# US History

| Era 1: Early Americas and Indigenous Societies (to 1491) | |
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| **Compelling Question:** | *How did early Native societies shape America before Europeans arrived?* |
| **About Era 1:** | Era One begins American history with the histories of America's first people prior to contact with Europeans. Crucially, while Era One primarily focuses on indigenous histories before European contact and settlement, it connects those histories to the current lived experiences of Indigenous peoples across Minnesota specifically and North America broadly, ensuring that students know and understand that Indigenous peoples continue to exist, resist, and thrive in the contemporary world. |

2021 MN Social Studies Academic Benchmarks

| Context, Change, and Continuity | Historical Perspectives | Historical Sources and Evidence | Causation and Argumentation | Connecting Past and Present |
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| **9.4.18.8** Examine multiple Indigenous narratives about early North American history. | **9.4.19.7** Identify multiple Indigenous concepts of boundary-making and relationship-building with the environment through economic, political and kinship systems. | **9.4.20.7** Interpret a variety of historical sources (including objects, artistic works, written accounts and oral narratives) in order to develop a nuanced understanding of the multiple, diverse and complex societies in North America before European colonialism. | **9.4.21.8** Construct an argument about Indigenous history before European colonialism, using multiple sources. | **9.4.22.7** Examine the survival of Indigenous nations in the contemporary world and examine how Indigenous people have contested narratives of erasure that have silenced their histories. |

**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | *How are primary and secondary sources helpful in learning about history?* | • Introductions<br>  ○ Student Info. Sheet<br>• Sources of You Assignment | • Examples of primary and secondary sources |
| **2** | *How did humans come to be in North America?* | • 1st Americans Notes (Slides 1-12)<br>  ○ Student Handout<br>• Finish *Sources of You* Assignment | • Maps showing Environmental and Linguistic |
| **3** | | • Analyze Origin Stories<br>  ○ Readings (Students will read 4/9)<br>  ■ Work in groups of 2 or 3.<br>  ○ Student Graphic Organizer<br>  ■ KEY (Has all 9 stories, but students only need to have 4)<br>• Finish 1st Americans Notes | • Origin Summaries of Inuit, Cree, Lakota, Haudensosaunee, Cherokee, Dine, Salish, Miwok, |
| **4** | *What regional patterns of settlement existed within Indigenous peoples?* | • Pre-Columbian America Stations<br>  ○ Link to Handout<br>  ■ MOD Version<br>  ■ KEY<br>  ■ Link to Slides (for makeup)<br>• What to Post to Otus Class Board | • Environmental Regions Map<br>• Virtual Tours<br>• Bison Utilization Image<br>• Tribal Names and Locations Map<br>• Nature Markings to indicate boundaries<br>• Video Clip of Aninshinaabe |
| **5** | *How do the languages differ between Indigenous groups?* | • Language & Communication Notes<br>  ○ Student Note Sheet<br>• Finish Stations | • Environmental Regions Map<br>• Artwork of Apache & Dakota<br>• Images of Dwellings |
| | *How did Indigenous peoples communicate with one another?* | • Review Stations<br>• Indigenous Histories Notes (Same presentation as Language & Communication<br>  ○ Use same note sheet as Language<br>• Lone Dog's Winter Challenge<br>  ○ Matching Activity | • Oral History: Iroquois Confederacy<br>• Lone Dog's Winter - Pictograph (PBS) |

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| **6** | *How were indigenous groups similar and different from one another?*<br><br>*What were the reasons for the differences?* | • Summative Assessment: Gallery Walk (Student Handout)<br>  ○ Project Overview Presentation<br>  ○ Infographic Template for Group (Post to Class Board)<br>  ○ Modified Readings by Tribe (Students with Mod. Project accommodations should be emailed the reading for their tribe.<br>• Indigenous Nations Options:<br>  ○ Iroquois<br>  ○ Apache<br>  ○ Pueblo<br>  ○ Dakota<br>  ○ Anishinaabe/Ojibwe<br>  ○ Chinook<br>  ○ Cherokee | |
| **7** | | • Work Day on Summative<br>  ○ | |
| **8** | | • Gallery Walk (Share Day)<br>  ○ Student Handout<br>• Final Reflection | |

| Era 2: Early Colonial Encounters and Atlantic Trade (1492-1754) | |
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| **Compelling Question:** | *Was early America a land of golden opportunity, for all?* |
| **About Era 2:** | Era Two focuses on the period that began with European arrival and expansion in the Americas, through the early period of the founding of the United States, specifically looking at the various ways groups and individuals understood and experienced European colonialism, settlement, and the development of the institution of slavery. Students are asked to explore historical sources reflective of multiple perspectives of these events, and to read, understand and analyze secondary accounts and understandings of the period which were created throughout U.S. History. |

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2021 MN Social Studies Academic Benchmarks

| Context, Change, and Continuity | Historical Perspectives | Historical Sources and Evidence | Causation and Argumentation | Connecting Past and Present |
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| **9.4.18.9** Evaluate European, Indigenous and African diasporic historical narratives about colonialism and slavery. | **9.4.19.8** Identify how Indigenous people built new coalitions and developed a diverse set of strategies in response to European settler colonialism. Examine how Indigenous perspectives and strategies may have changed over time. | **9.4.20.8** 9.4.20.8: Investigate historical sources about colonialism, religion and slavery, asking who created them and whose interests were articulated or excluded. Analyze the ways in which the perspectives of those recording history shaped the history that they produced. | **9.4.21.9** Describe the ways that Indigenous peoples managed the environment before European colonialism. Examine the impact of capitalism on those ways of environmental management as well as global trade networks. | **9.4.22.8** Examine the contemporary significance of foundational dates in U.S. History specifically dates related to the founding of the North American colonies (1492, 1607, 1620), the development of the institution of slavery (1619) and the founding of the United States as an independent country (1776, 1789). Construct an argument using precise and knowledgeable claims, with evidence from multiple sources, about how one or more of these dates became memorialized in the 19th, 20th, or 21st centuries. |

**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | *What motivated European exploration?* | • European Exploration Notes<br>  ○ Discussion on Era Dates<br>  ○ Student Note Sheet<br>• Use this document for daily question | • European map of known world prior to European Exploration<br>• Columbus' Journals |
| **2** | *What were the immediate impacts of the interaction between* | • Columbian Exchange Introduction<br>• Columbian Exchange Document Analysis<br>  ○ Student Notes/Assignment | • Primary and Secondary Documents relating to the Columbian Exchange |

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| | *Indigenous Peoples and Europeans?* | ○ Documents to post or print | ○ Includes impacts on Indigenous Populations |
| **3** | *How were Spain, France, and Great Britain similar and different in how they colonized North America?* | ● Review Game<br>● European Colonialism Notes<br>○ Student Note Sheet | |
| **4** | *What early interactions did Indigenous Peoples have with Europeans?* | ● America Story of US (1st 18 Minutes)<br>● Review Game | ● *America Story of US: Rebels* Documentary Clip |
| **5** | *Despite the resistance, how did the British establish varying colonies?* | ● British Colonial Regions Notes<br>○ Includes a chunked version of the Choose Your Own Adventure Assignment<br>○ Student Note Sheet + Assignment | ● Story of Powhatan & Pocahontas<br>● Pequot Wars Woodblock Print (1636)<br>● Ship Manifests<br>● George Percy "Starving Time" Journal Entry |
| **6** | *How was the Atlantic Slave Trade different from previous forms of enslavement?* | ● Colonial Regions Review<br>● Atlantic Slave Trade Notes<br>○ Student Note Sheet | ● Triangle Trade Map<br>● Images of dehumanizing tactics & slave ship manifests<br>● Ted Ed: Atlantic Slave Trade |
| **7** | *In what ways was enslavement dehumanizing?* | ● Atlantic Slave Trade Document Analysis Assignment (Otus) | |
| **8** | *How do we learn about the time period of early America? What voices are missing?* | ● Conflict in the Colonies Notes (Slides 1-9<br>○ Note Sheet<br>○ Add Stono Slave Rebellion<br>● King Philip's War Primary Source Analysis & Fact or Crap (Salem Witch Trials) OR Use King Philip's War as a Daily Question | ● Perspectives on Colonization:<br>○ Statement by Metacom (Wampanoag leader, 1675)<br>○ Statement by Mary Rowlandson (Puritan captive, 1676) |

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| **9** | *What types of conflicts came about in the British colonies?* | • Finish Conflict in the Colonies Notes<br>• Optional Review Game | • English Bill of Rights |
| **10** | | • Review Era 2<br>  ○ Era 2 Review Guide<br>  ○ Table Review Questions<br>  ○ Era 2 Review Game (Whiteboard)<br>  ○ Blooket | |
| **11** | | • Era 2 Assessment | |

| Era 3: The American Revolution and Early Republic (1754-1800) | | | | |
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| **Compelling Question:** | *Was the American Revolution a fight for freedom, or only a fight for power?* | | | |
| **About Era 3:** | Era Three focuses on the period of the American Revolution, through the founding of the United States as a country. Students are asked to examine a wide variety of founding documents, as well as primary sources reflective of a range of perspectives on the American Revolution and the American founding period. Additionally, students are expected to make connections between the American Revolution and other revolutions and rebellions in the Americas, and how founding period ideas about freedom have continued, evolved and shifted through contemporary times. | | | |
| 2021 MN Social Studies Academic Benchmarks | | | | |
| **Context, Change, and Continuity** | **Historical Perspectives** | **Historical Sources and Evidence** | **Causation and Argumentation** | **Connecting Past and Present** |
| **9.4.18.10**<br>Identify and analyze dominant | **9.4.19.9**<br>Examine Black Indigenous, working class | **9.4.20.9**<br>Examine the founding documents and early statutes of the United | **9.4.21.10**<br>Develop an argument based on | **9.4.22.9**<br>Examine the meaning of freedom |

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| and non-dominant narratives about the American Revolution. | and/or women's perspectives on a major issue that occurred during the American Revolution and the early Republic. | States, focusing on the Declaration of Independence, the Constitution and the Great Law of Peace (Haudenosaunee Constitution) as historical sources, asking who created them, whose voices were absent and whose interests were articulated or excluded. | multiple historical sources about the relationship between revolutions and/or rebellions in the Americas, including, but not limited to, the American Revolution and the Haitian Revolution. Distinguish between long-term causes and triggering events in developing a historical argument. | in the Revolutionary era and today. Examine how groups and communities have fought for freedom, revolution and anti-colonialism. |

**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | *How did the French and Indian War cause tension between all involved?* | ● French & Indian War Notes<br>○ Student Handout<br>● Exit Ticket | ● Join or Die Political Cartoon<br>● Proclamation of 1763 Map |
| **2** | *What effects of the French and Indian War created a division between the colonists and the English government?* | ● Fact or Crap Review Game | |
| **3** | *What caused many colonists to want to declare independence from Britain?* | ● Causes of the Revolutionary War Assignment<br>○ Assignment<br>○ Modified Assignment<br>■ KEY<br>○ Note Sheet | ● Proclamation of 1763 Map<br>● Stamp Act Image & price conversion chart<br>● Boston Massacre Artwork Comparisons<br>○ Ex. Paul Revere's Boston Massacre Engraving. |

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| | | | ● History Channel Tea Act Video Clip |
| **4** | *What caused many colonists to want to declare independence from Britain?* | ● Causes of the Revolution Matching Activity<br>● Poster Project<br>○ Project Overview Slideshow<br>○ Student Handout<br>○ Add primary source component | |
| **5** | *How were the viewpoints on declaring independence similar and different?* | ● Perspectives Activity (Great opening for work day #2)<br>○ Teacher Read Perspectives<br>○ Students complete This<br>● Poster Project Work Day #2 | ● Lord Dunmore's Proclamation (1775)<br>● The Petition of Felix Holbrook and Other Enslaved Bostonians (1773 or 1777)<br>● Speech by Oneida Chiefs to the New England Governors (1775) |
| **6** | *What reasons did the American colonists have in declaring independence? Whose voices did they not include?* | ● American Revolution Notes (to slide 10)<br>○ Student Note Sheet<br>● Declaration of Independence Document Analysis<br>○ (Table Activity) | ● Olive Branch Petition<br>● Declaration of Independence |
| **7** | *What challenges did the Continental Army have in the first part of the war?* | ● America Story of Us Episode #2 | ● *America Story of US: Revolution* Documentary Clip |
| **8** | *How were the colonists able to win the Revolutionary War?* | ● Finish American Revolution Notes<br>● Review American Revolution | ● Treaty of Paris |
| **9** | | ● Review French & Indian War and American Revolution<br>○ Review Guide<br>○ White Board Review Game | |
| **10** | | ● Era 3 Test (Part 1) | |

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| **11** | *What were the problems with the Articles of Confederation?* | ● Articles of Confederation Simulation<br>○ Presentation<br>○ Student Handout | ● Articles of Confederation |
| **12** | *What were the problems with the Articles of Confederation?* | ● Finish Simulation & Debrief | |
| **13** | *How did the Constitution solve the issues of the Articles of Confederation? What groups continued to be disincluded?* | ● Constitutional Convention Notes<br>○ Student Note Sheet | ● Haudenosaunee Constitution<br>● U.S. Constitution |
| **14** | *What were the early challenges of the New Republic?* | ● Washington & Adams' Presidencies<br>○ Guided Reading Presentation<br>■ Modified Presentation (Email link to students with this accommodation)<br>○ Student Assignment | ● Treaty of Greenville<br>● Washington's Farewell Address |
| **15** | | ● A New Republic Quiz<br>● Review Kahoot<br>● Whiteboard Game | |
| **16** | | ● A New Republic Quiz | |

| Era 4: Westward Growth and Territorial Expansion (1800-1848) | |
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| **Compelling Question:** | *Who has the right to decide who owns the land?* |
| **About Era 4:** | |

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| | Era Four focuses on the experiences of Americans of a variety of backgrounds during the period of American expansion and native dispossession. Students are expected to consider sources representing a range of experiences of U.S. Government policy towards Indigenous peoples, as well as Black, Mexican, and Asian Americans. Era Four should build on the work that students have done in Era One in understanding the histories and ways of life of Indigenous peoples. |

2021 MN Social Studies Academic Benchmarks

| Context, Change, and Continuity | Historical Perspectives | Historical Sources and Evidence | Causation and Argumentation | Connecting Past and Present |
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| **9.4.18.11** Evaluate historical narratives about U.S. imperial expansion, native dispossession (specifically Indian Removal), Manifest Destiny and Indigenous perspectives. | **9.4.19.10** Identify and analyze Mexican, Asian, African American and/or Indigenous perspectives on the Mexican War, the Louisiana Purchase, Texas, the Gold Rush, the trans-continental railroad and/or other U.S. territorial acquisition strategies. | **9.4.20.10** Interpret multiple primary or secondary sources to understand and analyze the perspectives of individuals and communities who were affected by and/or participated in imperial expansion and Native Dispossession, including Indigenous, Mexican, Black and/or Asian perspectives. | **9.4.21.11** Critique the central argument in secondary historical sources about the Industrial Revolution and its relationship to new technologies, accelerated expansion, capitalist growth, slavery and/or colonialism. | **9.4.22.10** Compare and contrast historical memorialization of “pioneers” and frontiers versus dispossession and homelands. |

**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | | ● Issues in the 1800s Assignment<br>○ Assign 4.1-4.2 “Assignment”<br>○ MOD Assign. & Presentation | ● Map of Louisiana Purchase (Britannica)<br>● The True Story of Sacagawea (TedEd)<br>● Political Cartoons (Library of Congress) |

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| **2** | *What changes came about as a result of the War of 1812?* | • War of 1812 Notes<br>  ○ Student Note Sheet | • Political Cartoons War of 1812<br>  ○ *Prints and Photographs Division, Library of Congress, Washington, D.C.* |
| **3** | *What changes came about as a result of the War of 1812?* | • Finish War of 1812 Notes<br>• Review Game | |
| **4** | *How did the advancements of the time help and hurt Americans?* | • Life in the 1800s Stations<br>  ○ Link to Station Materials (Use my printed ones though)<br>  ○ Student Packet<br>  ○ Student Packet MOD. | • National Road, Steamboats, and Railroad Art<br>• Trail of Tears Infographic<br>• Ted Ed: Andrew Jackson<br>• Realities of Enslavement Reading<br>• New technologies Infographic |
| **5** | *How did the Missouri Compromise set the U.S. for future issues?* | • Missouri Compromise Simulation<br>  ○ Student Handout | • Map of 1820 USA<br>• Senators Bios |
| **6** | *What were people's reasons for heading west?* | • Finish Simulation<br>• Manifest Destiny Painting Analysis<br>• Imperial Expansion Notes (Slides 1-6) | • *American Progress (painting)*, 1872 |
| **7** | *What challenges existed for folks who migrated west?* | • America Story of US: Westward Clip (Modified version on page 2)<br>  ○ Video Link<br>  ○ Student Note Sheet | • *America Story of US: Westward* Documentary Clip |
| **8** | *Who won and lost when it came to westward expansion?* | • Imperial Expansion Notes - Texas War for Independence (Slides 7-17)<br>• Heroes or Villains Document Analysis Activity<br>  ○ Read sources and circle back to Manifest Destiny Painting<br>  ○ Reflection Writing | • Possible Documents:<br>  ○ Cherokee Women's Petitions (1817 & 1818)<br>  ○ *Personal Memoirs of John N. Seguín* (1858)<br>  ○ Article 10 of the 1836 Republic of Texas Constitution |

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| **9** | *Who won and lost when it came to westward expansion?* | • Imperial Expansion Notes - Mexican War for Independence (Slides 18-End) | • Maps of territorial expansion |
| **10** | *Who won and lost when it came to westward expansion?* | • The Gold Rush Lesson<br>  ○ Compare the impacts of the Gold Rush on European Americans, Chinese Americans, and Mexican Americans (Use saved lesson) | |
| **11** | | • Review Era 4 | |
| **12** | | • Era 4 Test | |

| Era 5: Sectional Conflict, Civil War, and Reconstruction (1848-1876) | | | | |
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| **Compelling Question:** | *If the Civil War ended slavery, why did the fight for freedom keep going?* | | | |
| **About Era 5:** | Era Five asks students to use primary sources to construct an understanding of the impact that debates over the institution of slavery had in the period leading up to, during, and after the American Civil War. Particular attention is given to the ways in which both enslaved and free people of color resisted slavery. In thinking about Reconstruction, students are asked to use their historical understanding to examine contemporary narratives about the successes and failures of Reconstruction. | | | |
| 2021 MN Social Studies Academic Benchmarks | | | | |
| **Context, Change, and Continuity** | **Historical Perspectives** | **Historical Sources and Evidence** | **Causation and Argumentation** | **Connecting Past and Present** |
| **9.4.18.12** | **9.4.19.11** | **9.4.20.11** | **9.4.21.12** | **9.4.22.11** |

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| Examine how debates over slavery, freedom and rights during and after the Civil War influenced the status and rights of European immigrants, Mexicans and Mexican Americans, women, Asian Americans and/or Indigenous people in comparison to African Americans. | Identify and analyze how enslaved and freed people of color resisted slavery, built coalitions and navigated discrimination and racism in the United States. | Interpret multiple primary sources related to the Civil War and abolition in order to analyze how Black and white abolitionists successfully pressured the U.S. government to end slavery. | Analyze multiple and complex causes and effects of the U.S. Civil War and its impact on African Americans and Indigenous people. | Examine how people today view the successes and failures of Reconstruction and the implementation of the 13th, 14th, and 15th Amendments on the overall impact to reduce discrimination and inequality. |

**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | *How were Americans divided on the issue of enslavement in the years leading to the Civil War?* | ● Road to the Civil War Reading Assignment<br>○ Presentation<br>○ Modified Presentation (Answers underlined)<br>○ Student Assignment to Print:<br>■ Questions<br>■ Map (Page 1) | ● Election Maps from 1850-1860<br>● Fugitive Slave Poster<br>● Dred Scott Case Quotes:<br>○ Chief Justice Roger B. Taney's Majority Opinion (1857)<br>○ Frederick Douglass's Reaction Speech (May 1857)<br>○ The "Harriet Scott" Petition & *Frank Leslie's Illustrated Newspaper* (1857)<br>○ Northern vs. Southern Newspaper Editorial Headlines (March 1857) |

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| **2** | | • Finish & Review Road to the Civil War<br>  ○ Review Road to the Civil War<br>  ○ Video Clip | • Ted Ed: Kansas Nebraska Act Video Clip |
| **3** | *How did abolitionists and enslaved people resist slavery before the Civil War?* | • Resisting enslavement Jigsaw<br>  ○ Each small group gets a primary source and summarizes how the group attempted to resist enslavement. | • Armed & Intellectual Radicalism: *David Walker's Appeal* (1829)<br>• Organized Networks & Intelligence: William Still's Underground Railroad Records (1850s)<br>• Coalition Building: Minutes of the National Colored Conventions (1830s–1850s)<br>• Day-to-Day Resistance & Cultural Survival: Slave Narratives on "Overheard Intelligence" & Sabotage<br>  ○ Excerpt from *The Narrative of the Life of Frederick Douglass* (1845)<br>  ○ Excerpt from Harriet Jacobs's *Incidents in the Life of a Slave Girl* (1861) |
| **4** | *Why did the election of 1860 trigger the start of the Civil War?* | • Lincoln becomes President & South Succession Notes<br>  ○ Student Note Sheet | • 1960 Election Map<br>• American Battlefield Trust Video Clip: How the Civil War Began |
| **5** | *What were the realities of life for a Civil War soldier?* | • Civil War Stations Part 1<br>  ○ Handout<br>  ○ Stations | • National Geographic Camp Life Infographic<br>• Battlefield & Aftermath images (1st war with photographs) |
| **6** | *How did the Civil War impact other minority groups in the U.S.?* | • Civil War Stations Part 2 | • American Battlefield Trust Video Clip: Women of the Civil War |

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| | | | • American Battlefield Trust Video Clip: Native Americans of the Civil War |
| **7** | *What impact did the Emancipation Proclamation have throughout the United States?* | • Emancipation Proclamation Notes<br>  ○ Student Note Sheet | • Emancipation Proclamation Quote |
| **8** | *What made the Civil War more deadly than previous wars?* | • America Story of Us: Civil War<br>  ○ Modified<br>  ■ Start @ 29:51<br>  ■ Stop @ 32:10<br>  ■ Start @ 33:32 → End | • *America Story of US: Civil War Clip* |
| **9** | *What enabled the Union to be victorious?* | • Card Game<br>• The Civil War Ends<br>  ○ Note Sheet | • Gettysburg Address<br>• Smithsonian Clip: Lincoln's Assassination |
| **10** | | • Review The Civil War | |
| **11** | | • The Civil War Quiz | |
| **12** | *What were the goals of Reconstruction?* | • Effects of the Civil War Source Analysis Assignment<br>  ○ Assignment<br>  ○ Images on slides 5-9 of presentation linked below<br>• Reconstruction Notes Part 1<br>  ○ Note Sheet | • Economic Resources Map North v. South<br>• Land gained by the Union Army during the Civil War Map<br>• Political Maps 1861 & 1865<br>• House Majorities Graph |
| **13** | *How did Black Codes impact the lives of freedmen?* | • Black Codes Assignment<br>  ○ Link to MOD Reading | • *Digging Deeper: Black Codes (History.com)* |

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| **14** | *What were the successes and failures of Reconstruction?* | • Fact or Crap Game (Found at beginning of Presentation linked below)<br>• Reconstruction Notes Part 2<br>  ○ Note Sheet | • 13th, 14th, and 15th Amendments<br>• Black Colleges Map<br>• Image: 1st African American Senators |
| **15** | *What were the successes and failures of Reconstruction?* | • Amend Episode 2 (first 30 minutes only)<br>  ○ Video Sheet<br>  ○ MOD Video Sheet | • Amend: Netflix Documentary (First 30 Minutes) |
| **16** | *How does the end of Reconstruction set up the* | • Finish Amend<br>• Finish Reconstruction Notes<br>• Hand out Review Guide | • Amend: Netflix Documentary (First 30 Minutes)<br>• Election Maps: 1868 & 1876<br>• Sharecropping Map |
| **17** | | • Review Reconstruction | |
| **18** | | • Reconstruction Quiz | |

| Era 6: Industrialization, Immigration, and Global Engagement (1865-1935) | |
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| **Compelling Question:** | *As America became a wealthy global superpower, who paid the price at home and overseas?* |
| **About Era 6:** | Era Six is situated in the late 19th and early 20th century. Students are asked to evaluate both primary and secondary sources related to U.S. foreign policy, especially U.S. imperial expansion, and its impact on colonized peoples. Additionally, students are asked to contextualize United States government actions, both in terms of foreign and domestic policy, in the broader context of industrialization and growing social inequality. |
| 2021 MN Social Studies Academic Benchmarks | |

| Context, Change, and Continuity | Historical Perspectives | Historical Sources and Evidence | Causation and Argumentation | Connecting Past and Present |
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| **9.4.18.13**<br>Evaluate historical and contemporary arguments about the relationship between U.S. expansion and migration and the role of the United States as an overseas empire. | **9.4.19.12**<br>Identify patterns, intersections and causes of stratification (including racial, class, gender, citizenship status and/or religion) that lead to social inequalities. Identify their impact on both individuals and groups in the United States and across the world. | **9.4.20.12**<br>Interpret historical sources created by North American Indigenous peoples and other colonized peoples (i.e., Cubans, Filipinos, Puerto Ricans, Hawaiians, etc.) in order to examine how they responded to changes in federal Indian policy and/or foreign policy, especially regarding migration, forced removal, sovereignty, land ownership, education, religion and assimilation. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. | **9.4.21.13**<br>Describe and analyze the effectiveness of political and cultural responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. | **9.4.22.12**<br>Examine the causes and impact of the Great Depression on individuals, communities and institutions. Evaluate the impact of the New Deal and assess how people today view government responses to economic crises, including who is helped or hurt by action or inaction. |

**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | *What were the causes of the Gilded Age?* | ● The Gilded Age Reading Assignment<br>○ Assignment<br>○ Reading | ● Harper's Weekly Images<br>○ Rutherford B. Hayes Presidential Library |
| **2** | *What was the Gilded Age and who benefited the most from it?* | ● Gilded Age Notes<br>○ Student Note Sheet<br>● Crash Course Video Clip (In presentation)<br>○ Student Questions | ● "Protectors of our Industries" Political Cartoon created by Bernhard Gillam (1883)<br>● "Bosses of the Senate" Political Cartoon by Joseph Keppler (1889) |

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| | | | • Child Labor Images (Library of Congress) |
| **3** | *What was the experience of immigrants arriving through Ellis Island?* | • Ellis Island Assignment<br>  ○ Reading (Print off and place at tables for students)<br>  ○ Give each student an Immigrant Card. Encourage them to visualize this person as they learn about the Immigration Process | • Ellis Island Images & Descriptions (Library of Congress) |
| **4** | *What challenges did immigrants face once in the United States?* | • Immigration Notes<br>  ○ Student Note Sheet | • History Channel: Ellis Island<br>• Immigration/Nativism Political Cartoons (Bill of Rights Institute) |
| **5** | *What was the Homestead Act?* | • Homesteading Simulation Introduction<br>• Homesteading Simulation | • The Homestead Act of 1862 (National Archives) |
| **6** | *What challenges did Homesteading bring?* | • Homesteading Simulation<br>  ○ "Family Handout (1 per group)<br>  ○ Reflection Questions Handout (½ sheet per person)<br>  ○ Absent Assignment | |
| **7** | *What is assimilation? How did the U.S. Government attempt to assimilate Native Americans?* | • Review Game<br>• Plains Indian Wars Notes<br>  ○ Student Note Sheet<br>• Optional Extension: Minnesota Boarding Schools Reading | • Battle of Little Big Horn Painting (Standing Bear/ Mató Nájin Minneconjou Lakota/Teton Sioux ca. 1920 - The Met)<br>• *The sad legacy of American Indian boarding schools in Minnesota and the U.S. (Minnesota Historical Society Article)* |

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| **8** | *What problems existed in the United States in the late 1800s?* | ● Reform Era Besties Brunch Prep<br>○ Link to Folder with all the resources | |
| **9** | *Who attempted to solve the issues of the 1800s? How?* | ● Reform Era Besties Brunch | |
| **10** | | ● Gilded Age Quiz | |
| **11** | *What is imperialism?* | ● Imperialism Stations Activity<br>○ Student Assignment<br>○ Map to Print<br>○ Mod/Highlighted Presentation<br>○ Modified Assignment | ● Political Cartoons American Imperialism (Library of Congress) |
| **12** | *What regions of the world were targeted by American Imperialism? Why?* | ● Imperialism Stations Work Day<br>○ Regions of Focus:<br>■ Alaska<br>■ Japan<br>■ China<br>■ Hawaii<br>■ Cuba<br>■ Philippines<br>■ Puerto Rico<br>■ Panama<br>● Review Game | |
| **13** | *What were the MAIN causes of World War I?* | ● Causes of World War I Notes<br>○ Student Note Sheet | |
| **14** | *How was World War I similar and different from a soldier's perspective?* | ● Causes of World War I Review Game<br>● Realities of War Gallery Walk Intro. *Print out the images and hang around your room!*<br>○ Student Assignment | ● Images from WWI (National Archives) |

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| **15** | *What events led the U.S. government to get involved in WWI?* | • U.S. Involvement in WWI<br>  ○ Student Note Sheet<br>• WWI Propaganda Poster Analysis (Otus Assessment)<br>  ○ MOD Version | • Newspaper Headlines from Various points in the war<br>• Zimmerman Note (Library of Congress)<br>• Propaganda Posters WWI (Library of Congress |
| **16** | | • WWI Ends Notes<br>• Review Guide Work Day | |
| **17** | | • World War I Quiz | |
| **18** | *What prompted economic growth during the 1920s?* | • Life After WWI Notes<br>  ○ Student Note Sheet<br>  ○ 1920s Video Clip Questions | • Video Clip: Ted Ed - 'What happened when the United States banned alcohol' |
| **18** | *What were the causes of the Great Depression?* | • Great Depression & New Deal Notes<br>  ○ Student Note Sheet | • Images depicting the causes of the Great Depression & Dust Bowl |
| **19** | *How did the Stock Market impact The Great Depression?* | • Stock Market Simulation<br>• Finish Great Depression Notes | |
| **20** | *How did Presidents attempt to solve the struggles of the Great Depression? Were those solutions effective?* | • Finish Great Depression Notes (Linked Above)<br>• Dealing with the Depression Assignment<br>• New Deal Game or Daily Question Activity | • Images of Hoovervilles<br>• Election Map 1932<br>• Ted Ed: The Program that "Saved" America |
| **21** | | • Review Guide<br>• Quizlet<br>• Fact or Crap | |
| **22** | | • Review Guide<br>• Quizlet<br>• Fact or Crap | |

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| | | • 1920s & Great Depression Quiz | |

| Era 7: World War II, The Cold War, and Global Leadership (1935-1991) | | | | |
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| **Compelling Question:** | | *How did global wars and competing ideas reshape the world?* | | |
| **About Era 7:** | | Era Seven begins with World War II, and asks students to explore themes of human rights, international institutions, and technological change through World War II and the Cold War. Students should be learning about competing political and economic systems, and the role these systems play in conflict, and using primary and secondary sources to understand the role global events played in the lives of people, especially refugees and immigrants who came to the United States during the mid-20th century. | | |
| 2021 MN Social Studies Academic Benchmarks | | | | |
| **Context, Change, and Continuity** | **Historical Perspectives** | **Historical Sources and Evidence** | **Causation and Argumentation** | **Connecting Past and Present** |
| **9.4.18.14** Analyze the connections between nationalism, Fascism, World War II and the Holocaust on a global scale and in the United States. | **9.4.19.13** Analyze how historical developments shaped and continue to shape people's perspectives about the Cold War, capitalism, socialism and communism on a global scale and in the United States. | **9.4.20.13** Interpret multiple primary sources to explore the experiences of refugees and immigrants to the United States during the mid-20th century. Use secondary sources to contextualize their experiences. | **9.4.21.14** Construct an argument about the impact of the technological changes on American society and popular culture in the post-World War II era. | **9.4.22.13** Develop an argument about what human rights should encompass today and/or in the future and what national and/or international institutions should do to protect those rights. |
| **Benchmark Implementation (Daily Lessons)** | | | | |
| **DAY #** | **Supporting Question** | **Tasks** | | **Sources** |

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| **1** | *What were the causes of World War II?* | • Causes of World War II Assignment<br>  ○ Google Presentation Link<br>  ○ Modified Presentation | • Treaty of Versailles Political Cartoon<br>• Global Depression Images<br>• Ted Ed: Rise of Hitler<br>• Stalin Political Propaganda Poster |
| **2** | *For what reasons did the United States try to stay neutral at the beginning of WWII? Why/how did neutrality fade over time?* | • Causes of World War II Review Game<br><br>• Neutrality Acts Assignment (Do this as a class!)<br>  ○ Post this Presentation to Otus<br>  ○ KEY | • U.S. Neutrality Political Cartoons<br>• Neutrality Acts (1935-1940)<br>• Lend-Lease Act |
| **3** | *What was the state of World War II when the United States joined the Allied side?* | • Axis Mapping Notes:<br>  ○ Presentation<br>  ○ Note Sheet<br>  ○ Map<br>  ○ Map Example | • Nazi Occupation Maps<br>• Munich Pact Image<br>• Non-Aggression Pact Political Cartoon |
| **4** | *What was the state of World War II when the United States joined the Allied side?* | • Finish Axis Mapping Notes<br>• Fact or Crap Review Game | |
| **5** | *Why did the Japanese attack Pearl Harbor?* | • Pearl Harbor Mini Documentary Clips (45 min - Netflix)<br>  ○ Student Note Sheet | • Clips from Greatest Events of WWII - Episode 3, Pearl Harbor |
| **6** | *What were the effects of the attack on Pearl Harbor on Japanese Americans?* | • Intro to Japanese Internment<br>• Japanese Internment Assignment & Notes | • Pearl Harbor Infographic<br>• Executive Order 9066<br>• Images of Post-Executive Order 9066<br>• Ted Ed: Japanese American Incarceration Camps<br>• Comparing Military Viewpoints November 1941 vs. 1943<br>• Koramatsu vs. United States |

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| **7** | *How were minority groups impacted by U.S. involvement in WWII?* | • Fact or Crap Review Game<br>• Homefront Notes<br>  ○ Student Note Sheet | • WWII Propaganda Posters<br>• War Bonds Card<br>• WWII Industry Images<br>• Ration books/cards<br>• Graphs showing Bracero Workers |
| **8** | *How did the U.S. contribute to an Allied victory?* | • U.S. Joins the War (Europe)<br>  ○ Student Note Packet | • Images: D-Day Invasion,<br>• History Channel: D-Day Invasion<br>• Battle of Iwo Jima<br>• Pre-Atomic Bomb Leaflet<br>• Atomic Bomb Aftermath Images |
| **9** | *What did the United States know and not know when it came to the Holocaust?* | • Holocaust Video Clip<br>• The United States & the Holocaust | • Crash Course History: Holocaust<br>• "The March of Time" 1938 Newsreel<br>• Images, Letters, and Documents from the United States Holocaust Memorial Museum |
| **10** | *What did the United States know and not know when it came to the Holocaust?* | • Finish United States & the Holocaust Lesson | • Images, Letters, and Documents from the United States Holocaust Memorial Museum |
| **11** | *What were the causes of the Cold War?* | • The Cold War Begins<br>  ○ Student Note Sheet | • Marshall Plan Map<br>• Images: Berlin Airlift<br>• Korean War Video Clip: History Channel |
| **12** | *What actions increased Cold War tensions in the years following WWII?* | • Finish The Cold War Begins<br>  ○ Student Note Sheet<br>• Review Game | |
| **13** | *What was the closest the U.S. got to the Cold War reaching U.S. soil?* | • Kennedy & the Cold War<br>  ○ Student Note Sheet<br>• Political Cartoon Analysis Assignment | • Cuban Missile Crisis Political Cartoons |

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| **14** | *How did new technologies impact American society?* | ● A Technological World Jigsaw Project<br>○ Group Handout (4 roles/group) | |
| **15** | *How did new technologies impact American society?* | ● Finish Project | |
| **16** | | ● Review Era 7 | |
| **17** | | ● Era 7 Test | |

| Era 8: The Civil Rights Movement & Social Reform (1910-1990) | | | | |
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| **Compelling Question:** | *How did the fight for equality grow and change from the Great Migration to the 1980s?* | | | |
| **About Era 8:** | Era Eight asks students to compare and make connections between various civil rights struggles which rose to prominence during the 20th and into the 21st centuries. The understanding of the Civil Rights Movement extends beyond the traditional bounds of the period of legal challenges and social protest of the 1950s and '60s, to encompass a period that also includes the New Deal and the Great Migration, and extends into the 1970s and '80s. Additionally, this era asks students to connect the movements and struggles of other groups to the traditionally defined era. | | | |
| 2021 MN Social Studies Academic Benchmarks | | | | |
| **Context, Change, and Continuity** | **Historical Perspectives** | **Historical Sources and Evidence** | **Causation and Argumentation** | **Connecting Past and Present** |

| **9.4.18.15**<br>Analyze complex and interacting factors within the Long Civil Rights Movement. Identify obstacles to the success of the various civil rights movements, such as Black, Indigenous, women, Latinx American, Asian American and/or Queer rights movements. Identify intersections between the movements. Explain strategies used to overcome the obstacles and the role of key leaders and groups. | **9.4.19.14**<br>Describe different perspectives regarding the role of the United States in Southeast Asia, including the Vietnam War. Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. | **9.4.20.14**<br>Interpret how new media (e.g., television, internet and social media) and new technologies (e.g., computers, drones) have influenced the creation, interpretation and memory of historical events.<br><br>*Note: This benchmark will be more concretely covered in Era 9, but will be incorporated less directly into this era as well.* | **9.4.21.15**<br>Explain the difference between an immigrant and a refugee. Describe various immigrant, migrant and refugee groups, focusing on Hmong, Somali, Indian, Ethiopian and Latinx people who have come to the United States. Examine different responses to immigration and the growing diversity of the United States.<br><br>*Note: This benchmark will be more concretely covered Geography but will be incorporated less directly into this era as well.* | **No benchmark for this Era.** |
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**Benchmark Implementation (Daily Lessons)**

| DAY # | Supporting Question | Tasks | Sources |
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| **1** | *What challenges existed for African Americans in the early 1900s?* | ● Fact or Crap: Why a Movement?<br>○ Be sure the events include 1900.<br>● Challenges or Changes? Gallery Walk<br>○ Images/Topics to Print (Placed around the room by topic)<br>○ Handout | ● Maps showing voting data 1900s<br>● Images from Library of Congress |
| **2** | *What was the Great Migration and why did it take place?* | ● Finish Gallery Walk | ● Great Migration Video Clip |

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| **3** | *What is Black Wall Street? Why did violence erupt there?* | ● Black Wall Street & Tulsa Race Massacre Reading<br>○ Student Handout | ● New York Times Article: What the 1921 Tulsa Race Massacre Destroyed |
| **4** | *How was "separate but equal" not actually equal.* | ● Brown vs. Board Assignment<br>○ Student Assignment<br>○ Presentation | ● Images of interior and exterior schools for white students and non-white students. |
| **5** | *What events were key jumping off points for the Civil Rights Movement?* | ● Civil Rights Movement Begins Notes<br>○ Presentation w/student post-review stopping points<br>○ Student Handout | ● Brown v. Board of Education Ruling Majority Opinion<br>● Images from the Library of Congress<br>● Ted Ed: Rosa Parks |
| **6** | *What challenges did Civil Rights activists experience during the movement?* | ● Stations Activity<br>○ Presentation (Larsen has physical stations)<br>○ Handout<br>○ Modified Handout | ● Portion of Mississippi Literacy Test<br>● Plessy v. Ferguson Excerpts<br>● Slaughterhouse Cases Excerpt |
| **7** | *What were the differing viewpoints regarding the movement?* | ● Stations Activity Continued | ● Images of Woolworth's Sit-Ins, Freedom Rides, March on Washington, and Freedom Summer<br>● Quotes from Malcolm X & Martin Luther King Jr. |
| **8** | *How did one specific person contribute to the Civil Rights Movement?* | ● Solidarity Social Research Day<br>○ Presentation<br>○ Link to Folder with Resources | |
| **9** | *What were the major and minor actions that people took to advance* | ● Solidarity Social: Discussion Day | |

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| | *change during the Civil Rights Movement?* | • Hand Out Civil Rights Movement Review Guide | |
| **10** | *What other groups sought equal rights during the Civil Rights Movement?* | • Review Stations<br>• Other Groups of the Civil Rights Movement Notes<br>  ○ Student Note Sheet | • Civil Rights Legislation and Images<br>• Voter Registration Graphs/Maps<br>• Storied 1968: American Indian Movement (Minnesota Historical Society) |
| **11** | | • Review Civil Rights - Incorporate New Topics!<br>  ○ White Board Game (Same Ques. as Kahoot)<br>  ○ Blooket<br>  ○ Kahoot<br>• Crash Course Video | |
| **12** | | • Civil Rights Movement Quiz | |
| **13** | *How was Vietnam an example of Cold War tensions playing out?* | • Vietnam Background Assignment<br>  ○ MOD Version | |
| **14** | *Why did the U.S. get involved in the Vietnamese Civil War?* | • Background of Vietnam Review Game<br>• Finish U.S. Joins the War Notes<br>  ○ Note Sheet | • Ted Ed: Ho Chi Minh Trail<br>• Library of Congress Images<br>• History Channel Video Clip: Gulf of Tonkin Resolution |
| **15** | *For what reasons were Americans Doves or Hawks?* | • Anti-War Movement: Choose Your Own Adventure Activity<br>  ○ Student Assignment<br>OR<br>• Dove or Hawk Poster Project Intro<br>  ○ Intro Presentation | |

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| | | ○ Handout/Rubric (Print)<br>○ Role Cards (Print 2 sets) | |
| **16** | *What caused the U.S. to stop its involvement in Vietnam?* | ● Vietnam War Ends Notes<br>○ Student Note Sheet<br>● Primary Source Practice | ● Displacement of refugees of Laos & Vietnam sources.<br>● Viewpoints on the War from President Lyndon Johnson & Senator Stuart Symington |
| **17** | *What were the impacts of the U.S. ending involvement in Vietnam?* | ● End of Vietnam War (Parts 2 and 3)<br>● Hand out Review Guide | |
| **18** | *How did the Cold War tensions cool and heat up during the 1970s?* | ● Cold War in the 1970s<br>○ Student Handout | ● Ted Ed: Watergate Scandal<br>● Library of Congress Images |
| **19** | *How did the tensions cool and heat up during the 1980s?* | ● Presidents of the 1980s Notes<br>○ Student<br>● Cold War in the 1980s<br>○ Events of the 1980s Jigsaw (Slide 17)<br>■ Research Sheet (if you want to take a full day)<br>■ Share Sheet<br>■ KEY<br>■ Post to Otus | ● Election Maps 1980s<br>● Library of Congress Images |
| **20** | *What caused the Cold War to ultimately end?* | ● Events of the 1980s Jigsaw Sharing<br>● Finish 1980s Notes | |
| **21** | | ● Review Day<br>○ Whiteboard Game (New!)<br>○ Kahoot<br>○ Quizlet | |

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| **22** | | • Cold War & Vietnam Quiz | |

| Era 9: Modern American & Contemporary Issues (1990-Present Day) | | | | |
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| **Compelling Question:** | *How did terrorism and new challenges change America in the 1990s and 2000s?* | | | |
| **About Era 9:** | Era Nine focuses on the social, political and economic climate of the 1990s and early 2000s. Students are asked to evaluate responses to foreign and domestic terrorism, and various perspectives on how the United States government has responded the concerns of contemporary American society. Using their understanding of recent U.S. history, students are asked to propose solutions to current pressing issues. | | | |
| 2021 MN Social Studies Academic Benchmarks | | | | |
| **Context, Change, and Continuity** | **Historical Perspectives** | **Historical Sources and Evidence** | **Causation and Argumentation** | **Connecting Past and Present** |
| **9.4.18.16** Identify and evaluate how governmental and non-governmental institutions have responded to foreign and domestic terrorism in the United States. Identify and evaluate how those responses have been influenced by xenophobic and Islamophobic perspectives. | **9.4.19.15** Examine conflicting perspectives about the impact of federal policies and legislation of American society, specifically taxation, criminal justice, incarceration, free trade and immigration. | **9.4.20.14** Interpret how new media (e.g., television, internet and social media) and new technologies (e.g., computers, drones) have influenced the creation, interpretation and memory of historical events. | **No Benchmark for this Era** | **9.4.22.14** Draw on historical examples to propose a viable solution to a pressing economic, environmental or social issue.<br><br>*Note: This benchmark will be more concretely covered Geography but will be incorporated less directly into this era as well.* |

| Benchmark Implementation (Daily Lessons) | | | |
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| **DAY #** | **Supporting Question** | **Tasks** | **Sources** |
| **1** | *What is terrorism?* | ● What is Terrorism Notes/Activity<br>○ Small groups read scenarios and develop a definition of terrorism.<br>○ Compare and Share = determine class definition. | |
| **2** | *Who responds to terrorism?* | ● Finish Notes<br>○ Evaluate Gov't and Non Gov't Institutions | |
| **3** | *What did terrorism look like prior to 9-11* | ● Terrorism Before 9-11 Case Studies Jigsaw | ● Newspaper Headlines and Summaries to be chosen from:<br>○ 1983 - Beirut, Lebanon<br>○ 1993 - World Trade Center<br>○ 1993 - Battle of Mogadishu<br>○ 1995 - Riyadh, Saudi Arabia<br>○ 1996 - Khobar Towers, Saudi Arabia<br>○ 1998 - US Embassy, Kenya<br>○ 2000 - USS Cole in Aden, Yemen |
| **4** | *How did the events of 9/11 change ordinary Americans' sense of safety and trust in their everyday lives?* | ● 9-11 Documentary | ● In the Shadow of the Towers (Short 9-11 Documentary) |
| **5** | *What were the impacts of 9-11 throughout the United States and the World?* | ● Impacts of 9-11 Notes<br>● Review Game | |

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| **6** | *What were the shifts in society and government that took place during the 1990s and 2000s?* | • 1990s and 2000s Stations<br>  ○ Student Handout | • Technologies of the Modern Era Examples<br>• Key Immigration Legislation:<br>  ○ Immigration and Nationality Act<br>  ○ Illegal Immigration and Reform and Immigrant Responsibility Act<br>  ○ DACA |
| **7** | *What were the shifts in society and government that took place during the 1990s and 2000s?* | • Finish 1990s and 2000s Stations | • Key Family and Civil Rights Legislation/Cases:<br>  ○ Family and Medical Leave Act (FMLA)<br>  ○ Don't Ask, Don't Tell Policy (DADT)<br>  ○ Defense of Marriage Act (DOMA)<br>  ○ United States v. Windsor |
| **8** | *How do every-day Americans remember and are impacted by major historical events?* | • In My Lifetime Project | |
| **9** | *How do every-day Americans remember and are impacted by major historical events?* | • Continue In My Lifetime Project | |
| | *How do every-day Americans remember and are impacted by major historical events?* | • Finish In My Lifetime Project | |