

2021 K-12 Academic Standards in Social Studies: History

The 2021 K-12 Academic Standards in Social Studies includes five disciplinary strands, including citizenship and government, economics, geography, history, and ethnic studies. Each strand is divided into three-to-six anchor standards. The history strand is comprised of five anchor standards, and associated benchmarks. This document breaks down the progression of learning as relates to the history strand in the social studies standards.

An Overview of Academic Standards and Benchmarks

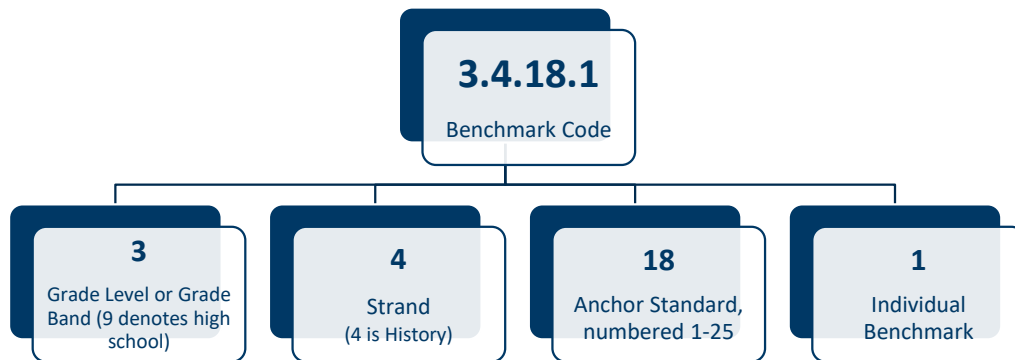
Academic Standards and Benchmarks

Academic standards and benchmarks are both defined in state statute.

- **Academic standards** are summary descriptions of student learning in a content area. They are broad descriptions of major concepts and skills that are repeated at multiple grade levels because they represent the “big picture.”
- **Benchmarks** represent the learning that is to be mastered by the end of a particular grade (in grades K–8) or grade band (in grades 9–12) in order to complete part of an academic standard.

Reading the Social Studies Standards and Benchmarks

Each benchmark has a four-digit code, which includes the grade level, strand, standard and benchmark.



History Strand Anchor Standards

Anchor Standard Eighteen: Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

Anchor Standard Nineteen: Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspective.

Anchor Standard Twenty: Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author’s point of view of these sources.

Anchor Standard Twenty-One: Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.

Anchor Standard Twenty-Two: Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.

Anchor Standard Eighteen: Context, Change, and Continuity—Grades K-8

K

- K.4.18.1 Ask historical questions about a past event in an individual's family, school or local community.

1

- 1.4.18.1 Ask historical questions about an event or rule in the past and identify one way that things have changed or stayed the same.

2

- 2.4.18.1 Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.

3

- 3.4.18.1 Identify various ways that different cultures have expressed concepts of time and space.

4

- 4.4.18.1 Pose a question about an issue in the community and/or the contemporary world and investigate its history.

5

- 5.4.18.1 Identify at least three Indigenous nations in North America. Describe the social structures, political systems and economic activities of at least one Indigenous nation.
- 5.4.18.2 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent.

6

- 6.4.18.1 Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.
- 6.4.18.2 Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region, and examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.
- 6.4.18.3 Describe how people in Minnesota participated in the institution of slavery, abolition and the U.S. Civil War, identifying examples of change and continuity.
- 6.4.18.4 Analyze connections between major reform and political movements in Minnesota during the Progressive era and World War I, including the role of women.
- 6.4.18.5 Identify multiple narratives about how World War II and the Cold War impacted Minnesotans.

7

- 7.4.18.1 Compare and contrast the impact of the Civil War and Reconstruction on different groups in the United States and its territories, and identify one dominant narrative and one non-dominant narrative.
- 7.4.18.2 Describe the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restrictions and Indian Removal.
- 7.4.18.3 Analyze connections between World War II, Fascism and the Holocaust. Identify the relationship between individuals' experiences of these events and broader historical contexts.
- 7.4.18.4 Trace the origins of the Long Civil Rights Movement by identifying key events and explaining their significance.

8

- 8.4.18.1 Describe political challenges and struggles of newly independent countries since World War II.
- 8.4.18.2 Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps.
- 8.4.18.3 Analyze connections between revolutions, independence movements and social transformations since World War II from various perspectives.

Anchor Standard Eighteen: Context, Change, and Continuity- High School

- 9.4.18.1 World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Evaluate different narratives about how human migration from Africa to other regions in the world led to environmental changes and human adaptation.
- 9.4.18.2 World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Identify and examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa.
- 9.4.18.3 World History Era 3: Interregional Networks and Exchange (700–1500)—Evaluate narratives about the creation and influence of trade networks connecting Asia, Europe and Africa.
- 9.4.18.4 World History Era 4: The First Global Age (1400–1800)—Identify and evaluate dominant and non-dominant narratives about the first global age.
- 9.4.18.5 World History Era 5: Revolutions, Empires and Nations (1750–1900)—Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution.
- 9.4.18.6 World History Era 6: The New Global Era (1900–Present)—Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.
- 9.4.18.7 World History Era 6: The New Global Era (1900–Present)—Identify how ideas and norms about gender and sexuality have changed over time and how members of the LGBTQ+ community have advocated for gender equality and equity.

- 9.4.18.8 U.S. History Era 1: Indigenous Histories—Examine multiple Indigenous narratives about early North American history.
- 9.4.18.9 U.S. History Era 2: Settler Colonialism and Atlantic Slavery—Evaluate European, Indigenous and African diasporic historical narratives about colonialism and slavery.
- 9.4.18.10 U.S. History Era 3: Freedom, Unfreedom and Revolution—Identify and analyze dominant and non-dominant narratives about the American Revolution.
- 9.4.18.11 U.S. History Era 4: Imperial Expansion and Native Dispossession—Evaluate historical narratives about U.S. imperial expansion, native dispossession (specifically Indian Removal), Manifest Destiny and Indigenous perspectives.
- 9.4.18.12 U.S. History Era 5: Slavery, Civil War and Reconstruction—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.
- 9.4.18.13 U.S. History Era 6: Migration, Imperialism and Inequality—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.
- 9.4.18.14 U.S. History Era 7: U.S. and the World—Analyze the connections between nationalism, Fascism, World War II and the Holocaust on a global scale and in the United States.
- 9.4.18.15 U.S. History Era 8: Civil Rights Struggles—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.
- 9.4.18.16 U.S. History Era 9: Contested Freedoms—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.

Anchor Standard Nineteen: Historical Perspectives—Grades K-8

K

- K.4.19.1 Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.

1

- 1.4.19.1 Examine multiple accounts of an event, identifying different perspectives.

2

- 2.4.19.1 Describe how the culture of a community today reflects the history, daily life or beliefs of its people.

3

- 3.4.19.1 Compare and contrast family life, buildings and/or technologies from ancient times to today.

4

- No benchmark at this level.

5

- 5.4.19.1 Describe ways that enslaved people and people in free Black communities resisted slavery and transferred, developed and maintained their cultural identities.
- 5.4.19.2 Explain an event or events of the American Revolution through multiple perspectives.

6

- 6.4.19.1 Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership, and examine the consequences of these conflicting views on the environment over time.
- 6.4.19.2 Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.
- 6.4.19.3 Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.

7

- 7.4.19.1 Examine the history of U.S. expansion from multiple Indigenous perspectives.
- 7.4.19.2 Analyze multiple perspectives (social, political, economic) about the Cold War and describe why some perspectives may have changed over time.

8

- 8.4.19.1 Assess the influence of television, the Internet, and other media on cultural identity, gender identity, and social and political movements.
- 8.4.19.2 Describe varieties of spiritual and religious beliefs and practices in the contemporary world, including, but not limited to, Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions.

Anchor Standard Nineteen: Historical Perspectives- High School

- 9.4.19.1 World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Examine and compare and contrast narratives about human origins developed by different societies. Analyze how these narratives embed social values and concepts.
- 9.4.19.2 World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Analyze the emergence, development and impact of multiple religions and philosophies from at least three different regions, including Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions.
- 9.4.19.3 World History Era 3: Interregional Networks and Exchange (700–1500)—Identify different historical perspectives about religion, slavery, feudalism and disease in Europe and the Mediterranean World, including the Ottoman Empire.
- 9.4.19.4 World History Era 4: The First Global Age (1400–1800)—Identify major intellectual, scientific and/or religious developments of the first global age and their influence today.
- 9.4.19.5 World History Era 5: Revolutions, Empires and Nations (1750–1900)—Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean, Asia and Africa.
- 9.4.19.6 World History Era 6: The New Global Era (1900–Present)—Identify major developments in science, medicine and technology. Identify different perspectives about the benefits, dangers and unexpected consequences of these developments for society and the environment.
- 9.4.19.7 U.S. History Era 1: Indigenous Histories—Identify multiple Indigenous concepts of boundary-making and relationship-building with the environment through economic, political and kinship systems.
- 9.4.19.8 U.S. History Era 2: Settler Colonialism and Atlantic Slavery—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.
- 9.4.19.9 U.S. History Era 3: Freedom, Unfreedom and Revolution—Examine Black, Indigenous, working class and/or women’s perspectives on a major issue that occurred during the American Revolution and the early Republic.
- 9.4.19.10 U.S. History Era 4: Imperial Expansion and Native Dispossession—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.
- 9.4.19.11 U.S. History Era 5: Slavery, Civil War and Reconstruction—Identify and analyze how enslaved and freed people of color resisted slavery, built coalitions and navigated discrimination and racism in the United States.
- 9.4.19.12 U.S. History Era 6: Migration, Imperialism and Inequality—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.
- 9.4.19.13 U.S. History Era 7: U.S. and the World—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.
- 9.4.19.14 U.S. History Era 8: Civil Rights Struggles—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.
- 9.4.19.15 U.S. History Era 9: Contested Freedoms—Examine conflicting perspectives about the impact of federal policies and legislation on American society, specifically taxation, criminal justice, incarceration, free trade and immigration.

Anchor Standard Twenty: Historical Sources and Evidence—Grades K-8

K

- K.4.20.1 Describe how people learn about the past by identifying different types of historical sources and asking what can be learned from those sources.

1

- 1.4.20.1 Investigate historical sources to describe how people lived at a particular time in the past. Identify who created the source.

2

- 2.4.20.1 Use historical sources to investigate how the relationship between people and the environment has changed over time. Identify whose voices and perspectives are represented in the sources and whose are absent.

3

- 3.4.20.1 Identify what types of historical sources have survived from the ancient world. Ask and answer questions about what we can and cannot know about the ancient world based on these sources.

4

- 4.4.20.1 Compare and contrast two historical sources to investigate a contemporary issue and its historical roots.

5

- 5.4.20.1 Identify examples of self-government and sovereignty before the United States became a country by examining multiple primary sources, including Indigenous sources.
- 5.4.20.2 Analyze a primary source from the Revolutionary era by interpreting the historical context, intended audience, purpose and author's point of view and identifying what perspectives and narratives are absent from the source.

6

- 6.4.20.1 Evaluate primary and secondary sources about the process by which Minnesota became a territory and state; consider what perspectives and narratives are absent from the available sources.

7

- 7.4.20.1 Use historical sources to describe the strategies used by suffragists in their campaigns to secure the right to vote. Determine whose voices are represented and whose voices are absent in the sources. Identify the 19th Amendment.
- 7.4.20.2 Generate questions based on multiple historical sources and identify further areas of inquiry about the Great Depression, focusing on the impact on workers, women, and ethnic and racial minorities.
- 7.4.20.3 Evaluate the credibility of sources about a historical event found on the internet by determining (if possible) how and why the sources were created, how they were circulated, their intended audience and whether the source contains citations.

8

- 8.4.20.1 Use primary and secondary sources to analyze how individuals, groups, and societies around the world have been affected by genocide, the Holocaust, and mass violence, including communities resettled in Minnesota.

Anchor Standard Twenty: Historical Perspectives and Sources- High School

- 9.4.20.1 World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources.
- 9.4.20.2 World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Identify different types of historical sources, both textual and non-text-based, in order to interpret surviving evidence about ancient cities, societies and empires. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- 9.4.20.3 World History Era 3: Interregional Networks and Exchange (700–1500)—Use historical sources to identify and describe at least two different cultures in Africa, such as Swahili, Ghana and/or Mali, Songhai. Identify their short- and long-term influence on African history and society.
- 9.4.20.4 World History Era 4: The First Global Age (1400–1800)—Investigate and interpret multiple primary and/or secondary sources to understand and analyze the perspectives of individuals and communities who have traditionally been underrepresented in historical narratives about the first global age. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- 9.4.20.5 World History Era 5: Revolutions, Empires and Nations (1750–1900)—Investigate and interpret multiple primary sources from the Age of Revolutions. Analyze why they were written or created. Consider what perspectives and narratives are absent from these sources.
- 9.4.20.6 World History Era 6: The New Global Era (1900–Present)—Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

- 9.4.20.7 U.S. History Era 1: Indigenous Histories—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.
- 9.4.20.8 U.S. History Era 2: Settler Colonialism and Atlantic Slavery—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.
- 9.4.20.9 U.S. History Era 3: Freedom, Unfreedom and Revolution—Examine the founding documents and early statutes of the United 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.
- 9.4.20.10 U.S. History Era 4: Imperial Expansion and Native Dispossession—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.
- 9.4.20.11 U.S. History Era 5: Slavery, Civil War and Reconstruction—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.
- 9.4.20.12 U.S. History Era 6: Migration, Imperialism and Inequality—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.
- 9.4.20.13 U.S. History Era 7: U.S. and the World—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.
- 9.4.20.14 U.S. History Era 8: Civil Rights Struggles—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.

Anchor Standard Twenty-one: Causation and Argumentation—Grades K-8

K

- K.4.21.1 Use a variety of words to reference time in the past, present and future. Identify the beginning, middle and end of diverse historical stories.

1

- 1.4.21.1 Create a timeline to identify a sequence of events in a student's life or community.

2

- 2.4.21.1 Use and create calendars to identify days, weeks, months, years and seasons. Identify how the environment can impact how we measure time and create calendars.

3

- 3.4.21.1 Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes.
- 3.4.21.2 Explain how the environment influenced the movement of ancient peoples in three different regions of the world.

4

- 4.4.21.1 Create a timeline demonstrating a sequence of events related to a contemporary local or global issue.

5

- 5.4.21.1 Explain the religious, political and economic reasons for the movement of people from Europe to the Americas and examine the impact of colonization and settler colonialism on Indigenous peoples.
- 5.4.21.2 Explain the difference between indentured servitude and chattel slavery in colonial North America and identify the transatlantic slave route on a map.

6

- 6.4.21.1 Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota. Organize applicable evidence into a coherent argument about the past.
- 6.4.21.2 Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.

7

- 7.4.21.1 Construct an argument using evidence from multiple sources, including primary sources, about the relationship between freedom and slavery in the early U.S. Republic.
- 7.4.21.2 Compare and contrast the central arguments in secondary works of history to examine the changing role of the United States on a global scale, including overseas expansion and the impact of U.S. involvement in World War I.
- 7.4.21.3 Create a timeline of major technological, economic and/or social changes in the United States since the mid-20th century. Analyze the intended and unintended impact of those changes. Evaluate the relative influence of various causes of events and developments.

8

- 8.4.21.1 Describe the development of at least one diasporic community throughout the world since 1950 due to regional conflicts, changing international labor demands and/or environmental factors.
- 8.4.21.2 Describe how movements, political and social conditions, and new technologies have affected the lives of women in different parts of the world since 1950.

Anchor Standard Twenty-one: Causation and Argumentation- High School

- 9.4.21.1 World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Explain the interrelationship between the emergence of domestication and agriculture, the development of complex societies, and the environment and climate.
- 9.4.21.2 World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Create an argument about the emergence and characteristics of complex societies, the development of new technologies and the impact of human society on the environment.
- 9.4.21.3 World History Era 3: Interregional Networks and Exchange (700–1500)—Construct a narrative account about the emergence and expansion of Indigenous societies in the Americas and/or trade networks between multiple Indigenous societies in the Americas using historical sources.
- 9.4.21.4 World History Era 4: The First Global Age (1400–1800)—Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges. Evaluate who benefitted from these changes and who did not.
- 9.4.21.5 World History Era 5: Revolutions, Empires and Nations (1750–1900)—Explain the causes, interconnections, and global consequences of three or more independence movements, rebellions, or revolutions in the Atlantic World. Distinguish between long-term causes and triggering events in developing a historical argument.
- 9.4.21.6 World History Era 6: The New Global Era (1900–Present)—Describe and evaluate different responses to the Holocaust and other genocides and human rights violations.
- 9.4.21.7 World History Era 6: The New Global Era (1900–Present)—Analyze multiple and complex causes and effects of decolonization and independence movements in the 20th and 21st centuries.

- 9.4.21.8 U.S. History Era 1: Indigenous Histories—Construct an argument about Indigenous history before European colonialism, using multiple sources.
- 9.4.21.9 U.S. History Era 2: Settler Colonialism and Atlantic Slavery—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.
- 9.4.21.10 U.S. History Era 3: Freedom, Unfreedom and Revolution—Develop an argument based on 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.
- 9.4.21.11 U.S. History Era 4: Imperial Expansion and Native Dispossession—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.
- 9.4.21.12 U.S. History Era 5: Slavery, Civil War and Reconstruction—Analyze multiple and complex causes and effects of the U.S. Civil War and its impact on African Americans and Indigenous people.
- 9.4.21.13 U.S. History Era 6: Migration, Imperialism and Inequality—Describe and analyze the effectiveness of political and cultural responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.
- 9.4.21.14 U.S. History Era 7: U.S. and the World—Construct an argument about the impact of the technological changes on American society and popular culture in the post-World War II era.
- 9.4.21.15 U.S. History Era 8: Civil Rights Struggles—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.

Anchor Standard Twenty-two: Connecting Past and Present—Grades K-8

K

- K.4.22.1 Retell and discuss a story about diverse individuals or groups in the past that illustrate honesty, courage, friendship, respect and/or responsibility.

1

- 1.4.22.1 Describe how a person or group in the past worked to make things fairer for people at that time and identify the legacy (lasting impact) of their work today.

2

- No benchmark at this level.

3

- 3.4.22.1 Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.

4

- No benchmark at this level.

5

- 5.4.22.1 Describe Indigenous efforts today to revitalize and reclaim Indigenous languages, traditions and sovereignty.

6

- 6.4.22.1 Examine the historical relationship and memorialization of the U.S. Civil War and the U.S.-Dakota War of 1862 in Minnesota.
- 6.4.22.2 Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.
- 6.4.22.3 Identify and describe how Minnesotans have fought for freedom and equality from the Civil Rights era until today.

7

- 7.4.22.1 Generate a hypothesis about the impact of the Industrial Revolution today using historical and geographic sources, including environmental and economic impacts.
- 7.4.22.2 Identify a pressing contemporary issue in the student's community or the United States, examine its historical context and design a plan to address it.

8

- 8.4.22.1 Using historical analysis, predict a future global issue and make a hypothesis about its impact.

Anchor Standard Twenty-two: Connecting Past and Present- High School

- 9.4.22.1 World History Era 2: Cities, Societies and Empires (2,500 BCE–800 CE)—Consider what it means to have a “successful” society and examine how some societies have adapted to social, environmental and/or political changes. Evaluate whether these adaptations can be applied to human society today.
- 9.4.22.2 World History Era 3: Interregional Networks and Exchange (700–1500)—Identify the influence of Islamic centers of learning on the European Renaissance, the Scientific Revolution and society today.
- 9.4.22.3 World History Era 4: The First Global Age (1400–1800)—Analyze how caste systems based upon race, social class and religion have been used to justify imperialism, colonization, warfare and chattel slavery. Analyze how those caste systems and justifications have changed over time and how they influence our society today.
- 9.4.22.4 World History Era 5: Revolutions, Empires and Nations (1750–1900)—Identify the long-term economic, political and cultural impacts of imperialism today, focusing on neo-imperialism and movements of anti-imperialism.
- 9.4.22.5 World History Era 6: The New Global Era (1900–Present)—Examine multiple strategies used by the environmental movement of the 20th and 21st centuries. Identify individuals and groups today who are building on that legacy.
- 9.4.22.6 World History Era 6: The New Global Era (1900–Present)—Draw on historical examples to propose a solution to a pressing global issue.
- 9.4.22.7 U.S. History Era 1: Indigenous Histories—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.
- 9.4.22.8 U.S. History Era 2: Settler Colonialism and Atlantic Slavery—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.
- 9.4.22.9 U.S. History Era 3: Freedom, Unfreedom and Revolution—Examine the meaning of freedom in the Revolutionary era and today. Examine how groups and communities have fought for freedom, revolution and anti-colonialism.
- 9.4.22.10 U.S. History Era 4: Imperial Expansion and Native Dispossession—Compare and contrast historical memorialization of “pioneers” and frontiers versus dispossession and homelands.
- 9.4.22.11 U.S. History Era 5: Slavery, Civil War and Reconstruction—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.
- 9.4.22.12 U.S. History Era 6: Migration, Imperialism and Inequality—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.
- 9.4.22.13 U.S. History Era 7: U.S. and the World—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.
- 9.4.22.14 U.S. History Era 9: Contested Freedoms—Draw on historical examples to propose a viable solution to a pressing economic, environmental or social issue.