

# MINNESOTA ACADEMIC STANDARDS GRADE 6

## SOCIAL STUDIES

<b>Strand:</b> <b>I. U.S. HISTORY</b>	<b>Sub-Strand:</b> <b>A. Pre-history through 1607</b>	<b>Standard:</b> The student will understand that large and diverse American Indian nations were the original inhabitants of North America.	<b>Benchmarks:</b> 1. Students will compare ways of life of Indian Nations from different regions of North America.	<b>Examples:</b> 1. Iroquois, Cherokee, Ojibwe, Dakota, Hopi, Navajo, Yakama
<b>Strand:</b> <b>I. U.S. HISTORY</b>	<b>Sub-Strand:</b> <b>B. Pre-history through 1607</b>	<b>Standard:</b> The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations.	<b>Benchmarks:</b> 1. Students will identify key European explorers and how their voyages led to the establishment of colonies. 2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.	<b>Examples:</b> 1. Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith 2. Trading relationships, wampum, smallpox
<b>Strand:</b> <b>I. U.S. HISTORY</b>	<b>Sub-Strand:</b> <b>D. Political Unrest and the American Revolution 1763-mid-1791</b>	<b>Standard:</b> The student will demonstrate an understanding of the causes and course of the American Revolution.	<b>Benchmarks:</b> 1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain. 2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths. 3. Students will analyze the roles of key individuals and political leaders in the American Revolution. 4. Students will know and understand key factors and events contributing to the defeat of the British.	<b>Examples:</b> 1. The Proclamation of 1763, the Stamp Act, the Boston Tea Party, the Intolerable Acts 3. Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Abigail Adams, Thomas Jefferson, Thomas Paine, George Washington, Francis Marion, John Hancock, Nathan Hale 4. Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown
<b>Strand:</b> <b>I. U.S. HISTORY</b>	<b>Sub-Strand:</b> <b>D. Political Unrest and the</b>	<b>Standard:</b> The student will demonstrate	<b>Benchmarks:</b> 1. Students will know and understand basic principles of the new government	<b>Examples:</b> 1. Separation of powers, three branches of government, checks and balances

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	<b>American Revolution 1763-mid-1791</b>	knowledge of how the principles of the American Revolution became the foundation of a new nation.	established by the Constitution of the United States. 2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.	2. Interstate commerce, Shay's Rebellion, 3/5 Compromise, Bill of Rights
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: E. Growth and Westward Expansion, 1801-1861</b>	<b>Standard:</b> The student will demonstrate knowledge of western expansion, conflict, and reform in America.	<b>Benchmarks:</b> 1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations. 2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.	<b>Examples:</b> 1. The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, frontier families 2. The reaper, the steam locomotive, construction of canals, "King Cotton" and the expansion of slavery
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: F. Civil War and Reconstruction, 1850s-1870s</b>	<b>Standard:</b> The student will demonstrate knowledge of the causes of the Civil War.	<b>Benchmarks:</b> 1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises. 2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.	<b>Examples:</b> 1. Harper's Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party, Harriet Beecher Stowe
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: F. Civil War and Reconstruction, 1850s-1870s</b>	<b>Standard:</b> The student will demonstrate knowledge of major events and people of the Civil War.	<b>Benchmarks:</b> 1. Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg. 2. Students will analyze the	<b>Examples:</b> 1. William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, Robert Lee 2. 13 <sup>th</sup> Amendment, Reconstruction

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			aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.	
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: G. Reshaping the Nation and the Emergence of Modern America, 1877-1916</b>	<b>Standard:</b> The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	<b>Benchmarks:</b> 1. Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact. 2. Students will identify and explain racial segregation and racism, including the rise of "Jim Crow," the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions. 3. Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America. 4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women's suffrage and the temperance movement, and identify the contributions of individuals in these movements.	<b>Examples:</b> 1. Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations 2. The growth of ethnic stereotyping, American Indian boarding schools, Wounded Knee, Chinese exclusion, <i>Plessy v. Ferguson</i> 3. Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, The Grange 4. Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: H. World Wars and the Emergence of Modern</b>	<b>Standard:</b> The student will demonstrate knowledge of the political, geographical,	<b>Benchmarks:</b> 1. Students will know and understand the reasons for the Spanish-American War and its resulting impact. 2. Students will know and understand the	<b>Examples:</b> 1. The Battle of Manila Bay, the annexation of the Philippines, and the rise of the U.S. as a world power 2. Panama Canal, the annexation of

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	<b>America, 1900-1930s</b>	cultural, social, and economic forces shaping the modern United States.	United States' actions in the Pacific, and resulting international reactions. 3. Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.	Hawaii, Boxer Rebellion, the Russo-Japanese War, and the guerilla war in the Philippines, "Banana Wars" 3. Tuskegee Institute, establishment of the NAACP, Ida B. Wells
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: H. World Wars and the Emergence of Modern America, 1900-1930s</b>	<b>Standard:</b> The student will understand World War I, its causes and effects.	<b>Benchmarks:</b> 1. Students will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I. 2. Students will explain Wilson's 14 Points and United States' isolationism.	<b>Examples:</b> 1. Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania, Germany's breaking of the Sussex Pledge 2. U.S. non-participation in the League of Nations and the failure of League, post-war disillusionment
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: I. A World at War, 1930s-1945</b>	<b>Standard:</b> The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.	<b>Benchmarks:</b> 1. Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal. 2. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor. 3. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan. 4. Students will evaluate the impact of World War II on the home front and on	<b>Examples:</b> 1. Smoot-Hawley tariff, overheated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls, WPA, CCC, role of Franklin Roosevelt 2. Trade restrictions on Japan, economic impacts of the Great Depression 3. Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge 4. Port Chicago, Detroit race riots, women's military involvement (WAVEs and WACs), conversion to wartime economy

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			American culture, including Japanese internment, Tuskegee Airmen, and “Rosie the Riveter.”	
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: J. Post WWII Era, 1945-1980</b>	<b>Standard:</b> The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.	<b>Benchmarks:</b> 1. Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan. 2. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations. 3. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis. 4. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities. 5. Students will identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i> .	<b>Examples:</b> 1. Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO), MacArthur 2. Development of nuclear weapons, Dumbarton Oaks Conference 3. The presidencies of Eisenhower, Kennedy, Johnson, and Nixon 4. Thurgood Marshall, Little Rock school integration, urbanization of American Indians, Caesar Chavez; the New Frontier, the NAACP, the Great Society, United Farm Workers’ Movement, the women’s and civil rights movements 5. Gideon, Miranda
<b>Strand: I. U.S. HISTORY</b>	<b>Sub-Strand: K. Contemporary America, 1980- present</b>	<b>Standard:</b> The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.	<b>Benchmarks:</b> 1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan. 2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.	<b>Examples:</b> 1. U.S. support of dissident and anti-communist movements in Central and Eastern Europe, NATO 2. New clashes of economic, political and religious worldviews

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<p><b>Strand: II. MINNESOTA HISTORY</b></p>	<p><b>Sub-Strand: A. Pre-Contact to 1650</b></p>	<p><b>Standard:</b> The student will demonstrate knowledge of Minnesota's indigenous peoples.</p>	<p><b>Benchmarks:</b> 1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence. 2. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.</p>	<p><b>Examples:</b> 1. Paleo-Indian, Eastern Archaic, Woodland, Mississippian cultures 2. Seasonal and semi-nomadic lifestyles, concepts of time, woodland vs. plains culture, Ojibwe migration, historical controversy about Kathio battle, role of oral history, myths and traditions</p>
<p><b>Strand: II. MINNESOTA HISTORY</b></p>	<p><b>Sub-Strand: B. Contact and Fur Trade 1600- 1810</b></p>	<p><b>Standard:</b> 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.</p>	<p><b>Benchmarks:</b> 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 Ojibwe and the explorers and fur traders.</p>	<p><b>Examples:</b> 1. Establishment of fur trade posts, military forts, religious missions; explorers Jean Nicolet, Sieur de Radisson, Sieur de Luth, Louis Jolliet, Father Jacques Marquette, Father Louis Hennepin, Pierre Charles Le Seur, Zebulon Pike, John Sayer, Henry Sibley, George Bonga 2. Exchange of goods in the fur trade; role of women in the fur trade; impact of early missionaries on Dakota and Ojibwe; economic impact of fur trade in Europe; impact of wars and treaties on control of the fur trade</p>
<p><b>Strand: II. MINNESOTA HISTORY</b></p>	<p><b>Sub-Strand: C. Early Settlement and Statehood 1810- 1860</b></p>	<p><b>Standard:</b> The student will know and understand the factors that led to rapid settlement of Minnesota in the 19<sup>th</sup> century and the changes the new Minnesotans brought with them.</p>	<p><b>Benchmarks:</b> 1. Students will explain why early 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 Ojibwe,</p>	<p><b>Examples:</b> 1. Arrival of early immigrants, Josiah Snelling, Henry Sibley, Alexander Ramsey, Harriet Bishop, James Goodhue, early agriculture, rise of timber industry, importance of rivers and steamboats, coming of the railroad, missionaries 2. Northwest Ordinance of 1787, establishment of Minnesota Territory in 1849, Minnesota statehood in 1858, adoption of state constitution</p>

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			the Dakota, and the settlers.	3. Legal status of treaties as “supreme law of the land;” major treaties with the Dakota and Ojibwe (especially those in 1805, 1837, 1851, 1858); Lawrence Taliaferro and the Indian Agency at Fort Snelling; Inkpaduta’s raid
<b>Strand: II. MINNESOTA HISTORY</b>	<b>Sub-Strand: D. Civil War and Dakota War 1860-1864</b>	<b>Standard:</b> The student will know and understand Minnesota’s role in the Civil War and the impact of the Dakota War of 1862.	<b>Benchmarks:</b> 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.	<b>Examples:</b> 1. Dred and Harriet Scott, Eliza Winston, Jane Grey Swisshelm, Republican Party; First Minnesota Regiment; soldier’s aid societies 2. Battle at Gettysburg, Battle of Missionary Ridge, 3. Settlement of treaty lands, Christianized Dakota, role of traders, government agents, and missionaries, Battle of New Ulm, hangings at Mankato, Dakota encampment at Fort Snelling, Bishop Henry Whipple, Little Crow, Big Eagle, Dakota diaspora
<b>Strand: II. MINNESOTA HISTORY</b>	<b>Sub-Strand: E. Industrial Era 1865-1914</b>	<b>Standard:</b> The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.	<b>Benchmarks:</b> 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.	<b>Examples:</b> 1. Charles Pillsbury, James J. Hill, Frederick Weyerhauser, the Merritt Brothers, Henry Oliver, Laura Ingalls Wilder, Oliver Kelley, Bonanza Farms, Homestead Act, middlings purifier, harnessing St. Anthony falls, railroads, foreign immigration, mechanized agriculture, allotment of American Indian land; lumberjacks, mill workers, farmers, Hinckley fire; forestry reform; early labor unions, logging dams, damage to wild rice beds, movement of American Indians to cities 2. Lives of lumberjacks, mill workers, and farmers; growth of industry in

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				<p>Minneapolis and St. Paul; Hinckley fire and forestry reform; early labor unions, logging dams and damage to wild rice beds, movement of American Indians to cities</p> <p>3. Public health, women's suffrage, allotment of American Indian lands, Indian boarding schools, missionaries, Amanda Lyles, Eva McDonald Valesh, Clara Ueland, Gov. Samuel Van Sant, C.C. Andrews, rise of the Farmer-Labor Party</p>
<p><b>Strand: II. MINNESOTA HISTORY</b></p>	<p><b>Sub-Strand: F. World Wars I and II, and the Interwar period, 1914-1945</b></p>	<p><b>Standard:</b> The student will know and understand the impact on Minnesota of World War I and World War II, as well as, the social and economic changes of the 1920s and the 1930s.</p>	<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the issues that Minnesotans faced during World War I and how they responded to them.</li> <li>2. Students will demonstrate the knowledge the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.</li> <li>3. Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Attitudes of German-Americans, Gov. J.A. Burnquist, Louis A. Fritsche, Minnesota Commission of Public Safety, Minnesota soldiers in France, women &amp; home front</li> <li>2. Charles Lindbergh, F. Scott Fitzgerald, Sinclair Lewis, Andrew Volstead, Prohibition, John Dillinger, Frank B. Kellogg, Gov. Floyd B. Olson, Gov. Harold E. Stassen, Indian Citizenship Act of 1924, Indian Civilian Conservation Corps, Farm Holiday Association, 1934 Minneapolis Coal Truckers' Strike</li> <li>3. Wartime industries, supporting the home front, Minnesota soldiers, Fort Snelling language school, P.O.W. camps, internment of conscientious objectors in Sandstone prison</li> </ol>
<p><b>Strand: II. MINNESOTA HISTORY</b></p>	<p><b>Sub-Strand: G. Post-World War II to the</b></p>	<p><b>Standard:</b> The student will know and understand</p>	<p><b>Benchmarks:</b></p> <ol style="list-style-type: none"> <li>1. Students will explain how Minnesota has both affected and been affected by</li> </ol>	<p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Cold War, Civil Right's Movement, Women's Movement, American Indian</li> </ol>

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	<b>Present</b>	Minnesota's role in the major social, economic and political changes, both national and international, in the last half of the 20 <sup>th</sup> century through the present, and analyze the impact of those changes.	<p>the events, people, and changes in the nation and the world.</p> <p>2. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.</p> <p>3. Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.</p> <p>4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.</p>	<p>Movement, Coya G. Knutson, Mayo Clinic, Warren Burger, Harry A. Blackmun, Eugene McCarthy, Hubert H. Humphrey, Walter Mondale, Rosalie E. Wahl, Marge Anderson, Roy Wilkins, Cap Wigington, Dennis Banks, Sigurd F. Olson, Nellie Stone Johnson, Minnesota artists, reaffirmation of sovereign treaty rights for the Dakota and Ojibwe</p> <p>2. Hispanic, African and Southeast Asian immigrants, growth of suburbs, rural population loss</p> <p>3. Comparisons of ethnic, religious, and cultural heritage role of Minnesota industries in national and world trade, Minnesota as a tourist destination, recognizing the role of the past in shaping the future</p> <p>4. Taconite mining, Boundary Water Canoe Area Wilderness, Southdale Mall, consolidation of agriculture, wind farming</p>
<b>Strand: III. WORLD HISTORY</b>	<b>Sub-Strand: A. Beginnings of Human Society</b>	<b>Standard:</b> The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.	<b>Benchmarks:</b> <p>1. Students will describe the migration of people from Africa to other world regions.</p> <p>2. Students will describe the development of agriculture and its effect on human communities.</p> <p>3. Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.</p> <p>4. Students will describe significant historical achievements of various cultures of the world.</p>	<b>Examples:</b> <p>1. The development of urban centers, food, clothing, industry, agriculture, shelter, trade</p> <p>2. Tigris-Euphrates valleys, the Nile valley, West Africa, Europe, Southeast Asia, East Asia</p> <p>3. Origin stories, legends, myths, stories of heroism, folk tales</p> <p>4. Invention of the wheel, agriculture, iron tools, governmental structures, city-building, art and architecture, writing, textile production</p>
<b>Strand: III. World History</b>	<b>Sub-Strand: B. Classical</b>	<b>Standard:</b> The student will	<b>Benchmarks:</b> <p>1. Students will describe the emergence</p>	<b>Examples:</b> <p>1. Mwenemutapa, Ghana, Mali, Songhae,</p>

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	<b>Civilizations and World Religions 1000 BC - 600 AD</b>	describe classical civilizations in Africa, Asia, and Mesoamerica.	of states in Sub-Saharan Africa and explains how iron working diffused in Africa. 2. Students will describe how the Chinese Empire was united. 3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica. 4. Students will describe and compare major religious systems and practices.	family ties, matrilineal descent, Kush, King Ezana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe 2. Warring States Period, dynasties of Zhou, Qin and Han (including Han consolidation of empire), Wudi, Qin Shi Huangdi, Yamato, Confucious, Confucism, Laozi, Daoism, Great Wall 3. Mesoamerican civilization of Olmec, Teotihuacan, and Maya, including the domestication of maize, calendar, glyphic writing, sculpture, and monumental building 4. Judaic monotheism, Greek and Roman religions, early Christianity, the origins of Buddhism; Hinduism
<b>Strand: III. World History</b>	<b>Sub-Strand: C. Classical Civilizations and World Religions 1000 BC - 600 AD</b>	<b>Standard:</b> The student will describe classical civilizations in Europe and the West.	<b>Benchmarks:</b> 1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy. 2. Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy.	<b>Examples:</b> 1. Architecture, sculpture, myths, dramas; free/slave labor; Greek democracy; religion and mythology 2. Architecture, sculpture, myths, free/slave labor; Roman Republic; religion and mythology
<b>Strand: III. WORLD HISTORY</b>	<b>Sub-Strand: D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD - 1500 AD</b>	<b>Standard:</b> The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.	<b>Benchmarks:</b> 1. Students will analyze the spread of Islamic civilization to western Europe, India and Africa. 2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life. 3. Students will describe the formation of states in sub-Saharan Africa and the Americas.	<b>Examples:</b> 1. Islamic law, family life, government, architecture, science 2. Buddhism and Confucianism, Chinese conquest of Vietnam; relations between China and Japan, China and Indian Ocean exploration 3. Ethiopia, Ghana, Zimbabwe, Mali, Benin; Swahili towns, Aztec Empire, Anasazi, Pueblos, Mayans, Incas
<b>Strand:</b>	<b>Sub-Strand:</b>	<b>Standard:</b> The student will	<b>Benchmarks:</b> 1. Students will demonstrate knowledge	<b>Examples:</b> 1. "Rebirth" of ideas from ancient Greece

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<b>III. WORLD HISTORY</b>	<b>D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD - 1500 AD</b>	<p>demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.</p>	<p>of the Renaissance in Europe.                  2. Students will demonstrate knowledge of the age of exploration.                  3. Students will demonstrate knowledge of the Reformation including important figures of the era.                  4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17<sup>th</sup> Century, including the Enlightenment.</p>	<p>and Rome, Erasmus, Leonardo da Vinci, Michelangelo, Francis Bacon                  2. Trade, the growth of empires and competition between nations, explorers from Northern Europe and Southern Europe, the roles of Christianity, Judaism, Hinduism, Buddhism, Confucianism, Islam, and indigenous religious traditions                  3. Martin Luther, Pope Leo X, John Calvin, Henry VIII, Loyola                  4. Galileo Newton, Louis XIV, Peter the Great, Locke, Voltaire, Rousseau, Adam Smith</p>
<b>Strand: III. WORLD HISTORY</b>	<b>Sub-Strand: F. World Civilizations, Toward a Global Culture, 1500 - 1770 AD</b>	<b>Standard:</b> The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	<b>Benchmarks:</b> 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. 5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.	<b>Examples:</b> 1. Trade routes; products such as spices, silk, gold 2. Portuguese, Dutch, Spanish; responses of Ottomans, Indians, Chinese, Japanese, Vietnamese, and indigenous groups in the Americas and Africa to European presence in Indian Ocean and Americas 3. Zheng He voyages, invasion of Mongolia, annexation of Annam, maritime prohibitions 4. West African states, Atlantic slave trade, opposition to slave trade 5. Slavery, indentured servitude, overpopulation, colonial settler movements, voluntary migration
<b>Strand: III. WORLD HISTORY</b>	<b>Sub-Strand: G. Western Civilizations, Age of Revolution and</b>	<b>Standard:</b> The student will demonstrate knowledge of the rise of colonialism and its	<b>Benchmarks:</b> 1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.	<b>Examples:</b> 1. Imperialism, mercantile economies; policies in Africa, Asia, America; social consequences, slave trade

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	<b>Reaction, 1640-1920 AD</b>	effects worldwide.		
<b>Strand: IV. HISTORICAL SKILLS</b>	<b>Sub-Strand: A. Concepts of Time</b>	<b>Standard:</b> The student will acquire skills of chronological thinking.	<b>Benchmarks:</b> 1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.	<b>Examples:</b> Timelines, graphic representations of historical narratives
<b>Strand: IV. HISTORICAL SKILLS</b>	<b>Sub-Strand: B. Historical Resources</b>	<b>Standard:</b> The student will begin to use historical resources.	<b>Benchmarks:</b> 1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary. 2. Students will assess the credibility and determine appropriate use of different sorts of sources. 3. Students will investigate the ways historians learn about the past if there are no written records.	<b>Examples:</b> 1. Letters, diaries, newspaper accounts, legislative debates, oral traditions, architecture, material artifacts, art, maps, and statistics 2. Popular press (newspapers, magazines), eyewitness accounts, diaries, literature, mythology, interviews, photographs, government documents, scholarly publications, web resources 3. Archeological and geological evidence, art, architecture, oral traditions, mythology
<b>Strand: IV. HISTORICAL SKILLS</b>	<b>Sub-Strand: C. Historical Inquiry</b>	<b>Standard:</b> The student will apply research skills by investigating a topic in U.S. history.	<b>Benchmarks:</b> 1. Students will define a research topic that can be studied using a variety of historical sources. 2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project. 3. Students will develop strategies to find, collect, and organize historical research.	<b>Examples:</b>
<b>Strand: IV. HISTORICAL SKILLS</b>	<b>Sub-Strand: C. Historical Inquiry</b>	<b>Standard:</b> The student will analyze historical	<b>Benchmarks:</b> 1. Students will understand that primary sources document first-hand accounts of	<b>Examples:</b> 1. Conflicting British and American views of the "Boston Massacre"

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		evidence and draw conclusions	historical events and secondary sources may be influenced by the author's interpretation of historical events. 2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events. 3. Students will understand the concepts of historical context and multiple causation. 4. Students will create a timeline that illustrates the relationship of their topic to other historic events.	
<b>Strand: IV. HISTORICAL SKILLS</b>	<b>Sub-Strand: C. Historical Inquiry</b>	<b>Standard:</b> The student will present and explain the findings of a research project.	<b>Benchmarks:</b> 1. Students will analyze how historians present their work in multiple formats. 2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas. 3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic. 4. Students will learn how to cite sources and to document their research in the form of a bibliography. 5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.	<b>Examples:</b> 1. Papers, exhibits, documentary films, historic site interpretation, theater, websites, and other media
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: A. Concepts of Location</b>	<b>Standard:</b> The student will identify and locate major physical and cultural features that	<b>Benchmarks:</b> 1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.	<b>Examples:</b> 1. Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia

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		played an important role in the history of the United States.	2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.	2. Ireland, Germany, China
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: A. Concepts of Location</b>	<b>Standard:</b> The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	<b>Benchmarks:</b> 1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.	<b>Examples:</b> 1. Great Lakes, Mississippi River, pine forests, iron ranges, St. Anthony Falls, prairies and hardwood forests
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: A. Concepts of Location</b>	<b>Standard:</b> The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.	<b>Benchmarks:</b> 1. Students will locate on a map or globe the major empires of the late 19 <sup>th</sup> Century and their largest overseas territories. 2. Students will locate the major source countries for immigration to the United States during the years 1877-1916. 3. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.	<b>Examples:</b> 1. England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal 2. Italy, Poland, Austro-Hungarian Empire 3. Rectangular survey in Midwest, long lots, metes and bounds in former colonies
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: B. Maps and Globes</b>	<b>Standard:</b> The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	<b>Benchmarks:</b> 1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied. 2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism,	<b>Examples:</b> 1. Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude 3. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.

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			<p>Confucianism, Christianity, Islam, and indigenous religious traditions.</p> <p>3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</p> <p>4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.</p>	<p>4. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</p>
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: B. Maps and Globes</b>	<b>Standard:</b> The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	<b>Benchmarks:</b> 1. Students will create a variety of maps to scale. 2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.	<b>Examples:</b> 1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups) 2. Evaluate maps in print media that depict events in other parts of the world
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: C. Physical Features and Processes</b>	<b>Standard:</b> The student will use basic terminology describing basic physical and cultural features of continents studied.	<b>Benchmarks:</b> 1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied. 2. Students will describe and locate major physical features in their local community and analyze their impact on the community.	<b>Examples:</b> 1. Mountain systems, river basin, deserts, plains 2. Rivers, bluffs, lakes, forests, farm land
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: C. Physical Features and Processes</b>	<b>Standard:</b> The student will identify and locate geographic features associated with the development of the United States.	<b>Benchmarks:</b> 1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.	<b>Examples:</b> Mohawk Depression, Ohio River, Appalachian Mountains, California gold fields
<b>Strand:</b>	<b>Sub-Strand:</b>	<b>Standard:</b>	<b>Benchmarks:</b>	<b>Examples:</b>

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<b>V. GEOGRAPHY</b>	<b>C. Physical Features and Processes</b>	The student will identify and locate geographic features associated with the development of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.</li> <li>2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.</li> <li>3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19<sup>th</sup> Century.</li> <li>4. Students will identify physical features that either hindered or promoted the industrialization of the state.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eastern and southern states, mountain states</li> <li>2. Wild rice beds, long grass prairie, rivers, forests</li> <li>3. Great Lakes, river systems, confluence of Mississippi and Minnesota Rivers</li> <li>4. Mississippi river system, Red River Valley, forests and prairies, Falls of St. Anthony, smaller water power sites, Iron Range, pine forests</li> </ol>
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: C. Physical Features and Processes</b>	<b>Standard:</b> The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.	<b>Benchmarks:</b> <ol style="list-style-type: none"> <li>1. Students will describe the major physical features of the United States and the regions of the world they study.</li> <li>2. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.</li> <li>3. Students will describe patterns of vegetation and landforms in the United States and around the world.</li> </ol>	<b>Examples:</b> <ol style="list-style-type: none"> <li>1. Great Plains, Sahara, Amazon Basin</li> <li>2. Topographic patterns, tectonic and erosion cycles</li> <li>3. Grassland, rain forest, Taiga</li> </ol>
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: C. Physical Features and Processes</b>	<b>Standard:</b> The student will give examples of physical systems and describe their role in shaping life on Earth.	<b>Benchmarks:</b> <ol style="list-style-type: none"> <li>1. Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.</li> <li>2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs</li> </ol>	<b>Examples:</b> <ol style="list-style-type: none"> <li>1. Monsoons, El Nino</li> <li>2. Flood plains, earthquake zones, hurricanes</li> </ol>

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			and benefits of methods people use to mitigate their damage.	
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: D. Interconnections</b>	<b>Standard:</b> The student will give examples that demonstrate how people are connected to each other and the environment.	<b>Benchmarks:</b> 1. Students will identify factors that drew people to their local communities. 2. Students will analyze how the physical environment influences human activities.	<b>Examples:</b> 1. Mining activity, political freedom 2. Influence of the land and climate on people who live in various areas
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: D. Interconnections</b>	<b>Standard:</b> The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.	<b>Benchmarks:</b> 1. Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States. 2. Students will analyze how changes in transportation affected settlement of the country.	<b>Examples:</b> 1. Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal 2. Canals in early 1800s; steamboats in the mid-1880s, westward expansion, settlement of Minnesota, areas people moved from and to
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: D. Interconnections</b>	<b>Standard:</b> The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.	<b>Benchmarks:</b> 1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others. 2. Students will analyze how changes in transportation affected settlement of the state. 3. Students will explain the importance of site features in the establishment of Minnesota's largest cities. 4. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.	<b>Examples:</b> 1. Water power sites, river crossings, ports on Lake Superior and river systems 2. Steamboats in the mid-1800s, railroads in the 19 <sup>th</sup> Century, highway system in first half of 20 <sup>th</sup> Century, air transportation in last half of 20 <sup>th</sup> Century 3. Water power sites, river crossings, access from Mississippi to the upland via heads of navigation, ports 4. Fiber optic networks, freeways, development of airports 5. War and dislocation, economic opportunity, opening of treaty lands for

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			<p>5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.</p> <p>6. Students will describe the settlement pattern of Minnesota's largest immigrant groups.</p> <p>7. Students will use regions to analyze modern agriculture in Minnesota.</p>	<p>settlement, Northern Europeans, Mexico, Laos</p> <p>6. Swedes, Norwegians, Finns, Germans, Hmong, Mexicans, Hispanics</p> <p>7. Corn-hog-soybean region, sugar beet and wheat in Red River Valley, market gardening</p>
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: D. Interconnections</b>	<b>Standard:</b> The student will identify how technology made some parts of Minnesota more valuable at particular times in history.	<b>Benchmarks:</b> 1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.	<b>Examples:</b> Wheat and soy beans to China, clothing and electronic goods from Asia, fur trade, Spam to world, taconite
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: D. Interconnections</b>	<b>Standard:</b> The student will describe how humans influence the environment and in turn are influenced by it.	<b>Benchmarks:</b> 1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.	<b>Examples:</b> Forest and farm land being replaced by housing
<b>Strand: V. GEOGRAPHY</b>	<b>Sub-Strand: D. Interconnections</b>	<b>Standard:</b> The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth's surface.	<b>Benchmarks:</b> 1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change. 2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change. 3. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.	<b>Examples:</b> 1. Refugees, rural to urban, suburbanization, migration of labor 2. Language families, word usage in English, expansion of English 3. Christianity, Islam, Hinduism, Judaism, Buddhism, Confucianism, indigenous religions 4. Communism, democracy, kingdoms, dictatorships 5. Industrial regions, patterns of

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			<p>4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.</p> <p>5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.</p> <p>6. Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.</p> <p>7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.</p>	<p>commercial and subsistence agriculture</p> <p>6. Western Europe, Arab World, Southeast Asia, Latin America</p> <p>7. Iraqi conflict, defense of Korea, the island campaign in the Pacific Theater of WWII, Battle of Thermopylae in Persian War, England and Russia in Napoleonic wars and in WWII</p>
<p><b>Strand:</b> <b>V. GEOGRAPHY</b></p>	<p><b>Sub-Strand:</b> <b>D. Interconnections</b></p>	<p><b>Standard:</b> The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.</p>	<p><b>Benchmarks:</b></p> <p>1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.</p> <p>2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.</p> <p>3. Students will describe how physical processes affect different regions of the world.</p> <p>4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.</p>	<p><b>Examples:</b></p> <p>1. Property values in a city, attitudes toward wilderness</p> <p>2. Local community or neighborhood, the American West, Chinatowns</p> <p>3. Desertification of the Sahel, soil degradation in the tropics</p> <p>4. Rain shadow deserts, rainforests</p>
<p><b>Strand:</b> <b>V. GEOGRAPHY</b></p>	<p><b>Sub-Strand:</b> <b>E. Essential Skills</b></p>	<p><b>Standard:</b> The student will use maps, globes, geographic information systems and other sources of information</p>	<p><b>Benchmarks:</b></p> <p>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</p> <p>2. Students will make inferences and draw conclusions about the character of</p>	<p><b>Examples:</b></p> <p>1. Atlases, online databases, topographic maps</p> <p>2. Thematic, topographic, aerial photos, satellite images</p> <p>3. Countries, rivers, topographic features,</p>

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		to analyze the natures of places at a variety of scales.	places based on analyses and comparison of maps, aerial photos, and other images. 3. Students will locate major political and physical features of the United States and the world.	largest cities
<b>Strand: VI. ECONOMICS</b>	<b>Sub-Strand: A. Producers and Consumers</b>	<b>Standard:</b> The student will understand the concept of interdependence in relation to producers and consumers.	<b>Benchmarks:</b> 1. Students will compare and contrast the roles of producers and consumers. 2. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services. 3. Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it, and how it differs from other economic systems. 4. Students will explain that a market exists when consumers buy and producers sell goods and services. 5. Students will explain how the price of a good is determined by supply and demand (the interrelationship between production and consumption).	<b>Examples:</b> 1. Girl Scouts supply cookies, consumers demand them 2. Simplified circular flow of economic activity 3. Clothes produced because consumers want them. Textiles produced in factories because of their efficiency 5. Consumers buy clothes if willing and able to pay the price; command and traditional economies
<b>Strand: VI. ECONOMICS</b>	<b>Sub-Strand: B. Economic Choices</b>	<b>Standard:</b> The student will understand basic principles of economic decision making.	<b>Benchmarks:</b> 1. Students will understand the concept of scarcity and its role in decision-making. 2. Students will apply a decision-making process to make informed choices. 3. Students will analyze how people respond predictably to positive and negative economic incentives.	<b>Examples:</b> 2. State the problem, identify alternatives using explicit criteria, make a decision, explain the choice that was made 3. Subsidies of land grants to railroad helped build transcontinental railroad. Tariffs discouraged importation of foreign textiles
<b>Strand:</b>	<b>Sub-Strand:</b>	<b>Standard:</b>	<b>Benchmarks:</b>	<b>Examples:</b>

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<b>VI. ECONOMICS</b>	<b>C. The Market Economy (Micro Economics)</b>	The student will understand that in a market economy income is earned in different ways.	1. Students will identify multiple forms of income and their sources.	Wages and salary, rent, interest, and profit
<b>Strand: VI. ECONOMICS</b>	<b>Sub-Strand: C. The Market Economy (Micro Economics)</b>	<b>Standard:</b> The student will understand business organizations, market structures, and financial institutions that operate within our economy.	<b>Benchmarks:</b> 1. Students will identify and compare and contrast various industries and the occupations related to them. 2. Students will compare and contrast the concepts of competition and monopoly and predict consequences of each. 3. Students will describe various financial institutions and compare and contrast their roles, and explain how those institutions relate to their lives.	<b>Examples:</b> 1. Tourist, agricultural, health services, oil 2. Farmers' market (competition), electric distribution (monopoly) 3. Banks, credit unions, stock market, the Federal Reserve
<b>Strand: VI. ECONOMICS</b>	<b>Sub-Strand: D. The National Economy (Macro Economics)</b>	<b>Standard:</b> The student will understand the economic activities of government.	<b>Benchmarks:</b> 1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing. 2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses.	<b>Examples:</b> 1. Education, road, police, income tax (16 <sup>th</sup> Amendment), payroll tax, city sales tax, property tax, war bonds 2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws
<b>Strand: VI. ECONOMICS</b>	<b>Sub-Strand: D. The National Economy (Macro Economics)</b>	<b>Standard:</b> The student will understand the concepts that measure the national economy.	<b>Benchmarks:</b> 1. Students will define and give examples of basic economic terms. 2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.	<b>Examples:</b> 1. Unemployment, inflation, interest rates, Gross Domestic Product (GDP) 2. Unemployment and reduction in output during Great Depression, stagflation of 1970s
<b>Strand: VII. GOVERNMENT</b>	<b>Sub-Strand: A. Civic Values, Skills, Rights</b>	<b>Standard:</b> The student will recognize the	<b>Benchmarks:</b> 1. Students will identify people who have dealt with challenges and made a	<b>Examples:</b> George Washington, Benjamin Franklin, Harriet Tubman, Abraham Lincoln, Martin

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<p><b>AND CITIZENSHIP</b></p>	<p><b>and Responsibilities</b></p>	<p>importance of individual action and character in shaping civic life.</p>	<p>positive difference in other people's lives and explain their contributions.</p>	<p>Luther King, Jr., Chief Joseph of the Nez Perce, Sequoyah, George Washington Carver, Claire Barton, Frederick Douglass, Abigail Adams, Rosa Parks, and other world figures, America's founders and framers, local and state leaders</p>
<p><b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b></p>	<p><b>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</b></p>	<p><b>Standard:</b> The student will articulate the range of rights and responsibilities in a republic</p>	<p><b>Benchmarks:</b> 1. Students will explain protections the Bill of Rights provides to individuals. 2. Students will explain some of the responsibilities of people living in a democracy. 3. Students will explain that the Minnesota Constitution also protects rights, including additional rights not specifically mentioned by the federal constitution. 4. Students will describe landmark U.S. Supreme Court decisions concerning rights and responsibilities</p>	<p><b>Examples:</b> 1. First 10 Amendments 2. Respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family, take responsibility for your actions 3. Freedom of Conscience 4. <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education</i></p>
<p><b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b></p>	<p><b>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</b></p>	<p><b>Standard:</b> The student will know how citizenship is established and exercised.</p>	<p><b>Benchmarks:</b> 1. Students will explain the steps necessary to become an informed voter and an engaged citizen. 2. Students will explain the meaning of civic life and how all members of a community can be engaged. 3. Students will identify and research community problems and recommend solutions. 4. Students will analyze sources of information for accuracy, bias, and relevance, and distinguish between fact and opinion in order to analyze a public policy issue.</p>	<p><b>Examples:</b> 2. Naturalization Act of 1790, Dred Scott decision, 14<sup>th</sup>, 15<sup>th</sup>, 19<sup>th</sup>, and 26<sup>th</sup> Amendments, birth, naturalization</p>

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<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities</b>	<b>Standard:</b> The student will understand the importance of participation in civic life and demonstrate effective civic skills	<b>Benchmarks:</b>	<b>Examples:</b> 1. Recognize issues and candidates, identify stands taken by candidates on issues, evaluate information for accuracy, bias, and opinion 2. Running for elected office, supporting those running for office, informed voting, serving on school board and city council, organizing a neighborhood watch group, speaking at a public meeting, belonging to a political party, community board, block watch, attending school conferences, immigrant and refugee community building
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: B. Beliefs and Principles of United States Democracy</b>	<b>Standard:</b> The student will know the purpose, function and limits of our republic.	<b>Benchmarks:</b> 1. Students will explain why government is needed and what would happen if there were no government. 2. Students will explain what “consent of the governed” means and how it is expressed in the preamble to the Constitution. 3. Students will define consent of the governed, liberty, equality, rights, responsibilities, justice, popular sovereignty, and general welfare, democracy, republic, and representative democracy. 4. Students will understand how governmental power is limited through federalism and a system of checks and balances.	<b>Examples:</b> 1. Protect individual rights and promote the general welfare, provide order, security, predictability
<b>Strand: VII. GOVERNMENT AND</b>	<b>Sub-Strand: B. Beliefs and Principles of United States</b>	<b>Standard:</b> The student will know symbols, songs, traditions, and	<b>Benchmarks:</b> 1. Students will explain why key national, state, and local symbols and landmarks and monuments are significant.	<b>Examples:</b> 1. Mount Rushmore, the Liberty Bell, the Washington Monument, the Statue of Liberty, “E Pluribus Unum”

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<b>CITIZENSHIP</b>	<b>Democracy</b>	landmarks/monuments that represent the beliefs and principles of the United States.	2. Students will know the Pledge of Allegiance, its history, and why Americans recite it.	
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: B. Beliefs and Principles of United States Democracy</b>	<b>Standard:</b> The student will demonstrate knowledge and understanding of principles and beliefs upon which our republic is based.	<b>Benchmarks:</b> 1. Students will explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government. 2. Students will explain the ideals of the American system of government: liberty, justice, equality, "E Pluribus Unum"	<b>Examples:</b> 1. The United States Constitution is the highest law of the land
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: B. Beliefs and Principles of United States Democracy</b>	<b>Standard:</b> The student will explain the importance of law in the American constitutional system.	<b>Benchmarks:</b> 1. Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare 2. Students will explain that authority for making laws rests with the people, through their elected officials. 3. Students will distinguish and explain the relationships between making, enforcing and interpreting the law. 4. Students will evaluate rules and laws using criteria of good laws. 5. Students will distinguish between civil and criminal law, state and federal law.	<b>Examples:</b> 4. Fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and/or promotes the general welfare
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: C. Roots of the Republic</b>	<b>Standard:</b> The student will demonstrate knowledge of influential and foundational documents of American constitutional	<b>Benchmarks:</b> 1. Students will explain how the British limited monarchical power through written documents such as the Magna Carta, which influenced American constitutional government. 2. Students will explain how the Mayflower Compact, Articles of	<b>Examples:</b> 1. The Virginia Declaration of Rights, the Virginia Statute for Religious Freedom 3. Rights to life, liberty and pursuit of happiness, right to institute new government, consent of the governed, natural rights, Lincoln's use of the Declaration in the Gettysburg Address

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		government.	Confederation, and other documents influenced the development of American government. 3. Students will describe the principles expressed in the Declaration of Independence, including inalienable rights and self-evident truths, and how these principles influence the development of United States constitutional government 4. Students will describe the principles expressed in the Preamble to the Constitution and how these principles influence the United States constitutional government 5. Students will describe how the Constitution and Bill of Rights protect individual rights and support the principle of majority rule but also protect the rights of the minority.	4. We the people, to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: D. Governmental Institutions and Processes of the United States</b>	<b>Standard:</b> The student will know the functions of the United States government and ways in which power is delegated and controlled.	<b>Benchmarks:</b> 1. Students will describe the three branches of the U.S. government established by the Constitution, their primary functions, and their relationships. 2. Students will describe separation of powers and checks and balances and analyze historical and contemporary examples of how they are applied among the branches of government. 3. Students will describe the process by which a bill becomes a law.	<b>Examples:</b> 1. Articles I, II, III of the Constitution, Amendments 1-10, 13-15
<b>Strand: VII. GOVERNMENT AND</b>	<b>Sub-Strand: D. Governmental Institutions and Processes of the</b>	<b>Standard:</b> The student will know the functions of Minnesota state and	<b>Benchmarks:</b> 1. Students will explain the relationship between the federal government and state governments and define the	<b>Examples:</b> 1. Reserved powers, Amendment X to the United States Constitution, states' rights

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<b>CITIZENSHIP</b>	<b>United States</b>	local governments and describe their relationship with the federal government.	concept of federalism. 2. Students will explain the major purposes of Minnesota's Constitution as stated in its Preamble. 3. Students will understand the basic structure and functions of state and local governments. 4. Students will identify the major state offices; the primary duties associated with them, and know the names of major local, state, and federal elected officials and describe how they are chosen. 5. Students will explain the relationship between American Indian People and Nations and Minnesota and the U.S. Government.	
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: D. Governmental Institutions and Processes of the United States</b>	<b>Standard:</b> The student will describe the relationships the U.S. has with other nations in the world.	<b>Benchmarks:</b> 1. Students will define foreign policy and identify ways in which U.S. foreign policy affects their lives. 2. Students will describe cases when the U.S. government has used diplomacy and other foreign policy tools to mediate international disputes.	<b>Examples:</b> 1. Military policy, trade policy 2. National sovereignty, UN, NATO, EU
<b>Strand: VII. GOVERNMENT AND CITIZENSHIP</b>	<b>Sub-Strand: D. Governmental Institutions and Processes of the United States</b>	<b>Standard:</b> The student will understand other government systems in the world.	<b>Benchmarks:</b> 1. Students will compare governmental structure and individual rights in the United States to those in other forms of government.	<b>Examples:</b> 1. Republic, democracy, monarchy, dictatorship, individual rights, rights to vote, run for office, speech, assembly, religion