



# Why Treaties Matter

Minnesota Social Studies Standards Alignment (grades 6-12)

Educator Guide: *An Ojibwe Narrative: Reconnections to Place*

An Ojibwe Narrative:  
Reconnections to Place  
(Teacher Background)

A Deep Connection to Place  
(Banner 3)

Facing Dislocation (Banner 11)

"Jim Jones' Reconnections to  
Place" student reading & study  
questions

Grade	Strand	Sub-Strand	Standard	Code	Benchmark				
6	I. Citizenship and Government	I. Civic Skills	I. 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.I.I.I.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.			x	
				6.I.I.I.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.			x	



6	1. Citizenship and Government	3. Rights and Responsibilities	4. Individuals in a republic have rights, duties and responsibilities.	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.				x
		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.	6.1.4.6.3	Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights.				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	x
	2. Economics	4. Microeconomic Concepts	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.	6.2.4.8.1	Explain why federal and state governments regulate economic activity to promote public wellbeing.				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.	6.3.1.1.1	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
		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
		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



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)	x	x		x
			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
			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		



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)	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
			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)			x	



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)	6.4.4.20.4	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)			x	x
			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)				x



# Why Treaties Matter

Minnesota Social Studies Standards Alignment (grades 6-12)

Educator Guide: *An Ojibwe Narrative: Reconnections to Place*

An Ojibwe Narrative:  
Reconnections to Place  
(Educator Guide #2)

A Deep Connection to Place  
(Banner 3)

Facing Dislocation (Banner 11)

"Jim Jones' Reconnections to  
Place" student reading & study  
questions

Grade	Strand	Sub-Strand	Standard	Code	Benchmark				
7	I. Citizenship and Government	I. Civic Skills	I. 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.	7.1.1.1.1	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
		5. Relationships of the United States 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.	7.1.5.10.1	Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools.				x



7	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	
		2. Peoples, Cultures and Change Over Time	4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	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.			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			





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	x
---	------------	--------------------------	--	------------	---	---	--	---	---



# Why Treaties Matter

Minnesota Social Studies Standards Alignment (grades 6-12)

Educator Guide: *An Ojibwe Narrative: Reconnections to Place*

An Ojibwe Narrative:  
Reconnections to Place  
(Educator Guide #2)

A Deep Connection to Place  
(Banner 3)

Facing Dislocation (Banner 11)

"Jim Jones' Reconnections to  
Place" student reading & study  
questions

Grade	Strand	Sub-Strand	Standard	Code	Benchmark				
8	I. Citizenship and Government	I. Civic Skills	I. 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.I.I.I.I	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
		5. Relationships of the United States to other nations and organizations	II. International political and economic institutions influence world affairs and United States foreign policy.	8.I.5.I.I	Explain why governments belong to different types of economic alliances and international and regional organizations.	X			



8	2. Economics	1. Economic Reasoning Skills	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.	8.2.1.1.1	Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.			x	
	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		



# Why Treaties Matter

Minnesota Social Studies Standards Alignment (grades 6-12)

Educator Guide: *An Ojibwe Narrative: Reconnections to Place*

An Ojibwe Narrative:  
Reconnections to Place  
(Educator Guide #2)

A Deep Connection to Place  
(Banner 3)

Facing Dislocation (Banner 11)

"Jim Jones' Reconnections to  
Place" student reading & study  
questions

Grade	Strand	Sub-Strand	Standard	Code	Benchmark				
9/12	I. Citizenship and Government	I. Civic Skills	I. 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.	9.1.1.1.4	Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.			X	



9/12	I. Citizenship and Government	2. Civic Values and Principles of Democracy	3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.	9.1.2.3.1	Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.			x	
				9.1.2.3.2	Identify the sources of governmental authority; explain popular sovereignty (consent of the government) as the source of legitimate governmental authority in a representative democracy or republic.			x	
				9.1.2.3.5	Analyze the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity.			x	x



9/12	I. Citizenship and Government	5. Relationships of the United States 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.	9.1.5.10.1	Explain how tribal sovereignty establishes a unique relationship between American Indian Nations and the United States government.				x
				9.1.5.10.2	Evaluate the effectiveness of diplomacy and other foreign policy tools used by the United States government and other nations in historical or contemporary times.				x
				9.1.5.10.3	Explain why governments interact in world affairs; describe how the United States government develops and carries out United States foreign policy, including treaty-making.			x	
			12. Governments are based on different political philosophies and purposes; governments establish and maintain relationships with varied types of other governments.	9.1.5.12.1	Compare the philosophies, structures and operations of different types of governments in other countries with those in the United States.			x	



9/12	3. Geography	3. Human Systems	7. The characteristics, distribution and complexity of the earth's cultures influence human systems (social, economic and political systems).	9.3.3.7.2	Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.				x
			8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.	9.3.3.8.1	Define the concepts of nationalism and sovereign political states and explain how sovereignty is impacted by international agreements.	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
	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.	9.4.1.2.2	Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.			x	



9/12	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)	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)			x	x
			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)	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)				x