1	Apply geographic models to explain the location of economic activities and land use patterns in the United States and the world.							x	
		4. Human environment Interaction	9. The environment influences human actions; and humans both adapt to and change, the environment.	9.3.4.9.1	Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.	x		x		x	x	x	x