

The Story of Minnesota

Teacher Guide



The Story of Minnesota

Teacher Guide



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The Story of Minnesota

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The Story of Minnesota
Teacher Guide
Core Knowledge In Your State™

Introduction

ABOUT THIS BOOK

The Big Idea

The story of Minnesota is the story of many different groups of people.

The history of Minnesota is in many ways a story of the interactions among groups of people. These groups include the Dakota and Anishinaabe, French fur trappers, and European farmers. These interactions were at times shaped by conflicts over land, freedom, or power and at other times shaped by cooperation and growth. Together, these groups helped create and shape the state we have today.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as if they were someone else's property.

At Core Knowledge, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

The most important ideas in *The Story of Minnesota* are the following:

- Minnesota has varied regions, natural resources, and people.

Time Period Background

This timeline provides an overview of key events related to the content of this book. Use a classroom timeline with students to help them sequence and relate events that occurred from 10,000 BCE to 2023 CE.

10,000 BCE	The first people to live in what would become Minnesota arrived in the region.
1000 CE	The Dakota have called Minnesota home since at least 1000 CE. They were later joined by the Anishinaabe.
1600s	European explorers entered what would become Minnesota.
1679	The fur trade became a central feature of the relationship between the French and Minnesota's Indigenous peoples.
Early–mid-1800s	The Anishinaabe and Dakota signed treaties transferring the vast majority of their land to the United States.
1825	The United States completed the construction of Fort Snelling.
1846	Dred and Harriet Scott sued for their freedom.
1849	The Territory of Minnesota was established. It achieved statehood nine years later.
1850	The Fugitive Slave Act passed.
1862	The U.S. government passed the Homestead Act of 1862, which brought more settlers to Minnesota.
1862	The Dakota went to war with the United States in August and suffered a brutal defeat.
1865	Minnesotans took part in many Civil War battles.
1882	The National Woman Suffrage Association held a convention in Minnesota.
1914–1918	Minnesotans supported the United States war effort during World War I.
1933–1942	The Civilian Conservation Corps (CCC) put more than 77,000 Minnesotans to work during the Great Depression.

AT A GLANCE

- People have lived in Minnesota for more than eleven thousand years, and descendants of those people—the Dakota and the Anishinaabe—still live in Minnesota.
- The fur trade over Lake Superior brought the first Europeans to Minnesota, which directly impacted the Dakota and Anishinaabe.
- Minnesota became a state just three years before the Civil War and became a leader in the Union Army.
- The Homestead Act helped many Europeans settle in Minnesota, often as farmers.
- The U.S.-Dakota War impacted settlers and the people whose land they were occupying.
- The women’s suffrage movement was strong in Minnesota.
- Fort Snelling served as a staging ground for Minnesota soldiers entering World War I.
- Several Civilian Conservation Corps projects helped pull Minnesota out of the Great Depression.
- Fort Snelling once again became a processing center for new recruits during World War II.
- In the latter half of the twentieth century, immigrants to Minnesota came from Somalia, Laos, and other places.
- The murder of George Floyd in Minneapolis in 2020 sparked an international movement for racial justice.

1941–1945	During World War II, Fort Snelling became a recruitment and training center for new service members.
1960s	Many Minnesotans took active roles during the civil rights movement.
2020	George Floyd’s murder led twenty-six million Americans to take to the streets to protest racial injustice.
2022–2023	More than twenty thousand new businesses opened in Minnesota.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Core Knowledge In Your State Online Resources at the beginning of each chapter.

Student Component


The Story of Minnesota Student Reader—eleven chapters

Teacher Components

The Story of Minnesota Teacher Guide—eleven chapters. The guide includes lessons aligned to each chapter of *The Story of Minnesota* Student Reader, with instructional support, activities such as note-taking graphic organizers and primary source analysis, and a Check for Understanding. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 93.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned throughout the book through either an oral or written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the book.

The Story of Minnesota Timeline Cards—twenty-five individual images depicting significant events and individuals related to the history of Minnesota. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

The Story of Minnesota Online Resources—Additional instructional and professional learning resources are provided via the Core Knowledge In Your State Online Resources for this book. These resources include, but are not limited to, guidance for teaching with primary sources, background information (What Teachers Need to Know) for each chapter, videos and other web resources that support Student Reader content, and Additional Activities, such as vocabulary practice, map practice, primary source analysis, and virtual field trips, designed to reinforce and extend the chapter content. These resources are indicated throughout the Teacher Guide by the icon .

Timeline

Some advance preparation will be necessary prior to starting *The Story of Minnesota*. You will need to identify available wall space in your classroom

of approximately fifteen feet on which you can post the Timeline Cards over the course of the book. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the Timeline Cards can be attached with clothespins!

Create five time indicators or reference points for the timeline. Write each of the following dates on sentence strips or large index cards:

- **10,000 BCE–1000 CE**
- **1600s**
- **1800s**
- **1900s**
- **2000s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Timeline Cards that you will be adding to each time period as per the following table:

	10,000 BCE– 1000 CE	1600s	1800s	1900s	2000s
	• •	• •	• • • • • • •	• • • •	• • • •
Chapters	1 22	33	44 10 5555 66 7	77 888	1 99 10 11

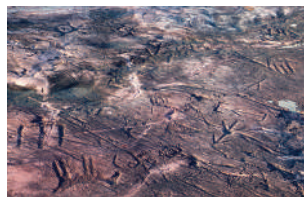
You will want to post all the time indicators on the wall at the outset before you place any Timeline Cards on the timeline.

10,000 BCE–1000 CE



Chapter 1

10,000 BCE–1000 CE



Chapter 2

10,000 BCE–1000 CE



Chapter 2

1600s



Chapter 3

1600s



Chapter 3

1800s



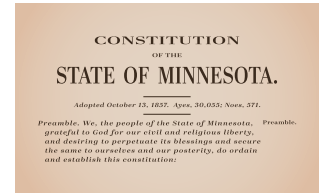
Chapter 4

1800s



Chapter 4

1800s



Chapter 10

1800s



Chapter 5

1800s



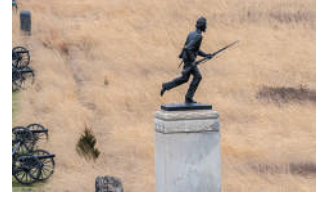
Chapter 5

1800s



Chapter 5

1800s



Chapter 5

1800s



Chapter 6

1800s



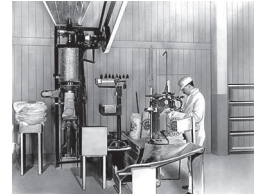
Chapter 6

1800s



Chapter 7

1900s



Chapter 7

1900s



Chapter 7

1900s



Chapter 8

1900s



Chapter 8

1900s



Chapter 8

2000s



Chapter 1

2000s



Chapter 9

2000s



Chapter 9

2000s



Chapter 10

2000s



Chapter 11

The Timeline in Relation to Content in the Student Reader

The events highlighted in *The Story of Minnesota* Timeline Cards are in chronological order, but the chapters that are referenced may not be. The reason for this is that the Student Reader is organized thematically, not strictly

chronologically. Each chapter discusses a different area of Minnesota's history. Much of this history developed simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Story of Minnesota*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, fur traders impacted life in Minnesota for roughly two hundred years, but Minnesota earned its statehood in 1858.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Story of Minnesota is a Core Knowledge In Your State history book. This book may be used in conjunction with the Core Knowledge History and Geography units for Grade 6 or used independently.

If you are using this book in conjunction with Grade 6 CKHG, we recommend allocating a total of forty days to *The Story of Minnesota* to ensure that you have sufficient instructional time to complete all Grade 6 units. At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this book during the allotted time. We have also provided a blank Pacing Guide that you may

use to plan the activity choices and pacing for your class. Please note that to accommodate this unit and complete all Grade 6 CKHG units, you will need to adjust the pacing of some of the Grade 6 CKHG units.

Online Resources



If you are using this book independently, you will find a Sample Pacing Guide that covers 145 instructional days in the Core Knowledge In Your State Online Resources:

<https://www.coreknowledge.org/ck-in-your-state-history/>

However, there are many options and ways that you may choose to individualize this book for your students, based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire book and create your pacing guide before teaching the first chapter.


Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge In Your State Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 6 Core Knowledge History and Geography unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to

focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach (e.g., reading manageable sections of each chapter and then discussing what has been read) is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Primary Sources

Most chapters include primary source images in the Student Reader and additional primary sources in the Additional Activities. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

Online Resources



For more about primary sources, download the Core Knowledge In Your State Online Resource "About Teaching with Primary Sources":

<https://www.coreknowledge.org/ck-in-your-state-history/>

To facilitate student engagement with these primary sources, instructional guidance has been provided in the Guided Reading Supports and Additional Activities, and artifact and/or image analysis Activity Pages are included in the Teacher Resources. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this book.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What are the land and culture of Minnesota like?
2	Who were Minnesota's first peoples, and how did they live before European contact?
3	How did Minnesota change with the arrival of European traders and settlers?
4	How did Minnesota become a U.S. state?
5	How was Minnesota involved in and affected by the Civil War?
6	What happened in the U.S.-Dakota War of 1862?
7	How did Minnesota change in the late 1800s and early 1900s?
8	How did Minnesotans fight for freedom in the second half of the twentieth century?
9	What challenges does Minnesota face in the twenty-first century?
10	How do Minnesota's governments work?
11	How does Minnesota's economy work?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	inhabitant, contiguous, glacier, biome, prairie, coniferous, deciduous, drainage, irrigation, refugee
2	petroglyph, sacred, kinship

3	portage, prominent, infrastructure, confluence
4	relinquish, encroach, legislative
5	secede
6	reconciliation, repudiate, retribution, commute, overturn
7	thoroughfare, monopoly, suffrage, covenant, segregate, integrate, deflation
8	linguist, ration, communist
9	median, disparity, affluent, greenhouse gas emissions
10	executive, veto, judicial, appeal, override, sovereign, naturalized, oath, alien, upstander
11	budget, allocate, redline

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 132–143. They are to be used with the chapter specified either for Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.1)
- Chapters 2, 4—Analyze an Image (AP 2.1)
- Chapters 2, 6, 10—Venn Diagram (AP 2.2)
- Chapter 3—Minnesota Fur Trade (AP 3.1)
- Chapter 6—Artifact Study (AP 6.1)
- Chapter 6—Domain Vocabulary: Chapters 2–6 (AP 6.2)
- Chapter 9—Domain Vocabulary: Chapters 7–9 (AP 9.1)
- Chapter 10—My Representatives (AP 10.1)
- Chapter 11—My Budget (AP 11.1)
- Chapter 11—Domain Vocabulary: Chapters 10–11 (AP 11.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this book, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Candlewick Press, 2015.

Backhaus, Jaclyn. *A New History of Immigration*. Penguin Young Readers/Penguin Workshop, 2022.

Chambers, Veronica, with Jennifer Harlan. *Call and Response: The Story of Black Lives Matter*. HarperCollins Children's Books/Clarion Books/Versify, 2021.

Esperon, Maria Garcia. *The Sea-Ringed World: Sacred Stories of the Americas*. Translated by David Bowles. Illustrated by Amanda Mijangos. Levine Querido, 2021.

Grimes, Niki. *Garvey in the Dark*. Astra Publishing House/Wordsong, 2022.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago Review Press, 2015.

Treuer, Anton. *Everything You Wanted to Know About Indians but Were Too Afraid to Ask* (Young Readers Edition). Levine Querido, 2021.



From the Core Knowledge Bookshelf

Voices in History

Abraham Lincoln: Defender of a Nation by Kathryn Erskine

Adventures in History

American Immigration: A Foreign Land by Anne Marie Pace

Great Depression: The Very Best Ending by Beth Kephart

World War I: The Day Before Leaving by Beth Kephart

Collections of Tales

Collection of Native American Tales by Celia Stall-Meadows

Collection of Tales from Asia by Virginia Loh-Hagan

These books are available for purchase from the Core Knowledge bookstore and as free digital books from the Core Knowledge® Free Library. Links to the bookstore and Free Library can be found in the Online Resources for this unit:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Online Resources



THE STORY OF MINNESOTA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* or Core Knowledge History and Geography

Note: To accommodate this unit and complete all Grade 6 CKHG units, you will need to adjust the pacing of some of the Grade 6 CKHG units.

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Story of Minnesota

<p>"A Place Called Minnesota" Core Lesson: "The Land of Lakes"—"Minnesota's Physical Geography" (TG & SR, Chapter 1, pp. 2–8)</p>	<p>"A Place Called Minnesota" Core Lesson: "Minnesota's Regions and Resources"—"A Wealth of Cultures and Communities" (TG & SR, Chapter 1, pp. 9–17)</p> <p>Domain Vocabulary: Chapter 1 (AP 1.1)</p>	<p>Chapter 1 Assessment (TG, Teacher Resources)</p>	<p>"The First Peoples of Minnesota" Core Lesson: "Walking in Ancient Footsteps"—"The Dakota and the Anishinaabe" (TG & SR, Chapter 2, pp. 18–24)</p>	<p>"The First Peoples of Minnesota" Core Lesson: "The Culture and Traditions of the Dakota"—"Indigenous Interactions" (TG & SR, Chapter 2, pp. 24–29)</p> <p>Venn Diagram: The Dakota and the Anishinaabe (SR, pp. 23–29, AP 2.2)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Story of Minnesota

<p>Analyze an Image: Harvesting Wild Rice (SR, p. 26, AP 2.1)</p>	<p>Chapter 2 Assessment (TG, Teacher Resources)</p>	<p>"Europeans Come to Minnesota" Core Lesson: "'L'etoile du Nord'"—"The French Arrive in Minnesota" (TG & SR, Chapter 3, pp. 30–35)</p>	<p>"Europeans Come to Minnesota" Core Lesson: "Voyageurs and the Fur Trade"—"Expanding European Interest" (TG & SR, Chapter 3, pp. 35–39)</p>	<p>Chapter 3 Assessment (TG, Teacher Resources)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Story of Minnesota

<p>"Minnesota Joins the United States" Core Lesson: "From Wilderness to Statehood"—"Effects on Native Americans" (TG & SR, Chapter 4, pp. 40–46)</p> <p>Analyze an Image: Lake Itasca, 1853 (SR, pp. 40–41, AP 2.1)</p>	<p>"Minnesota Joins the United States" Core Lesson: "Minnesota Becomes a Territory"—"Statehood for Minnesota" (TG & SR, Chapter 4, pp. 46–51)</p>	<p>Chapter 4 Assessment (TG, Teacher Resources)</p>	<p>"Minnesota and the Civil War" Core Lesson: "A New State in a Major War"—"Minnesota on the Eve of War" (TG & SR, Chapter 5, pp. 52–57)</p>	<p>"Minnesota and the Civil War" Core Lesson: "The Outbreak of War"—"The Road to Union Victory" (TG & SR, Chapter 5, pp. 57–63)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Story of Minnesota

<p>Chapter 5 Assessment (TG, Teacher Resources)</p>	<p>"The U.S.-Dakota War" Core Lesson: "When Men Are Hungry"—"Broken Promises" (TG & SR, Chapter 6, pp. 64–71)</p> <p>Venn Diagram: Views of the Land (SR, pp. 66–67, AP 2.2)</p>	<p>Artifact Study: Dakota War Shield (SR, p. 65, AP 6.1)</p>	<p>"The U.S.-Dakota War" Core Lesson: "The Dakota Go to War"—"Remembrance and Reconciliation" (TG & SR, Chapter 6, pp. 71–75)</p> <p>Domain Vocabulary: Chapters 2–6 (AP 6.2)</p>	<p>Chapter 6 Assessment (TG, Teacher Resources)</p>
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Story of Minnesota

<p>"An Era of Growth and Change" Core Lesson: "Big Conflicts and Big Changes"—"A Changing Society" (TG & SR, Chapter 7, pp. 76–84)</p>	<p>"An Era of Growth and Change" Core Lesson: "The First World War"—"The Great Depression and the New Deal" (TG & SR, Chapter 7, pp. 84–91)</p>	<p>Chapter 7 Assessment (TG, Teacher Resources)</p>	<p>"Fighting for Freedom" Core Lesson: "Freedom in Minnesota and Abroad"—"The Second World War" (TG & SR, Chapter 8, pp. 92–98)</p>	<p>"Fighting for Freedom" Core Lesson: "The Cold War"—"The Americans with Disabilities Act" (TG & SR, Chapter 8, pp. 99–106)</p>
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Story of Minnesota

<p>"Fighting for Freedom" Core Lesson: "Immigration to Minnesota"—"The Labor Movement in the Late Twentieth Century" (TG & SR, Chapter 8, pp. 106–109)</p>	<p>Chapter 8 Assessment (TG, Teacher Resources)</p>	<p>"Minnesota in the Twenty-First Century" Core Lesson: "Big Challenges and Big Solutions"—"Twenty-First Century Immigrants" (TG & SR, Chapter 9, pp. 110–118)</p>	<p>"Minnesota in the Twenty-First Century" Core Lesson: "Injustice and Inequality" (TG & SR, Chapter 9, pp. 118–121)</p> <p>Domain Vocabulary: Chapters 7–9 (AP 9.1)</p>	<p>Chapter 9 Assessment (TG, Teacher Resources)</p>
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

The Story of Minnesota

<p>"Minnesota's Governments" Core Lesson: "Governments Big and Small"—"Minnesota's State Government" (TG & SR, Chapter 10, pp. 122–129)</p> <p>Venn Diagram: Federal and State Governments (SR, pp. 124–129, AP 2.2)</p>	<p>"Minnesota's Governments" Core Lesson: "Local Government in Minnesota"—"Civic Participation" (TG & SR, Chapter 10, pp. 130–137)</p>	<p>My Representatives (AP 10.1)</p>	<p>Chapter 10 Assessment (TG, Teacher Resources)</p>	<p>"Minnesota's Economy" Core Lesson: "The Ups and Downs of Budgets" (TG & SR, Chapter 11, pp. 138–140)</p> <p>Activity: Make and Evaluate a Budget (TG, Chapter 11, AP 11.1)</p>
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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

The Story of Minnesota

<p>"Minnesota's Economy" Core Lesson: "Minnesota's Economy"—"Economic Inequalities" (TG & SR, Chapter 11, pp. 140–147)</p> <p>Domain Vocabulary: Chapters 10–11 (AP 11.2)</p>	<p>Chapter 11 Assessment (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>	<p>Performance Task (TG, Teacher Resources)</p>
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THE STORY OF MINNESOTA PACING GUIDE

_____ 's Class

(A total of forty days have been allocated to *The Story of Minnesota* in order to complete all Grade 6 history and geography units in the Core Knowledge Curriculum Series. Please note that to accommodate this unit and complete all Grade 6 CKHG units, you will need to adjust the pacing of some of the Grade 6 CKHG units.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Story of Minnesota

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Story of Minnesota

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Week 3

Day 11 Day 12 Day 13 Day 14 Day 15

The Story of Minnesota

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Week 4

Day 16 Day 17 Day 18 Day 19 Day 20

The Story of Minnesota

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Week 5

Day 21 Day 22 Day 23 Day 24 Day 25

The Story of Minnesota

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Story of Minnesota

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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

The Story of Minnesota

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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

The Story of Minnesota

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CHAPTER 1

A Place Called Minnesota

The Big Question: What are the land and culture of Minnesota like?

Primary Focus Objectives

- ✓ Compare and contrast the different places and regions that make up Minnesota. (6.3.13.2, 6.3.14.1)
- ✓ Explain how the physical features and location of resources affect settlement patterns, industry, farming, and technology. (6.3.15.1, 6.4.21.1.a)
- ✓ Explain how the people of Minnesota have shaped the physical and cultural landscape of the state. (6.5.24.1, 6.5.24.2.a, 6.5.24.2.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *inhabitant*, *contiguous*, *glacier*, *biome*, *prairie*, *coniferous*, *deciduous*, *drainage*, *irrigation*, *refugee*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About A Place Called Minnesota”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 1.1

- individual student copies of Domain Vocabulary: Chapter 1 (AP 1.1)
- map of the Great Lakes
- map of Minnesota’s rivers
- image of prairie grassland
- image of aspen parkland
- image of coniferous forest
- image of deciduous forest

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this book, where the specific links to the maps and images may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

inhabitant, n. a person who lives in a place (2)

Example: The inhabitant of Minnesota was born in nearby Wisconsin but now lives in Minneapolis.

Variations: inhabitants, inhabit (v.), inhabited (adj.)

contiguous, adj. sharing a common border; next to each other (4)

Example: The forty-eight contiguous states do not include Alaska or Hawaii.

glacier, n. a large, slow-moving mass of compacted snow or ice (5)

Example: As the glacier melted, the sea water around it got higher.

Variations: glaciers, glacial (adj.)

biome, n. an ecological community defined by plants, animals, and climate (7)

Example: A plant that does not need a lot of water grows well in a desert biome.

Variations: biomes

prairie, n. a large area of flat land covered in grasses (7)

Example: Pioneers moved across the vast prairie, hoping to settle in a new home.

Variations: prairies

coniferous, adj. relating to trees with needles and cones (7)

Example: The coniferous tree farm was always busiest in the month before Christmas.

Variations: conifer (n.)

deciduous, adj. relating to trees that shed their leaves each year (7)

Example: We drove up north in the fall when the leaves on the deciduous trees changed color.

Variations: deciduousness (n.)

drainage, n. the removal of water from a place (12)

Example: Our basement would flood every spring without proper drainage.

Variations: drain (v.), drained (adj.)

irrigation, n. the watering of crops by moving water from a well, river, or lake to a place where it does not rain enough to grow crops (12)

Example: Farmers used irrigation systems to ensure their crops had enough water.

Variations: irrigate (v.), irrigated (adj.)

refugee, n. a person flees a country to avoid danger or persecution (16)

Example: After many months, the girl was finally cleared to leave her dangerous home and travel to the United States as a refugee.

Variations: refugees, refuge (n.)

Introduce *The Story of Minnesota* Student Reader

Distribute copies of *The Story of Minnesota* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention Minnesota's natural landscapes, its relationships with the Dakota and Anishinaabe people and new immigrants, and the many times Minnesotans fought in civil and international wars.

Introduce “A Place Called Minnesota”

Ask students to identify: the planet they live on (*Earth*), the continent they live on (*North America*), the country they live in (*United States*), and the state they live in (*Minnesota*). Explain that in this chapter, students will learn more about Minnesota and what makes it unique.

Call students' attention to the Big Question. Tell students to look for details about the physical geography and overall culture of Minnesota.

Guided Reading Supports for “A Place Called Minnesota”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Land of Lakes” and “Where Is Minnesota?” pages 2–5

Scaffold understanding as follows:

Read the section “The Land of Lakes” on pages 2–3 aloud.

CORE VOCABULARY—Point out the vocabulary term *inhabitant*, and explain its meaning.

Read the section “Where Is Minnesota?” on pages 4–5 aloud.

CORE VOCABULARY—Point out the vocabulary term *contiguous*, and explain its meaning.

SUPPORT—Display the map of the Great Lakes. Point out Lake Superior and Minnesota. You may wish to share the mnemonic device HOMES (Huron, Ontario, Michigan, Erie, Superior) to help students remember the names of the lakes.

Online Resources



SUPPORT—Direct students to the map on page 4. Ask: Which states border Minnesota? (*North Dakota, South Dakota, Iowa, and Wisconsin*) What else borders Minnesota? (*Canada and Lake Superior*) (6.3.13.1)

SUPPORT—Guide students to find the Northwest Angle on the map on page 4. (6.3.13.1)

After you read the text, ask the following questions:

LITERAL—According to the map, what are two other states that also border Lake Superior? (6.3.13.2)

» Wisconsin and Michigan also border Lake Superior.

INFERENTIAL—What might be some benefits of living in the Northwest Angle? (6.3.13.2)

» It would probably be quieter and more peaceful than other parts of the state that are busier and easier to get to.

“Minnesota’s Physical Geography,” pages 5–8

Scaffold understanding as follows:

Invite volunteers to read the section on pages 5–8 aloud.

CORE VOCABULARY—Point out the vocabulary term *glacier*, and explain its meaning.

SUPPORT—Display the map of Minnesota’s rivers. Point out the rivers mentioned in the text. (*Mississippi and Minnesota rivers*)

CORE VOCABULARY—Point out the vocabulary terms *biome*, *prairie*, *coniferous*, and *deciduous*, and explain their meanings.

SUPPORT—Have students point to each biome on the map on page 8 as it is mentioned in the text. Then, show students the images of what each biome looks like.

After the volunteers read the text, ask the following questions:

LITERAL—Which biome was once home to herds of bison? (6.3.15.1)

» Herds of bison used to live on the prairie grassland.

EVALUATIVE—Which biome makes up the place where you live? (6.3.15.1)

» Answers will vary, but students in the west and south should answer “prairie,” students in the north and center should answer “coniferous forest,” and students in the northeast should answer “deciduous forest.” Some may also be in more than one region if they live in a place where they overlap.

Online Resources



Online Resources



“Minnesota’s Regions and Resources,” pages 9–11

Scaffold understanding as follows:

Have students read the section on pages 9–11 independently.

SUPPORT—Direct students to the map of Minnesota’s regions on page 9. Explain that the white lines indicate the borders of Minnesota’s counties. Students will read more about counties in Chapter 10. Guide students to identify the region(s) in which they live.

After students read the text, ask the following questions:

EVALUATIVE—Why was timber such a valuable resource? (6.4.24.1)

- » It was burned for heat and fuel, and it was used to make boats and tools. The logging industry helped the state grow.

LITERAL—Which natural resources does Minnesota produce more of than any other state? (6.4.24.1)

- » Minnesota produces the most iron ore and taconite.

LITERAL—What is the original name for the waterfall where Minneapolis was founded? What is it called now? (6.3.14.1, 6.5.24.2.a)

- » The Dakota name is *Owámniyomni*. Many people now call it St. Anthony Falls.

“People and the Environment,” pages 11–14

Scaffold understanding as follows:

Have students read the section on pages 11–14 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *drainage* and *irrigation*, and explain their meanings.

ELL SUPPORT—Point out the word *drainage* on page 12. Remind students of its meaning, and ask them to give examples of items in their house that involve some sort of drainage (toilet, sink, bathtub, strainer, etc.).

ELL SUPPORT—Point out the word *modified*. Explain that to modify something is to change it. Invite volunteers to share examples of how land can be modified.

SUPPORT—Point out that the image on page 13 shows a modern example of agriculture. The landscape has been modified, or changed, heavily by humans. Ask students to point out aspects of this modification they can see, such as the buildings, the organization of the lands into fields, and the areas where trees have been cut down.

After students read the text, ask the following questions:

EVALUATIVE—How have humans changed Minnesota’s environment? (6.3.15.1, 6.5.24.1)

- » They modified the land to grow crops. They used wood from the forests. They added materials under St. Anthony Falls to support the tunnels that powered the mills.

LITERAL—What are some examples of Fortune 500 companies headquartered in Minnesota? (6.4.21.1.a, 6.5.24.2.a)

- » Target and Best Buy are both examples of Fortune 500 companies that are headquartered in Minnesota.

“A Wealth of Cultures and Communities,” pages 14–17

Scaffold understanding as follows:

Invite volunteers to read the section on pages 14–17 aloud.

Note: Students will read more about Hmong immigration to Minnesota in Chapter 8 and Somali immigration in Chapter 9.

SUPPORT—Direct students to the population density map on page 15. Explain to students that population density is the number of people living in a certain area. The map shows Minnesota divided into counties. Inform students that this is a heat map. The lighter colors represent the areas of lower population density, or places where people are spread out. The darker colors represent the areas of higher population density, or places where many people live near each other. The boundaries on the map are counties, so the map shows the population for each county.

TURN AND TALK—Have students look at the population density map on page 15 and answer the following questions: Which areas of the state are the least densely populated? (*The western part of the state is the least densely populated.*) How can you tell? (*The western part of the state mostly has counties where the color is a light yellow, showing that no more than ten thousand people live in each county.*) Which areas are the most densely populated? (*The metro area and the northeast are the most population dense.*) How can you tell? (*The color for many of these counties is a dark red, showing that more than one hundred thousand people live in each county.*) (6.3.13.2)

After the volunteers read the text, ask the following questions:

LITERAL—How many people lived in Minnesota in 2020? (6.5.24.1)

- » About 5.7 million people lived in Minnesota in 2020.

LITERAL—How has the population of Minnesota become more diverse?
(6.5.24.2.a)

- » The population of non-white groups, such as Black and Asian Minnesotans, has grown. This makes the population more diverse.

Timeline Cards

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What are the land and culture of Minnesota like?”
- Invite a student to post the cards to the timeline under the dates referencing 10,000–1000 CE and the 2000s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “What are the land and culture of Minnesota like?”
 - » Key points students should cite: Minnesota is home to an abundance of different landscapes such as wetlands (rivers and lakes) and plains, successful industries including logging, and a variety of people who continue to shape what the state looks like; Minnesota’s rivers and lakes support industry that helps people and goods move throughout the state; natural resources, including iron ore and fertile soil, support the state’s economy; Minnesota is becoming increasingly diverse with increased immigration from Africa and Asia.
- Choose two of the Core Vocabulary words (*inhabitant, contiguous, glacier, biome, prairie, coniferous, deciduous, drainage, irritation, refugee*), and explain how they are related to each other.

To wrap up the lesson, invite several students to share their responses.

Note: You may wish to assign Domain Vocabulary: Chapter 1 (AP 1.1) at this time.

Activity Page



AP 1.1

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this book, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 2

The First Peoples of Minnesota

The Big Question: Who were Minnesota’s first peoples, and how did they live before European contact?

Primary Focus Objectives

- ✓ Explain how physical features and the location of resources affected where and when the first humans settled in Minnesota. (6.3.15.1)
- ✓ Describe how Dakota and Anishinaabe cultures functioned as separate nations and how they interacted with each other. (6.4.18.2.a, 6.4.19.1.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *petroglyph*, *sacred*, *kinship*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About The First Peoples of Minnesota”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 2.1
AP 2.2

- display and individual student copies of Analyze an Image (AP 2.1)
- display and individual student copies of Venn Diagram (AP 2.2)
- image of a bison
- image of an elk

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

petroglyph, n. a prehistoric rock carving (22)

Example: The cave walls were covered with petroglyphs, created by early humans centuries before.

Variations: petroglyphs

sacred, adj. related to religion; holy (22)

Example: The local churches, synagogues, and mosques were considered sacred by many of the people who lived there.

Variations: sacredness (n.)

kinship, n. close blood relationship (25)

Example: You have kinship with your siblings and cousins.

Variations: kin (n.)

THE CORE LESSON

Introduce “The First Peoples of Minnesota”

Review what students read about Minnesota in Chapter 1. Then, explain that what students know as Minnesota has not always existed. Long before there was a state of Minnesota—long before there was even a United States—people lived in this place. In this chapter, students will read about some of those people.

Call students’ attention to the Big Question. Tell students to notice who were the first people to live in what is now Minnesota so that they can explain what life was like for them before Europeans arrived.

Guided Reading Supports for “The First Peoples of Minnesota”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

**“Walking in Ancient Footsteps” and “Minnesota’s Earliest Inhabitants,”
pages 18–22**

Scaffold understanding as follows:

Have students read the section “Walking in Ancient Footsteps” on pages 18–20 with a partner.

SUPPORT—Direct students to the image on pages 18–19. Ask them to identify any shapes they see carved in the rocks. What do they think the shapes represent?

Have students read the section “Minnesota’s Earliest Inhabitants” on pages 20–22 with a partner.

TURN AND TALK—Direct students to the timeline on page 20. Have students discuss questions about the timeline with their reading partners: Where did Minnesota’s first inhabitants come from? (*The first inhabitants came from Canada.*) How were bison significant across different periods? (*People hunted bison in the Archaic period and Woodland period. They were hunted both for meat and for materials.*) How long have the Dakota people been living in Minnesota? (*They have been here for as long as 3,600 years.*) (6.4.18.2.a)

SUPPORT—Point out the term *Paleoindians*. Explain that the prefix *paleo-* means old or ancient. The word *Paleoindians* therefore literally means old or ancient Indians.

SUPPORT—Display the image of a bison. Explain that the bison is sometimes called a buffalo, though they are different animals. The bison is native to North America and parts of Europe, while the buffalo is indigenous to Asia and Africa. The animals also look different. Bison have a hump at the shoulders, while buffalo have larger horns.

Note: The word *Archaic* is pronounced (/ar*kay*ik/).

CORE VOCABULARY—Point out the vocabulary terms *petroglyph* and *sacred*, and explain their meanings.

SUPPORT—Explain that the Jeffers petroglyphs are the carvings that students saw in the Chapter Opener. Have students look back at the image. Does the explanation on page 22 help them make better sense of the carvings that they see?

After students read the text, ask the following questions:

LITERAL—When did humans first come to the place that is now called Minnesota? (6.3.15.1)

- » The first humans arrived between the years 11,500 and 8000 BCE.

LITERAL—What is significant about the “Browns Valley Man”? (6.3.15.1)

- » The “Browns Valley Man” is significant because it is one of the oldest human fossils ever found in North America.

LITERAL—Which tool made hunting easier during the Archaic period? (6.3.15.1)

- » The bow and arrow was a sophisticated tool that helped people hunt during the Archaic period.

Online Resources





“The Dakota and the Anishinaabe,” pages 23–24

Scaffold understanding as follows:

Have students read the section on pages 23–24 independently.

NOTE: *Anishinaabe* is pronounced (/ah*nee*shee*nah*bay/). *Ojibwe* is pronounced (/oh*jeeb*way/).

 **SUPPORT**—Direct students to the map on page 23. Ask: Describe the size of the land once occupied by the Dakota and Anishinaabe. (*Both nations once occupied huge amounts of land, covering many states and much of Canada.*) What runs through the middle of what is now Minnesota? (*The border of land traditionally occupied by the Dakota and the Anishinaabe runs through the middle of what is now Minnesota.*)

 **SUPPORT**—Point out the phrase “foreign concept.” Explain that a foreign concept is something that is not known or familiar. It is an idea or practice that is outside a person’s or group’s experience or understanding.

SUPPORT—Point out the word *clans*. Explain that a clan is a group of families that share a common ancestor.

After students read the text, ask the following questions:

LITERAL—Who was in Minnesota first, the Dakota or the Anishinaabe? (6.4.18.2.a)

» The Dakota were in Minnesota first.

INFERENTIAL—How did the Dakota likely react as the Anishinaabe came to their land? (6.3.15.1)

» When the Anishinaabe came to the Dakotas’ land, the Dakota may have worked together to share the land, but there were probably conflicts, especially when they were competing for natural resources and space.

LITERAL—How did the Dakota and Anishinaabe treat the land? (6.3.15.1)

» The Dakota and Anishinaabe worked with the land and adapted to it.

“The Culture and Traditions of the Dakota,” pages 24–26

Scaffold understanding as follows:

Read the section on pages 24–26 aloud.

NOTE: The phrase *Mni Sota Makoce* is pronounced (/mini/shoh*ta/mah*koh*chay/).

SUPPORT—Direct students to the image of the state seal on page 25. Point out the Dakota name *Mini Sota Makoce* on the seal. Then point out the star. Explain that Minnesota’s official nickname is “The North Star State,” which is what the star on the seal represents.

CORE VOCABULARY—Point out the vocabulary term *kinship*, and explain its meaning.

SUPPORT—Point out the word *kinship* and its definition. Ask students to think about who they share kinship with. When doing so, please be sensitive to students’ different family and home situations. Discuss how modern kinship can extend beyond blood relations.

After you read the text, ask the following questions:

INFERENTIAL—Why would the Dakota call the land on which they lived “where the waters are so clear they reflect the clouds”? What does it show about the Dakota people?

- » Minnesota has a lot of lakes. They do not move like rivers or oceans do. On very still days, the water looks like glass that is reflecting the clouds. This shows how important water was to the Dakota people and why they might call the land on which they lived “where the waters are so clear they reflect the clouds.”

EVALUATIVE—Why is storytelling important to the Dakota? (6.4.18.1)

- » Storytelling is important to the Dakota because their stories help connect people to their past. The stories also teach lessons and explain why things are the way they are.

LITERAL—What is Dakota spirituality like? (6.4.18.1)

- » Dakota spirituality centers on the Creator, celebrates Mother Earth, and sees human beings as nature’s caretakers.

“The Culture and Traditions of the Anishinaabe,” pages 26–28

Scaffold understanding as follows:

Invite volunteers to read the section on pages 26–28 aloud.

ACTIVITY—Have students complete an Analyze an Image (AP 2.1) about the image of Anishinaabe harvesting wild rice on page 26. (6.3.15.1)

ELL SUPPORT—Point out the word *adorns*. Explain that to adorn is to decorate. Have students examine the bags and clothing in the illustration on page 26. Ask: Are any of those items adorned? (*It looks like there might be beads on some of the clothing.*) Direct students to the image of the Anishinaabe bag on page 27. Ask: What is it adorned with? (*It is adorned with red and yellow decorations, shaped in stripes and as a turtle, a thunderbird, and a person.*) (6.4.18.2.a, 6.4.19.1.a)

Activity Page



AP 2.1

After the volunteers read the text, ask the following questions:

LITERAL—How did the Anishinaabe use canoes? (6.3.15.1)

- » The Anishinaabe used canoes to cultivate wild rice.

EVALUATIVE—Why is gift-giving important to the Anishinaabe? (6.4.18.1)

- » Gift-giving is important to the Anishinaabe because it is how people ceremonially show their kinship.

LITERAL—What do the Anishinaabe believe has a spirit? (6.4.18.1)

- » The Anishinaabe believe everything has a spirit, including natural items.

“Indigenous Interactions,” pages 28–29

Scaffold understanding as follows:

Have students read the section on pages 28–29 with a partner.

Online Resources



SUPPORT—Point out the reference to elk in the second paragraph of the section on page 28, and show students the image of an elk.



TURN AND TALK—Direct students to the map of the copper trade on page 29. Point out the map’s scale. Have students discuss questions about the map with their reading partners: How far did the copper trade networks stretch? (*Based on the scale, the longest one appears to have stretched about 2,000 miles [3,219 km]. The farthest trade network to the other appears to cover almost 10,000 miles [16,093 km]. It runs from one end of Canada to the other.*) Before Europeans brought horses to North America, how would these trade networks have been navigated? (*They likely traveled by foot or canoe.*) (6.4.18.2.a)

Activity Page



AP 2.2

ACTIVITY—Have students complete a Venn Diagram (AP 2.2) using the details in the text to compare the Dakota and Anishinaabe cultures. (6.4.19.1.a)

After students read the text, ask the following questions:

LITERAL—What territory did the Dakota and Anishinaabe both want to control? (6.4.19.1.a)

- » Dakota and Anishinaabe both wanted to control the headwaters of the Mississippi and the western side of Lake Superior.

INFERENTIAL—What do the extensive trade networks show about how advanced the Dakota and Anishinaabe societies were? (6.4.18.2.a)

- » The Dakota and Anishinaabe societies had to have been very advanced to establish such a huge trade network.

Timeline Cards

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Who were Minnesota’s first peoples, and how did they live before European contact?”
- Invite a student to post the cards to the timeline under the dates referencing 10,000 BCE–1000 CE. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “Who were Minnesota’s first peoples, and how did they live before European contact?”
 - » Key points students should cite: Humans have been living in Minnesota for more than eleven thousand years, long before any contact from Europeans; beginning with the early prehistoric people and continuing through the modern Dakota and Anishinaabe, Indigenous people had rich cultures, economic systems, and spiritual beliefs that have helped them thrive in this place now called Minnesota.
- Choose one of the Core Vocabulary words (*petroglyph*, *sacred*, *kinship*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 3

Europeans Come to Minnesota

The Big Question: How did Minnesota change with the arrival of European traders and settlers?

Primary Focus Objectives

- ✓ Describe the interactions and conflicts among the first European settlers and the Dakota and Anishinaabe peoples. (6.4.18.2.a, 6.4.18.2.b)
- ✓ Compare how settlers and the Indigenous peoples understood their relationship with the land. (6.4.19.1.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *portage*, *prominent*, *infrastructure*, *confluence*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Europeans Come to Minnesota”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Online Resources



• individual student copies of National Archives Analyze a Map worksheet
Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the worksheet may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

portage, v. to carry a boat and its cargo from one navigable waterway to another (32)

Example: In our week-long camping trip, we had to portage our canoes on our heads in order to get from one lake to another.

Variations: portages, portaging, portaged, portage (n.)

prominent, adj. very important; famous (33)

Example: She was so prominent when she went to college that everyone already knew who she was and wanted to be her friend.

Variations: prominence (n.)

infrastructure, n. the public works system that includes roads, bridges, water, public transportation, etc. (37)

Example: Cities build infrastructure to ensure people can get where they need to go.

confluence, n. a coming or flowing together (39)

Example: The confluence of the two rivers left the travelers confused about which route to take.

THE CORE LESSON

Introduce “Europeans Come to Minnesota”

Review what students read about the Dakota and Anishinaabe in Chapter 2. Explain that life for Minnesota’s Native peoples changed with the arrival of Europeans. In this chapter, students will read about the first Europeans to come to what is now Minnesota.

Call students’ attention to the Big Question. Tell students to look for ways both the land and people were affected by the Europeans’ arrival in the 1600s.

Guided Reading Supports for “Europeans Come to Minnesota”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“L’etoile du Nord” and “The French Arrive in Minnesota,” pages 30–35

Scaffold understanding as follows:

Read the section “L’etoile du Nord” on pages 30–31 aloud.

SUPPORT—Point out the section head, “L’etoile du Nord.” Explain that it is pronounced (/la*twal/doo/nor/). It is a French phrase that means “the North Star.” It is where Minnesota’s state nickname “Star of the North” comes from.

SUPPORT—Direct students to the image on pages 30–31. Remind them that they read about coniferous and deciduous forests in Chapter 1. Ask: What kind of trees are shown in this image? (*deciduous*) How do you know? (*They are changing color and do not have needles.*)

Read the section “The French Arrive in Minnesota” on pages 32–35 aloud.

CORE VOCABULARY—Point out the vocabulary term *portage*, and explain its meaning.

SUPPORT—Point out the reference to Hudson’s Bay Company on page 33. Explain that until very recently, Hudson’s Bay was a department store chain. The company was in business for 355 years before it closed in 2025.

CORE VOCABULARY—Point out the vocabulary term *prominent*, and explain its meaning.

SUPPORT—Have students complete a National Archives Analyze a Map worksheet about Father Hennepin’s map on page 34. The worksheet is available in both English and Spanish.

Online Resources



After you read the text, ask the following questions:

EVALUATIVE—How did the Europeans’ view of the land differ from that of the Dakota and Anishinaabe? (6.4.18.2.b, 6.4.19.1.a)

- » The Europeans’ view of the land was different from that of the Dakota and Anishinaabe because the French saw land as a thing that could be owned and exploited for its resources, but the Dakota and Anishinaabe respected the land as part of their culture and even religion.

INFERENTIAL—Who is Hennepin County probably named after? How do you know? (6.4.19.1.a)

- » Hennepin County is named after Father Louis Hennepin. It is likely it is named after him because he was the first European to see the only waterfall on the Mississippi River. This is in Minneapolis, so it makes sense that the county surrounding it would be named after him.

LITERAL—How were the Dakota and Anishinaabe important to the early fur trade? (6.4.18.2.a)

- » The Dakota and Anishinaabe were important to the early fur trade because they understood the land and were expert trappers. They cooperated with the settlers and taught them things.

“Voyageurs and the Fur Trade,” pages 35–37

Scaffold understanding as follows:

Have students read the section on pages 35–37 independently.

ELL SUPPORT—Point out the word *middlemen* on page 35. Explain that a middleman is a person who helps two people or groups communicate or do business with one another. For example, if Student A gives Student B a note to pass to Student C, Student B is the middleman.

SUPPORT—Point out the description on page 36 of the weight of the packs and canoes used by the Voyageurs. Explain that most bicycles only weigh around twenty pounds (9 kg). Ask students to imagine carrying one bicycle for one mile (1.6 km). How would that feel? Then explain that the Voyageurs carried packs, like backpacks, that weighed more than four bicycles while simultaneously carrying canoes upside down over their heads that weighed as much as fifteen bicycles!

After students read the text, ask the following questions:

LITERAL—How did the alliance with the Native Americans benefit the French traders? (6.4.18.2.a)

- » The alliance with the Native Americans benefited the French traders by giving them access to new trade routes.

LITERAL—What was the immediate impact of the fur trade on the Voyageurs and the people who were already there? (6.4.18.2.a)

- » The fur trade provided the Voyageurs with very profitable business and gave the Dakota and Anishinaabe temporary security.

“Expanding European Interest,” pages 37–39

Scaffold understanding as follows:

Have students read the section on pages 37–39 with a partner.

SUPPORT—Point out the reference to the eighteenth century in the first sentence of the section. Explain that the eighteenth century was the 1700s, the years 1700 to 1799.

CORE VOCABULARY—Point out the vocabulary term *infrastructure*, and explain its meaning.

TURN AND TALK—Direct students to the reference to Zebulon Pike on pages 38–39. Have students discuss with their reading partners why he may have been sent to find the headwaters of the Mississippi. Remind students that the Mississippi River was (and still is) a busy thoroughfare for goods and travelers.

CORE VOCABULARY—Point out the vocabulary term *confluence*, and explain its meaning.

After students read the text, ask the following questions:

EVALUATIVE—How did the Voyageurs enable future European settlers? (6.4.18.2.b)

- » The Voyageurs enabled future European settlers because infrastructure and settlements they built became permanent and were used by a lot of other people.

EVALUATIVE—Why did some consider David Thompson to be the greatest mapmaker who ever lived? (6.4.19.1.a)

- » Some people consider David Thompson to be the greatest mapmaker who ever lived because he mapped North America very accurately, including where the Mississippi River starts.

Timeline Cards

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Minnesota change with the arrival of European traders and settlers?”
- Invite a student to post the cards to the timeline under the date referencing the 1600s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How did Minnesota change with the arrival of European traders and settlers?”
 - » Key points students should cite: Many of the first Europeans to come to Minnesota were looking for economic opportunity or a route to another place, but their interactions with people who were already there still made a lasting impact; fur traders established companies, infrastructure, and trading relationships that impacted people in the area for generations.
- Choose one of the Core Vocabulary words (*portage*, *prominent*, *infrastructure*, *confluence*), and create an illustration of the word’s meaning.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 4

Minnesota Joins the United States

The Big Question: How did Minnesota become a U.S. state?

Primary Focus Objectives

- ✓ Explain how Minnesota became a territory and then a state. (6.4.19.1.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *relinquish*, *encroach*, *legislative*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Minnesota Joins the United States”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 2.1

- individual student copies of Analyze an Image (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

relinquish, v. to give up something voluntarily (42)

Example: The team had to relinquish the championship after they were found cheating.

Variations: relinquishes, relinquishing, relinquished, relinquishment (n.), relinquished (adj.)

encroach, v. to intrude on something that belongs to someone else (43)

Example: The poison ivy began to encroach on the healthy plants.

Variations: encroaches, encroaching, encroached, encroachment (n.), encroaching (adj.)

legislative, adj. having the power to make laws (47)

Example: The state's constitution established the legislative branch and gave it the authority to create new laws.

Variations: legislature (n.), legislate (v.), legislator (n.)

THE CORE LESSON

Introduce “Minnesota Joins the United States”

Review what students read about European and American exploration of the land that became Minnesota. Explain that in this chapter, students will learn how this exploration led to further settlement and U.S. statehood.

Call students' attention to the Big Question. Tell students to look for the economic and political factors that helped Minnesota become a state.

Guided Reading Supports for “Minnesota Joins the United States”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“From Wilderness to Statehood,” pages 40–42

Scaffold understanding as follows:

Have students read the section on pages 40–42 independently.

ACTIVITY—Have students complete an Analyze an Image (AP 2.1) about the Chapter Opener image on pages 40–41.

After students read the text, ask the following questions:

LITERAL—How did the Anishinaabe and Dakota help establish new infrastructure? (6.4.19.1.a)

- » The Anishinaabe and Dakota had knowledge of travel routes that led to new roads.

EVALUATIVE—What groups did not benefit from Minnesota's path to statehood? (6.4.19.1.a)

- » The Dakota and Anishinaabe peoples did not benefit from Minnesota's path to statehood.

Activity Page



AP 2.1

"Britain, America, and the American Fur Company," pages 42–44

Scaffold understanding as follows:

Read the section on pages 42–44 aloud.

CORE VOCABULARY—Point out the vocabulary term *relinquish*, and explain its meaning.

CORE VOCABULARY—Point out the vocabulary term *encroach*, and explain its meaning.

SUPPORT—Direct students to the image of Fort Snelling on page 44. Have students find the fort and the Dakota dwellings in the image. Ask: What does the image show about Minnesota history? (*Possible response: It shows the dominance of the American presence and the damage done to the Dakota.*) You may also wish to have students complete an Analyze an Image (AP 2.1) about the painting.

Activity Page



AP 2.1

After you read the text, ask the following questions:

EVALUATIVE—How did the American Revolution impact Minnesota's fur industry? (6.4.18.2.a)

- » The British lost the American Revolution but tried to maintain control of the fur industry in the land that would become Minnesota.

LITERAL—What was a main cause of the War of 1812? (6.4.18.2.a)

- » A main cause of the War of 1812 was that the Americans tried to take control of Canada to expand their fur trade.

LITERAL—How did the Dakota and Anishinaabe participate in the War of 1812? (6.4.18.2.b)

- » The Dakota and Anishinaabe fought alongside the British against the Americans in the War of 1812 in the hopes of protecting their land.

LITERAL—What were the original purposes of Fort Snelling? (6.4.20.1.a)

- » Fort Snelling was originally established to keep the British away and to secure Anishinaabe and Dakota lands for American settlers.

"Effects on Native Americans," pages 45–46

Scaffold understanding as follows:

Have students read the section on pages 45–46 with a partner.

TURN AND TALK—Have students brainstorm with their reading partners the types of American goods referenced on page 45 to which Indigenous people would have become accustomed. (*Possible responses: tools and weapons; blankets and other textiles*)

After students read the text, ask the following questions:

EVALUATIVE—Why is it significant that Fort Snelling was established at the place where the two rivers meet? (6.4.19.1.a)

- » It was significant that Fort Snelling was established at the place where the two rivers meet because this was the sacred space to the Dakota called Bdote. The location was also a strategically significant position from which the Americans could control the fur trade.

LITERAL—How did some of the Ho-Chunk people end up settling Minnesota? (6.4.18.2.a)

- » When lead miners moved into Wisconsin, the Ho-Chunk people were forced out into Iowa and then Minnesota.

“Minnesota Becomes a Territory,” pages 46–47

Scaffold understanding as follows:

Have students read the section on pages 46–47 independently.

ELL SUPPORT—Point out the phrase “no man’s land” in the second paragraph of the section. This refers to terrain between the opposing sides in a battle or conflict; it is “no man’s” because nobody controls it. It was a phrase commonly used to describe the region between the opposing sides in World War I.

CORE VOCABULARY—Point out the vocabulary term *legislative*, and explain its meaning.

Note: The name Sioux is pronounced (/soo/).

After students read the text, ask the following questions:

LITERAL—How was part of the land that became Minnesota a “no man’s land” in 1848? (6.4.20.1.a)

- » Part of the land that became Minnesota was a “no man’s land” because land from the St. Croix River west to the Missouri River had no government. It was part of two different territories.

LITERAL—What was one of the roles of the Superintendent of Indian Affairs? (6.4.20.1.a)

- » The Superintendent of Indian Affairs negotiated the treaties with the Dakota on behalf of the U.S. government.

Scaffold understanding as follows:

Have students read the section on pages 47–51 with a partner.



SUPPORT—Direct students to the before and after maps on page 48. Ask: Which states were admitted to the United States before Minnesota? (*Wisconsin and Iowa*) Which territories was Minnesota part of before it became a territory of its own? (*Iowa and Wisconsin*) How is the Minnesota territory on the “after” map different from the state today? (*It was much larger and included land that is now part of North and South Dakota.*) (6.3.13.1)

SUPPORT—Direct students to the reference at the top of page 50 to the fraudulent constitution in Kansas. Explain that part of the process for a territory to become a state was to write a constitution. Kansas wrote four before it finally produced one that Congress approved. The first, called the Topeka Constitution, was written by anti-slavery advocates who said the territory had a “Bogus Legislature” that was not properly elected. This “Bogus Legislature” wrote a constitution of its own that would have allowed slavery in the new state of Kansas. The dispute went back and forth, with advocates on both sides becoming increasingly violent. Congress finally admitted Kansas as a free state, but the process stoked the tensions that helped lead to the Civil War.

TURN AND TALK—Have students work with their reading partners to create a one-sentence summary of the quotation from Wamditanka. Ask: How did Wamditanka feel about the agreement? How do you know? (*Possible responses: The Dakota had to move and change their way of life. Wamditanka was not happy about it. He said the agreement was “very distasteful.”*) (6.4.20.1.a)

After students read the text, ask the following questions:

LITERAL—What major issue was dividing the country as Minnesota became a state in 1858? (6.4.20.1.a)

- » The United States was arguing over the issue of slavery as Minnesota became a state in 1858.

LITERAL—How did Minnesota becoming a state affect the Dakota? (6.4.20.1.a)

- » As soon as Minnesota became a state, Dakota leaders were summoned to Washington, D.C., where they were forced to give up more of their land. Minnesota becoming a state empowered the federal government to treat them this way.

Timeline Cards

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Minnesota become a U.S. state?”
- Invite a student to post the cards to the timeline under the date referencing the 1800s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How did Minnesota become a U.S. state?”
 - » Key points students should cite: The growing fur trade and other industries, including lumber production, helped increase the population enough for Minnesota to become a territory and then a state; Minnesota became a territory in 1849 as the first step on the path to statehood; the Dakota and Anishinaabe people were continuously forced to sign treaties to forfeit their land as settlements in Minnesota expanded; Minnesota became a state in 1858.
- Choose one of the Core Vocabulary words (*relinquish, encroach, legislative*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Minnesota and the Civil War

The Big Question: How was Minnesota involved in and affected by the Civil War?

Primary Focus Objectives

- ✓ Describe Minnesota's role in the Civil War. (6.4.18.3)
- ✓ Explain how the Civil War and circumstances leading up to it affected people in Minnesota. (6.4.19.1.a, 6.4.18.3, 6.5.25.1)
- ✓ Explain how Minnesota grew and changed during the time of the Civil War. (6.4.19.1.a, 6.4.22.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *secede*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Minnesota and the Civil War."

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Online Resources



- image of the Twenty-Eighth Virginia Regiment's battle flag

Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

secede, v. to withdraw formally from an alliance or organization (57)

Example: The Civil War began when several states decided to secede from the United States.

Variations: secedes, seceding, seceded, secession (n.), seceding (adj.)

Introduce “Minnesota and the Civil War”

Review what students read about how the issue of slavery complicated Minnesota’s admittance as a U.S. state. Explain that soon after Minnesota became an official U.S. state, the issue of slavery pulled the country into a civil war. In this chapter, students will read about that war and how it affected Minnesota.

Call students’ attention to the Big Question. Tell students to look for ways Minnesota supported and fought in the war and how the war changed life for new residents and people already living in Minnesota.

Guided Reading Supports for “Minnesota and the Civil War”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A New State in a Major War” and “Minnesota on the Eve of War,” pages 52–57

Scaffold understanding as follows:

Read the section “A New State in a Major War” on pages 52–53 aloud.

ELL SUPPORT—Point out the idiom “against all odds” in the second paragraph of the section. Explain that it means that something is not likely to work or succeed.

TURN AND TALK—Direct students to the image on pages 52–53. Have students describe what they see in six words. The words can form a list or a sentence.

Invite volunteers to read the section “Minnesota on the Eve of War” on pages 54–57 aloud.

SUPPORT—Point out the reference to the Missouri Compromise in the second paragraph of the section. Explain that the Missouri Compromise means that the nation’s leaders recognized that slavery was a very divisive issue as early as 1820, forty years before the Civil War began. The United States and its people were divided over the issue for decades. Multiple attempts to address the issue, such as the Compromise, did not prevent the conflict’s outbreak.

SUPPORT—Reinforce that the *Dred Scott* decision caused outrage among Northerners and abolitionists. Combined with the Fugitive Slave Act, the

decision indicated to abolitionists and many in the North that the practice of slavery would spread—and they would be forced by law to accept it—unless it was ended for good. These decisions ultimately increased support for the abolitionist cause.

After the volunteers read the text aloud, ask the following questions:

LITERAL—Which agricultural industries were especially supported by slavery? (6.4.18.3)

- » The agricultural industries of cotton, tobacco, and sugar relied on slavery.

EVALUATIVE—How did people in Minnesota benefit from the practice of slavery? (6.4.18.3)

- » People in Minnesota benefited from the practice of slavery because people could still bring enslaved people to the North. Minnesota also benefited from inexpensive goods from the South.

INFERENTIAL—How would life at Fort Snelling have been different if slavery had been illegal on a federal level? (6.4.18.3)

- » Answers will vary, but students may note the lack of unpaid labor available on the fort and the effects this would have had. They should note that Dred and Harriet Scott either would never have been brought to Minnesota or would have more easily won their bid for freedom.

LITERAL—How did the Fugitive Slave Act affect Minnesota? (6.4.18.3)

- » Even though Minnesota was a free state, the Fugitive Slave Act required Minnesotans to return people who had escaped slavery to the people who claimed to own them.

“The Outbreak of War,” pages 57–60

Scaffold understanding as follows:

Have students read the section on pages 57–60 independently.

SUPPORT—Clarify that even though Lincoln personally opposed slavery, he promised that as president he would not abolish slavery where it already existed. He would oppose the spread of slavery to new territories and states. The leaders and people of Southern states, however, did not believe his promise.

CORE VOCABULARY—Point out the vocabulary term *secede*, and explain its meaning.



SUPPORT—Direct students to the image of the homestead on page 60. Ask them to describe what they see. Have them focus on the house. Ask them to describe it. Then ask: What do you think it would be like to live in that house? (*There would likely be a lot of people in the house, so it would be very cramped. It wouldn't have any electricity and would be cold in the winter and hot in the summer. It might not even have a bathroom inside.*) You may wish to have students complete an Analyze an Image (AP 2.1) about the image.

SUPPORT—Review the explanation of the Homestead Act of 1862 on pages 59–60. Inform students that there was an exception to the act. No one who had raised arms against the United States was eligible to gain land through the act. This meant that no one fighting for the Confederacy was entitled to any land.

After students read the text, ask the following questions:

EVALUATIVE—How did Lincoln's election push Southern states to secede? (6.4.22.1)

- » Lincoln's election pushed Southern states to secede because they did not trust that an anti-slavery president would allow them to continue practicing slavery.

LITERAL—How was Fort Snelling part of the Civil War effort? (6.4.22.1, 6.4.18.3)

- » Fort Snelling became part of the Civil War effort when it reopened to help prepare troops from Minnesota to fight.

INFERENTIAL—How did the Anishinaabe and Dakota likely feel about the Homestead Act? (6.4.19.1.a)

- » The Anishinaabe and Dakota may have felt threatened and concerned about the Homestead Act because it allowed people to take land that was recently theirs and taken unfairly.

“The Battle of Gettysburg,” “The Road to Union Victory,” and “The Captured Flag,” pages 60–63

Scaffold understanding as follows:

Read the section “The Battle of Gettysburg” on pages 60–61 aloud.

SUPPORT—Remind students of the Chapter Opener image on pages 52–53. Explain that the image shows an artist's rendering of the Battle of Gettysburg.

- ELL SUPPORT**—Point out the phrase “turning point” in the first paragraph of the section. A turning point is a time or event that had a decisive impact on the later course of history.

Invite volunteers to read the section “The Road to Union Victory” on pages 61–63 aloud.

SUPPORT—Point out the use of the word *colored* in the United States Colored Troops. This was a commonly used term at the time but is now considered unacceptable.

SUPPORT—Draw students’ attention to the image of the Black soldiers on the recruitment poster on page 63. Point out that while the soldiers are African American, the officer in uniform is white. This was a common practice. Many of those who opposed slavery and fought against it did not believe in equal treatment for African Americans, and institutions such as the army believed that Black soldiers must still be led by white officers.

Read the sidebar “The Captured Flag” on page 62 aloud.

SUPPORT—Display the image of the Twenty-Eighth Virginia Regiment’s battle flag captured by the First Minnesota at Gettysburg. Ask students what they think of the flag and how it is now displayed. Ask: Is the flag more a part of Minnesota’s history or Virginia’s? (*Answers will vary. Students may recognize that the flag’s capture by the Minnesota First as they played a leading role in the Union victory at Gettysburg means it is more a part of Minnesota’s history than Virginia’s.*) (6.4.18.3)

TURN AND TALK—Have students discuss with a partner whether Minnesota should continue to keep the Virginia flag or return it to Virginia and why.

After you read the text, ask the following questions:

LITERAL—How was Gettysburg a turning point in the war? (6.4.22.1, 6.4.18.3)

- » Gettysburg was a turning point because the Confederate army was forced to retreat and suffered great losses. It was the beginning of the end for them.

LITERAL—How was Minnesota part of such an important battle? (6.4.22.1, 6.4.18.3)

- » The First Minnesota marched bravely into the Confederate forces and helped hold the Union line.

LITERAL—How did women support the war efforts? (6.4.22.1, 6.4.18.3)

- » Women like Frances Clayton posed as men to fight. Women like Elizabeth Bowler helped the war effort at home.

LITERAL—How did African Americans support the war efforts?

- » By war’s end, 10 percent of the Union army was made of African American soldiers.

Online Resources



Timeline Cards

- Show students the Chapter 5 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How was Minnesota involved in and affected by the Civil War?”
- Invite a student to post the cards to the timeline under the date referencing the 1800s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How was Minnesota involved in and affected by the Civil War?”
 - » Key points students should cite: Minnesota was the first state to offer troops, many of whom fought bravely on the side of the Union in the war; the First Minnesota Regiment played a major role in the Union victory at Gettysburg; the Homestead Act of 1863 brought new waves of settlers to Minnesota; Minnesotans supported the Union cause in the Civil War at home.
 - Use the Core Vocabulary word (*secede*), and draw the definition of the word.
- To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 6

The U.S.-Dakota War

The Big Question: What happened in the U.S.-Dakota War of 1862?

Primary Focus Objectives

- ✓ Identify the causes of the U.S.-Dakota War. (6.4.19.1.a, 6.4.19.1.b, 6.4.19.2)
- ✓ Examine the U.S.-Dakota War from the perspectives of the United States, the Dakota, and the new settlers. (6.4.19.3.a, 6.4.19.3.b)
- ✓ Explain steps taken to find reconciliation among all parties after the U.S.-Dakota War. (6.4.22.1, 6.4.22.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *reconciliation*, *repudiate*, *retribution*, *commute*, *overturn*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About The U.S.-Dakota War”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 6.1

AP 2.2

AP 6.2

- individual student copies of Artifact Study (AP 6.1)
- display and individual student copies of Venn Diagram (AP 2.2)
- individual student copies of Domain Vocabulary: Chapters 2–6 (AP 6.2)
- Minnesota Historical Society interactive map of treaties

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

reconciliation, n. restoration of a broken relationship (64)

Example: After years of fighting, the two friends finally found some reconciliation.

Variations: reconcile (v), reconciled (adj.)

repudiate, v. to reject or refuse (64)

Example: Minnesota's governor wished to repudiate the orders to banish all Dakota from Minnesota.

Variations: repudiates, repudiating, repudiated, repudiation (n)

retribution, n. given in response to a wrongdoing (73)

Example: The U.S. government inflicted retribution on the Dakota for the war.

commute, v. to reduce or eliminate the punishment for a crime (74)

Example: Though she was initially sentenced to five years in jail, the judge was able to commute her sentence, and she was set free.

Variations: commutes, commuting, commuted, commutation (n.), commutable (adj.)

overturn, v. to reverse a previous decision (75)

Example: The jury issued a guilty verdict, but the judge overturned the decision, and the defendant was set free.

Variations: overturns, overturning, overturned, overturned (adj.)

THE CORE LESSON

Introduce “The U.S.-Dakota War”

Review what students read about Minnesota in the Civil War in Chapter 5. Explain that while the United States was fighting the Civil War, the U.S. government fought another war in Minnesota: a war with the Dakota people. In this chapter, students will read about that war.

Call students' attention to the Big Question. Tell students to look for the events that led up to the U.S.-Dakota War and how it was ultimately resolved.

Guided Reading Supports for “The U.S.-Dakota War”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“‘When Men Are Hungry,’” pages 64–66

Scaffold understanding as follows:

Read the section on pages 64–66 aloud.

CORE VOCABULARY—Point out the vocabulary term *reconciliation*, and explain its meaning.

SUPPORT—Point out the reference to Governor Ramsey in Governor Dayton’s speech in the first paragraph on page 64. Remind students that they read about Governor Ramsey in Chapter 5. Invite volunteers to share what they remember about him.

ELL SUPPORT—Point out the word *vigilante* in the first paragraph on page 64. Explain that a vigilante is someone who acts outside of or contrary to the law to punish or avenge a crime.

CORE VOCABULARY—Point out the vocabulary term *repudiate*, and explain its meaning.

ACTIVITY—Have students complete an Artifact Study (AP 6.1) about the Dakota war shield on page 65. (6.4.19.3.a)

ELL SUPPORT—Point out the word *condolences* in the second paragraph on page 64. Explain that condolences are expressions of sympathy or sadness over someone’s death. Ask: How might you express condolences? (*Possible response: I’m sorry for your loss.*)

After you read the text, ask the following questions:

LITERAL—What did Governor Ramsey advocate for in respect to the Dakota people? (6.4.22.1)

» Governor Ramsey called for their total removal from Minnesota.

INFERENTIAL—How might people work toward the reconciliation that Governor Dayton called for? (6.4.22.1)

» Possible responses: People who are not Dakota can recognize and honor the fact that they are living on their ancestral land. They can listen to the Dakota and learn their stories.

“Relations Between the United States and the Dakota,” pages 66–67

Scaffold understanding as follows:

Have students read the section on pages 66–67 independently.

Activity Page



AP 6.1



ACTIVITY—Have students complete a Venn Diagram (AP 2.2) comparing how Minnesota’s Native peoples and settlers viewed the land. (6.4.19.1.a)

After students read the text, ask the following question:

LITERAL—What condition were the Dakota in by the year 1850? (6.4.19.3.b)

- » By 1850, the Dakota did not have enough food or money to survive and were forced to give up their land in exchange for payments from the government.

“Broken Promises,” pages 68–71

Scaffold understanding as follows:

Have students read the section on pages 68–71 with a partner.

ACTIVITY—Direct students to the timeline on page 68. Each bullet on the timeline is a different treaty. Share with students that this is a fraction of the number of treaties negotiated with the Dakota, Anishinaabe, and other tribes. How many years does the timeline span? (*fifty-eight years*) Why were there likely so many treaties negotiated in such a short period of time? (*As the settlers discovered new resources and wanted to expand, they negotiated more treaties to take more land.*) (6.4.19.2)

Online Resources



SUPPORT—You may also wish to explore the Minnesota Historical Society’s interactive map of treaties with students.

TURN AND TALK—Have students reread the quotation from Taoyateduta and restate it in their own words. (*We are owed food and money, but no one is giving it to us, even though we see stores filled with food. We want someone to help us. People who are starving become desperate.*) What feeling is Taoyateduta expressing? How do you know? (*He feels frustration. He sees stores filled with food, but his people can’t eat. He wants someone to step in before things get desperate.*) (6.4.19.2)

After students read the text, ask the following questions:

LITERAL—How had conditions changed for the Dakota by the year 1862? (6.4.19.3.b)

- » By 1862, the Dakota did not have enough food or money. They were starving.

INFERENTIAL—In what way might the Dakota have felt betrayed by the U.S. government? (6.4.19.2)

- » The Dakota might have felt betrayed by the U.S. government because they gave up their land after being promised money for food and supplies. They did not receive what they were promised, and they started to starve.

“The Dakota Go to War,” pages 71–72

Scaffold understanding as follows:

Invite volunteers to read the section on pages 71–72 aloud.

SUPPORT—Reread the second sentence in the second paragraph of the section: “The Dakota leaders did not initially want to go to war with the much larger and more powerful U.S. Army.” Ask: Why did Dakota leaders think the U.S. Army would get involved? (*Possible response: The Dakota had met the strength of the U.S. government many times before, especially during treaty negotiations and forced removals from their land. Based on those experiences, they expected the U.S. Army to intervene to protect the government’s interests and respond to potential conflict.*) (6.4.19.3.a)

SUPPORT—Reread the quotation from Wanbditanks at the end of the second paragraph of the section: “I thought I must go with my band and my nation, and I said to my men that I would lead them into the war, and we would . . . do the best we could.” Did Wanbditanks think the Dakota would win the war? How do you know? (*Possible response: He said they would do the best they could. This shows he was a noble warrior but probably did not think they would win the war.*) (6.4.19.3.a)

After the volunteers read the text aloud, ask the following questions:

LITERAL—How did the U.S.-Dakota War begin? (6.4.19.3.b, 6.4.22.2)

- » The U.S.-Dakota War began when four starving Dakota hunters killed a storekeeper and other homesteaders on August 17, 1862.

LITERAL—How did the U.S.-Dakota War end? (6.4.19.3.b)

- » The U.S.-Dakota War ended when, after six weeks and more than two hundred settlers killed, the Dakota were overpowered on September 24, 1862.

“The Aftermath of the War” and “Remembrance and Reconciliation,” pages 73–75

Scaffold understanding as follows:

Read the section “The Aftermath of the War” on pages 73–74 aloud.

CORE VOCABULARY—Point out the vocabulary terms *retribution* and *commute*, and explain their meanings.

TURN AND TALK—Do you think the Dakota were given fair trials? Why or why not? Ask students to discuss this question with a partner or small group. Invite student volunteers to share their responses. (6.4.19.3.a)

Read the section “Remembrance and Reconciliation” on page 75 aloud.

CORE VOCABULARY—Point out the vocabulary term *overturn*, and explain its meaning.

After you read the text, ask the following questions:

LITERAL—Where were Dakota women, children, and elders sent after the war? (6.4.22.1)

- » Dakota women, children, and elders were placed in a concentration camp at Fort Snelling.

LITERAL—How many Dakota were sentenced to be executed for their role in the war? How many ultimately died? (6.4.22.1)

- » For their role in the war, 303 Dakota were sentenced, and thirty-eight were hanged.

Timeline Cards

- Show students the Chapter 6 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What happened in the U.S.-Dakota War of 1862?”
- Invite a student to post the cards to the timeline under the date referencing the 1800s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “What happened in the U.S.-Dakota War of 1862?”
 - » Key points students should cite include the many factors over several years that led to the Dakota people’s breaking point, including land seizures and broken treaties; events immediately before, during, and after the war; swift retribution from the state and United States immediately after the war; and the reconciliation that finally came many years later.
- Choose two of the Core Vocabulary words (*reconciliation*, *repudiate*, *retribution*, *commute*, *overturn*), and explain how they are related to each other.

Activity Page



AP 6.2

To wrap up the lesson, invite several students to share their responses.

Note: You may wish to assign Domain Vocabulary: Chapters 2–6 (AP 6.2) at this time.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 7

An Era of Growth and Change

The Big Question: How did Minnesota change in the late 1800s and early 1900s?

Primary Focus Objectives

- ✓ Analyze how reform movements and government programs inside and outside Minnesota contributed to decades of economic growth and social change. (6.4.18.4, 6.2.11.1, 6.2.11.2.b)
- ✓ Evaluate the role of business and technology in shaping factors such as immigration, settlement patterns, and industrial growth. (6.3.15.1, 6.4.21.1.a, 6.4.22.2)
- ✓ Explain Minnesota's tradition of investing in the arts. (6.2.11.1, 6.5.24.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *thoroughfare, monopoly, suffrage, covenant, segregate, integrate, deflation*

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About An Era of Growth and Change”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Online Resources



- map of World War I alliances
- map of New Deal projects

Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

thoroughfare, n. a road or path that forms a route between two or more places (79)

Example: Interstate 94 is a major thoroughfare from the Twin Cities to the lakes of northern Minnesota.

Variations: thoroughfares

monopoly, n. complete ownership or control of a resource or industry (81)

Example: By the end of the 1800s, there was a growing movement against any company having a monopoly in business.

Variations: monopolies, monopolize (v.)

suffrage, n. the right to vote (81)

Example: Women were among many groups who had to fight for suffrage.

Variations: suffragist (n.), suffragette (n.)

covenant, n. an official agreement (83)

Example: The covenant for the neighborhood required that homeowners must make a minimum income.

Variations: covenants

segregate, v. to keep people separate, usually on the basis of race (83)

Example: Even when the law did not require it, many businesses would segregate their facilities based on race.

Variations: segregates, segregating, segregated, segregation (n.), segregated (adj.)

integrate, v. to end a policy that keeps apart people of different races; to make a place open to everyone (83)

Example: Schools were required to integrate after the Supreme Court ruling.

Variations: integrates, integrating, integrated, integration (n.), integrated (adj.)

deflation, n. a decrease in the cost of goods and services (87)

Example: Because of deflation, eggs now cost only \$1.99 per dozen.

Variations: deflate (v.), deflated (adj.)

THE CORE LESSON

Introduce “An Era of Growth and Change”

Review what students read about the U.S.-Dakota War in Chapter 6. Remind them that the U.S.-Dakota War happened during the wider U.S. Civil War. In this chapter, students will read about Minnesota in the years after the Civil War and into the early twentieth century.

Call students' attention to the Big Question. Tell students to look for the ways in which Minnesota changed at the very end of the nineteenth century and beginning of the twentieth.

Guided Reading Supports for “An Era of Growth and Change”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Big Conflicts and Big Changes” and “Economic Growth Before the Wars,” pages 76–80

Scaffold understanding as follows:

Read the section “Big Conflicts and Big Changes” on pages 76–77 aloud.

SUPPORT—Direct students to the image on pages 76–77. Remind them of what they read about coniferous and deciduous trees in Chapter 1. Have them find examples of each type of tree in the image. Have them explain how they know which is which. (*Coniferous trees are green, while deciduous trees are red, orange, or yellow.*)

Invite volunteers to read the section “Economic Growth Before the Wars” on pages 78–80 aloud.

CORE VOCABULARY—Point out the vocabulary term *thoroughfare*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—How many lumberjacks worked in Minnesota during the peak of the logging industry? (6.4.21.1.a)

- » More than forty thousand lumberjacks worked in Minnesota: twenty thousand to remove trees and another twenty thousand in the mills to process the wood.

LITERAL—What type of work did many immigrants to Minnesota do beginning in the 1840s? (6.4.22.2)

- » Immigrants in the 1840s took on the dangerous work of mining and milling and filled jobs to support the growing population, such as teaching and working as grocers and mechanics.

Scaffold understanding as follows:

Have students read the section on pages 80–84 independently.

CORE VOCABULARY—Point out the vocabulary term *monopoly*, and explain its meaning.

SUPPORT—Read the preamble to the Populist Party platform on page 81 aloud. Explain the meanings of the following terms in the quotation:

toil: work or labor

colossal: huge

unprecedented: never seen before

prolific: producing great amounts

tramps: beggars

Have students summarize the quotation’s main points in their own words.

CORE VOCABULARY—Point out the vocabulary term *suffrage*, and explain its meaning.

SUPPORT—Point out the reference to Minnesota farmers’ rights groups on page 81. Explain to students that these farmers also joined forces with labor workers in big cities to form a political party alliance called the Farmer-Labor Party. An unlikely pairing of urban and rural, they were brought together over their shared economic distress. In 1944, the Farmer-Labor party joined forces with the Democratic Party to form the Democratic-Farmer-Labor (DFL) Party of Minnesota, which still exists today.

CORE VOCABULARY—Point out the vocabulary terms *covenant*, *segregate*, and *integrate*, and explain their meanings.

After students read the text, ask the following questions:

EVALUATIVE—Why was James J. Hill’s nickname “Empire Builder”?
(6.4.21.1.a)

- » James J. Hill’s nickname was “Empire Builder” because his company’s railroads connected people, and he had overwhelming dominance of the railroad industry.

INFERENTIAL—What did Ignatius Donnelly likely think of billionaires like James J. Hill? (6.4.18.4)

- » Ignatius Donnelly likely thought so much wealth in the hands of just a few billionaires like Hill would bring about the end of American democracy.

EVALUATIVE—How did immigration affect the women’s suffrage movement? (6.4.18.4, 6.4.22.2)

- » Women already had the right to vote in many of the countries the immigrants came from, so immigrants worked hard for women’s suffrage once they came to the United States.


“The First World War,” pages 84–86

Scaffold understanding as follows:

Have students read the section on pages 84–86 with a partner.

Online Resources



 **SUPPORT**—Display the map of World War I alliances, and point out the countries mentioned in the text. Note that the Ottoman Empire became what is now Turkey and other countries in Southwest Asia and North Africa.

After students read the text, ask the following questions:

INFERENTIAL—Why might the United States have tried to stay neutral at the beginning of the war? (6.4.18.4)

- » The United States might have tried to stay neutral at the beginning of the war because it may not have wanted to enter into a costly war that would have lost American lives. Because Europe was so far away and did not impact it directly, it didn’t lose as much if it chose not to fight.

LITERAL—How were German immigrants discriminated against at the beginning of the war? (6.4.18.4, 6.4.22.2)

- » German immigrants were discriminated against at the beginning of the war because they had to register as alien enemies and carry registration cards. They were also watched closely, and some were even attacked by mobs.

EVALUATIVE—Why was 1918 such a challenging year in Minnesota? (6.4.18.4, 6.4.21.1.a)

- » The year 1918 was challenging in Minnesota because many people died in the war or from influenza. There were food shortages, and people did not have enough money. Huge fires also burned much of the northern part of the state.

“The Roaring Twenties and the Stock Market Crash,” pages 86–88

Scaffold understanding as follows:

Have students read the section on pages 86–88 independently.

ELL SUPPORT—Point out the phrase “safety nets” on page 87. Explain that safety nets are not literal nets. Instead, they are programs or systems that provide protection against extreme misfortune. For example, MinnesotaCare provides low-cost health insurance to people who do not have an option to purchase insurance through their employer but earn too much to qualify for programs such as Medicaid. Minnesota is one of just two states with this type of program.

CORE VOCABULARY—Point out the vocabulary term *deflation*, and explain its meaning.

After students read the text, ask the following questions:

EVALUATIVE—How did the beginning of the 1920s contrast with the end? (6.2.11.1, 6.2.11.2.b)

- » The first part of the 1920s was known as the “Jazz Age,” full of wealth and parties. The stock market crashed at the end of the decade, leading to the Great Depression.

LITERAL—How much money did Americans lose when the stock market crashed? (6.2.11.2.b)

- » When the stock market crashed, Americans lost \$14 billion.

“The Great Depression and the New Deal,” pages 88–91

Scaffold understanding as follows:

Read the section on pages 88–91 aloud.

SUPPORT—Direct students to the graphs on page 89. Inform students that the first graph shows the prices at which Minnesota farmers were selling three specific goods: corn, represented by the blue line; wheat, represented by the orange line; and hogs, represented by the brown line. The second graph shows the gross income, or total amount of money brought in, of their farms. Note that the horizontal axes show the years, while the vertical axes show either cost (top graph) or income (bottom graph). Direct students to find a point by showing them how to move across to a certain year and up to a specific dollar amount. For example, to find the price of corn in 1920, students should first follow along the horizontal axis of the first graph to the year 1920, then move up to the blue line, and trace back to the vertical axis. This will show that the price of corn in 1920 was just under \$0.50 per bushel.

Ask about graph 1: What was the peak year for commodity prices? How high did prices for each good get? (*In 1919, prices reached about \$2.30 per bushel for wheat, \$1.60 per ten pounds for hogs, and 1.30 per bushel for corn.*) What was the lowest year for commodity prices? How low did prices for

each good get? (In 1932, prices fell to less than \$0.50 per bushel for wheat and corn and the same price per ten pounds of hogs.)


Ask about graph 2: What was the peak year and rate for gross income of farms? (In 1918, Minnesota farms grossed almost \$450 million.) What was the lowest year? What was the rate that year? (In 1932, the gross income of Minnesota farms fell to just above \$150 million.)

Ask about both: What connection can you make between the price of commodities and the gross income of Minnesota farms? (Both commodity prices and gross income peaked and fell at the same rate, no matter what was being sold.) Why was 1932 such a low year for prices and income? (The stock market crash of 1929 led to the Great Depression, which had really taken hold by 1932.) (6.4.21.1.a, 6.2.11.1, 6.2.11.2.b)

SUPPORT—Point out the reference to the Dakota on page 90. Remind students that they read in Chapter 6 that Governor Ramsey had forced all Dakota to leave Minnesota after the U.S.-Dakota War. Inform students that some Dakota never left, while others returned soon after the Civil War to form what is now the Lower Sioux Community. Others moved back throughout the rest of the nineteenth century, forming communities in Prairie Island and Shakopee, among other places.

Online Resources



 **SUPPORT**—Display the Living New Deal Map. Explain that the map shows all of the New Deal projects in the country. Each dot represents one project. The colors indicate the types of projects, such as art, education, or forestry. Zoom in on Minnesota. Ask: What area(s) of the state had the greatest concentration of New Deal projects? (the Twin Cities) Zoom in on your area of the state or choose another. Click on a dot. A pop-up will identify the project. Ask students if they are familiar with it. Repeat one or two more times. (6.2.11.1)

After you read the text, ask the following questions:

LITERAL—How did the Dakota and Anishinaabe benefit from the New Deal? (6.4.18.4)

- » The Indian Emergency Conservation Work (IECW) program found work for the Dakota and Anishinaabe during the Great Depression. Programs helped more than 2,500 Indigenous families.

LITERAL—How did the New Deal benefit students in Minnesota? (6.2.11.1)

- » The New Deal benefited students because Civilian Conservation Corps workers refurbished 113 Minnesota schools.

LITERAL—How were the arts also served by the New Deal? (6.5.24.3)

- » The Works Progress Administration found work for artists and invested in the arts.

Timeline Cards

- Show students the Chapter 7 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Minnesota change in the late 1800s and early 1900s?”
- Invite a student to post the cards to the timeline under the dates referencing the 1800s and 1900s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How did Minnesota change in the late 1800s and early 1900s?”
 - » Key points students should cite: The logging and flour industries grew along the St. Croix and Mississippi Rivers before declining; the Populist movement rose to resist big business; World War I saw Minnesotans contribute to a major world conflict at home and abroad; a flu pandemic resulted in the deaths of thousands of Minnesotans; the crash of the stock market and the Great Depression hit Minnesota hard, especially farmers; New Deal programs such as the CCC and WPA helped Minnesotans recover from the Great Depression.
- Choose one of the Core Vocabulary words (*thoroughfare, monopoly, suffrage, covenant, segregate, integrate, deflation*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 8

Fighting for Freedom

The Big Question: How did Minnesotans fight for freedom in the second half of the twentieth century?

Primary Focus Objectives

- ✓ Explain how World War II, the Cold War, and the war in Vietnam affected Minnesotans. (6.4.18.5, 6.4.22.3)
- ✓ Describe how Minnesotans fought for equality in their home state, in the nation, and abroad. (6.4.22.3, 6.5.24.3)
- ✓ Explain why people have migrated to Minnesota. (6.4.21.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *linguist*, *ration*, *communist*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Fighting for Freedom”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

- map of World War II alliances
- video of Bob Dylan singing at the March on Washington
- image of accessible parking for people with disabilities

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the map, video, and image may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

linguist, n. a person skilled in foreign languages (97)

Example: Because she went to a Spanish immersion school, she easily got a job as a linguist.

Variations: linguists, linguistic (adj.)

ration, n. a fixed amount of a resource officially allowed to each person during a time of shortage, often in wartime (98)

Example: During the fuel shortage of the 1970s, people needed to drive less in order not to exceed their ration of gasoline.

Variations: rations, ration (v.)

communist, adj. relating to communism, an economic system based on community ownership of property and industry (99)

Example: Each farmer had to send all their crops to the government so the communist state could distribute them equally.

Variations: communist (n.), communism (n.)

THE CORE LESSON

Introduce “Fighting for Freedom”

Review what students read about Minnesota during the Great Depression. Explain that while the New Deal helped, it alone was not able to end the Depression. That took another world war, which students will read about in this chapter.

Call students’ attention to the Big Question. Tell students to look for the ways Minnesotans both fought for freedom overseas and earned freedom in Minnesota.

Guided Reading Supports for “Fighting for Freedom”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Freedom in Minnesota and Abroad,” pages 92–94

Scaffold understanding as follows:

Invite volunteers to read the section on pages 92–94 aloud.

SUPPORT—Point out the word *refurbished* on page 92. Explain that when something is refurbished, it is repaired and improved, often to a more useful condition.

After the volunteers read the text, ask the following questions:

LITERAL—How many new buildings had to be added to Fort Snelling to accommodate World War II recruits? (6.4.18.5)

» To accommodate World War II recruits, 260 additional buildings were added to Fort Snelling.

EVALUATIVE—Why was Fort Snelling likely used to prepare troops for World War II? (6.4.18.5)

- » Fort Snelling was likely used to prepare troops for World War II because it had been used to prepare and protect troops in all of Minnesota’s previous battles, dating back to the War of 1812.


“The Second World War,” pages 94–98

Scaffold understanding as follows:

Have students read the section on pages 94–98 with a partner.

Online Resources



 **SUPPORT**—Display the map of World War II alliances, and point out the countries mentioned in the text. Explain that USSR stands for “Union of Soviet Socialist Republics,” the full name of the Soviet Union.

SUPPORT—Point out the image of the American soldier from Minneapolis fighting in Italy on page 95. The United States, Great Britain, and their allies invaded Italy in 1943. World War II was the first major conflict in which press photographers got this close to the fighting.

SUPPORT—Reinforce to students that service in the military was a way out of the internment camps for some Japanese Americans who were detained, but not all. Many men above military age, women, and children had to stay detained.

SUPPORT—The term *nisei* is a Japanese word that means second generation. The first generation, Japanese-born people who migrated to the United States were called *issei*. Another category were the *sansei*, the third generation. Their names come from the Japanese words for first, second, and third.

CORE VOCABULARY—Point out the vocabulary terms *linguist* and *ration*, and explain their meanings.

After students read the text, ask the following questions:

EVALUATIVE—Why did the United States not enter World War II immediately? (6.4.18.5)

- » The United States did not enter World War II immediately because the idea of going to war again so soon after World War I was very unpopular.

LITERAL—How did linguists at Fort Snelling contribute to the war effort? (6.4.18.5)

- » Japanese Americans and other linguists at Fort Snelling contributed to the war effort by deciphering information picked up from the Japanese military.

LITERAL—What was Virginia Lane Frazier’s contribution to World War II? (6.4.18.5)

- » Virginia Lane Frazier was one of the first female soldiers to enlist and served in the only all-Black female unit that was sent to Europe during the war.

LITERAL—How did German prisoners of war end up supporting Minnesota businesses? (6.4.18.5)

- » German prisoners of war worked on farms that provided goods for companies such as General Mills and Hormel.

“The Cold War,” pages 99–101

Scaffold understanding as follows:

Read the section on pages 99–101 aloud.

SUPPORT—Point out that the term *nuclear* refers to the nucleus of a cell. In a nuclear reaction, the nuclei of cells are broken to release energy. The development of nuclear energy was sometimes referred to as “splitting the atom” for this reason.

CORE VOCABULARY—Point out the vocabulary term *communist*, and explain its meaning.

SUPPORT—Draw student attention to the symbol on the fallout shelter in the image on page 100. *Fallout* means dangerous, radioactive dust and other material spread in the aftermath of a nuclear explosion. The symbol was designed in 1946 to indicate dangerous radiation. It is simple and striking, designed to be recognized easily around the world.

After you read the text aloud, ask the following questions:

INFERENTIAL—What might have happened if the Cold War had turned hot? (6.4.18.5)

- » If the Cold War had turned hot, the world may have been engaged in a third world war in one century.

LITERAL—What kind of weapons were people fearful of during the Cold War? (6.4.18.5)

- » During the Cold War, people were afraid of nuclear weapons.

LITERAL—How did Minnesotans speak out against the war in Vietnam? (6.4.22.3, 6.5.24.3)

- » Minnesotans spoke out against the war in Vietnam when college students protested.

**“Struggles for Rights at Home” and “The Americans with Disabilities Act,”
pages 101–106**

Scaffold understanding as follows:

Have volunteers read the section “Struggles for Rights at Home” on pages 101–105 aloud.

SUPPORT—Reinforce to students that although places such as Minnesota were not formally segregated, discrimination was a problem Black Americans faced across the country. While the South’s policies and laws were extreme, they were not unique. Campaigners against discrimination came from across the country to challenge injustice and racial prejudice they and others experienced around the nation.

SUPPORT—Point out the image of Hubert Humphrey with the great-great grandson of Frederick Douglass on page 103. Douglass himself is shown as a design for a postage stamp. Frederick Douglass had been enslaved. He wrote about his experiences in a series of autobiographies, which he published as part of his campaigning against slavery.

SUPPORT—You may wish to show students the video of Bob Dylan singing at the March on Washington.

Read the section “The Americans with Disabilities Act” on pages 105–106 aloud.

SUPPORT—Display the image of accessible parking for people with disabilities. Explain that this parking is an example of the accommodations required by the Americans with Disabilities Act (ADA). These parking spaces are generally closer to the building’s entrance and provide more space to get in and out of the vehicle, which people with disabilities often need.

After you read the text, ask the following questions:

LITERAL—How were African American Minnesotans prevented from buying homes? (6.4.22.3)

- » Discriminatory housing covenants and lending practices prevented African American Minnesotans from buying homes.

LITERAL—What was Reverend Denzil A. Carty’s contribution to the civil rights movement in Minnesota? (6.4.22.3)

- » Reverend Denzil A. Carty lobbied for the Minnesota Fair Housing Act and worked for the desegregation of public schools.

LITERAL—How was a Minnesotan instrumental in the March on Washington in 1963? (6.4.22.3)

- » St. Paul resident Roy Wilkins helped plan the March on Washington.

Online Resources



Online Resources



INFERENTIAL—What are some other possible accommodations in place because of the Americans with Disabilities Act? (6.4.22.3)

- » Answers will vary, but students may note ramps into public buildings and bump-outs in sidewalks. Students may also note accommodations for those with vision impairment, such as beeping crosswalk signals.

“Immigration to Minnesota,” pages 106–107

Scaffold understanding as follows:

Have students read the section on pages 106–107 independently.

Note: *Hmong* is pronounced (/muhng/).

After students read the text, ask the following questions:

EVALUATIVE—Why do many Hmong people live in Minnesota? (6.4.21.2)

- » Hmong people were resettled by groups such as Catholic Charities and Lutheran Social Services after fleeing wars in their home country.

EVALUATIVE—Why did many people from India immigrate to Minnesota? (6.4.21.2)

- » Indian people immigrated to Minnesota to pursue higher education.

“The Labor Movement in the Late Twentieth Century,” pages 108–109

Scaffold understanding as follows:

Read pages 108–109 aloud.

ELL SUPPORT—Point out the phrase “put a pinch on” on page 108. Explain that to put a pinch on something is to squeeze it or cause it pain. Compare it to the pain of being physically pinched by fingers.

SUPPORT—Point out the phrase “collective bargaining” in the second paragraph on page 108. Explain that collective bargaining refers to negotiations between employers and unionized workers. It means the workers are negotiating together as a group—or collectively—instead of individually.

SUPPORT—Explain the difference between the public sector and private sector. *Public sector* refers to government employment, public offices (such as tax clerks), public services (such as police departments), and schools. *Private sector* refers to employment in businesses and other non-government fields, including nonprofits.

After you read the text, ask the following questions:

EVALUATIVE—How did the labor industry shift in Minnesota in the second half of the twentieth century? (6.4.22.3)

- » The labor industry shifted in Minnesota in the second half of the twentieth century because flour milling and mining industries were needed less and mills and mines closed.

LITERAL—How did the Public Employment Labor Relations Act affect Minnesota schools? (6.4.22.3)

- » Because of the Public Employment Labor Relations Act, public employees, including teachers, could now go on strike for better working conditions.

LITERAL—How long did the strike at Hormel last? Were the workers successful? (6.4.22.3)

- » The strike at Hormel lasted more than a year. The workers were not successful. They had to stop the strike because they could no longer afford not to work.

Timeline Cards

- Show students the Chapter 8 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Minnesotans fight for freedom in the second half of the twentieth century?”
- Invite a student to post the cards to the timeline under the date referencing the 1900s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the Timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How did Minnesotans fight for freedom in the second half of the twentieth century?”
 - » Key points students should cite: Minnesotans of all types fought in the Second World War or supported the war effort at home by working in factories or purchasing Liberty Bonds; after the war, Minnesotans at home fought for civil rights and freedoms from oppression, freedom of access, and rights to fair employment.

- Choose one of the Core Vocabulary words (*linguist, ration, communist*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 9

Minnesota in the Twenty-First Century

The Big Question: What challenges does Minnesota face in the twenty-first century?

Primary Focus Objectives

- ✓ Describe how Minnesota is working to overcome inequities and injustices. (6.4.22.3, 6.5.23.1, 6.5.24.3, 6.5.25.1)
- ✓ Identify how technology and the arts have been part of Minnesota's reaction to climate change and the economy. (6.4.19.1.b, 6.5.24.3)
- ✓ Explain why people have come to Minnesota, as well as the struggles they have faced and contributions they have made. (6.4.21.2)
- ✓ Understand the meaning of the following domain-specific vocabulary and phrases: *median*, *disparity*, *affluent*, *greenhouse gas emissions*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Minnesota in the Twenty-First Century":

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Page



AP 9.1

- individual student copies of Domain Vocabulary Chapters 7–9 (AP 9.1)

Core Vocabulary (Student Reader page numbers listed below)

median, n. the middle number in a set of sorted numbers (112)

Example: In the list of 4, 5, 6, the median is 5.

Variations: median (adj.)

disparity, n. a noticeable difference between people or things, such as in income, health, or opportunity (112)

Example: There is often a disparity in housing between the rich and the poor.

Variations: disparities, disparate (adj.)

affluent, adj. having a great deal of money; wealthy (114)

Example: Those who are more affluent often have big homes and fancy cars.

Variations: affluence (n.)

greenhouse gas emissions (phrase) substances that are released into the air that trap heat from the sun in Earth's atmosphere (114)

Example: The temperature of the earth is rising because of greenhouse gas emissions.

THE CORE LESSON

Introduce “Minnesota in the Twenty-First Century”

Review what students read about Minnesota in the second half of the twentieth century. Explain that the year 2000 marked the beginning of not only a new century but also a new millennium, or a period of one thousand years. In this chapter, students will read about Minnesota in the first decades of the new millennium.

Call students' attention to the Big Question. Tell students to notice the challenges Minnesota faces in this twenty-first century.

Guided Reading Supports for “Minnesota in the Twenty-First Century”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Big Challenges and Big Solutions” and “Minnesota in the New Millennium,” pages 110–114

Scaffold understanding as follows:

Invite volunteers to read the section “Big Challenges and Big Solutions” on pages 110–111 aloud.

SUPPORT—Point out the reference to the Forever Green Initiative in the second paragraph on page 110. Explain that the crops that the program is developing are more able to survive in Minnesota winters. This “continuous living cover” helps protect soil, and the more efficient farming helps conserve water. More continuous farming also means more jobs. The initiative helps farmers improve soil health in a profitable way.

Invite volunteers to read the section “Minnesota in the New Millennium” on pages 112–114 aloud.

CORE VOCABULARY—Point out the vocabulary term *median*, and explain its meaning.

SUPPORT—List the following numbers on the board or chart paper: 2, 3, 3, 4, 5, 7, 9, 12, 15. Circle the number 5, and explain that the median is the middle number in the list. In this example, 5 is the median.

CORE VOCABULARY—Point out the vocabulary term *disparity*, and explain its meaning.

SUPPORT—Explain to students that the initialism LGBTQ+ (in the second paragraph on page 112) refers to lesbian, gay, bisexual, transgender, and queer people. The plus refers to other members of the queer community. You may also wish to share the more extended initialism: LGBTQIA2S+, which also includes intersex, asexual, and two-spirit people (an Indigenous term referring to people of other genders).

SUPPORT—Direct students to the graph on page 113. Tell them that the graph shows the average amount of money men and women from different racial groups make for each dollar earned by white men. Inform students that women’s average income is represented in pink and men’s is represented in blue. Further explain that the vertical axis lists the races being compared. For example, Asian Indian women make \$1.20 for every dollar earned by white men, and Asian Indian men earn \$1.61. They are the only groups to make more. Ask: Do women or men typically earn more? (men). Are there any racial or ethnic groups in which women earn more than men? If so, which one(s)? (*No, there are no racial or ethnic groups in which women earn more.*) What might be some of the reasons for these gaps? (*Answers will vary, but students may note the systemic undervaluing of women’s work; they may also cite the fact that women are more likely to leave the workforce for a time to raise children.*) (6.5.23.1)

ELL SUPPORT—Point out the phrase “level the gender playing field” on page 113. Explain that “level the playing field” is a commonly used phrase and that it is another way to say “making a situation fairer.”

CORE VOCABULARY—Point out the vocabulary term *affluent*, and explain its meaning.

After the volunteers read the text, ask the following questions:

EVALUATIVE—How does the median income for Indigenous and Black households compare with the median household in Minnesota? (6.4.22.3, 6.5.23.1)

- » The median income for Indigenous and Black households is less than the median household in Minnesota.

INFERENTIAL—Why is it important to close the achievement gap in schools? (6.4.22.3)

- » Answers will vary, but students may note that when students of color achieve more in school, they are more likely to go to college and increase the potential to earn more money later in life. Closing the achievement gap could help close the gap in median household incomes.

“A Changing Climate,” pages 114–116

Scaffold understanding as follows:

Have students read the section on pages 114–116 independently.

CORE VOCABULARY—Point out the vocabulary phrase *greenhouse gas emissions*, and explain its meaning.

Note: Students will read more about tribal governments in Chapter 10.

After students read the text, ask the following questions:

EVALUATIVE—Why are greenhouse gas emissions a problem? (6.4.19.1.b)

- » Greenhouse gas emissions lead to environmental problems that affect life and the environment of Minnesota.

EVALUATIVE—Compare how St. Paul and Moorhead approach the issue of climate change. How are their approaches similar? How are they different? (6.3.16.1)

- » Both St. Paul and Moorhead have made plans to address climate change. St. Paul’s plan focuses on energy, water use, and what residents can do to help. Moorhead focuses on the impact of flooding and the best ways to help people who are affected.

INFERENTIAL—How can students be a part of a climate change solution? (6.4.19.1.b)

- » Answers will vary, but students may say they can lobby legislators, encourage adults to be more mindful by walking if they can and avoiding drive-throughs, and clean up their own neighborhoods and schools.

“Twenty-First Century Immigrants,” pages 116–118

Scaffold understanding as follows:

Invite volunteers to read the section on pages 116–118 aloud.

SUPPORT—Resettlement agencies help new migrants, especially those who have had to flee war or persecution, settle into their new homes.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why do many people from Somalia now live in Minnesota? (6.4.21.2)

- » Somali people left their home country as refugees to escape the violence there.

EVALUATIVE—Why is the name of the company “Hoyo” appropriate? (6.4.21.2)

- » “Hoyo” means mother in Somali, and the company sells sambusas to enrich the lives of Somali women.

LITERAL—How much has Minnesota’s population from Mexico grown in the twenty-first century? (6.4.21.2)

- » Minnesota’s population from Mexico has grown by more than 140 percent.

“Injustice and Inequality,” pages 118–121

Scaffold understanding as follows:

Read the section on pages 118–121 aloud.

SUPPORT—Point out the word *juveniles*. Explain that *juvenile*, in this case, refers to young people. It can also mean an immature way of behaving.

SUPPORT—Draw students’ attention to the George Floyd memorial. This was painted by local artists. Point out the flowers and signs left at the memorial. Floyd’s death was captured on camera and broadcast around the world. It caused outrage and upset at continuing racial injustice and sparked a worldwide movement against these injustices globally, not just in the United States.

After you read the text, ask the following questions:

LITERAL—What does it mean that Minnesota has an imprisonment disparity? (6.5.23.1, 6.5.25.1)

- » It means that Black Minnesotans are imprisoned disproportionately often compared to other groups.

LITERAL—How did murals of George Floyd symbolize the racial reckoning of 2020? (6.5.23.1, 6.5.24.3)

- » Murals of George Floyd represent the rise of everyday people in response to racial injustice.

LITERAL—What does NATIFS do to support the Indigenous population of Minnesota? (6.5.23.1)

- » NATIFS helps Indigenous Minnesotans connect to their culture and heritage through food. It works to be a creative and innovative “answer to our ancestors’ prayers.”

Timeline Cards

- Show students the Chapter 9 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What challenges does Minnesota face in the twenty-first century?”
- Invite a student to post the cards to the timeline under the dates referencing the 2000s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “What challenges does Minnesota face in the twenty-first century?”
 - » Key points students should cite: Gaps exist between the most affluent Minnesotans and those with fewer resources and among rates of incarceration and achievement in schools; those lines are drawn on gender, racial and geographic lines; plans are in place to push back against the challenge of climate change in Minnesota; immigrants present both challenges and opportunities but ultimately make Minnesota a more vibrant place.
- Choose one of the Core Vocabulary terms (*median*, *disparity*, *affluent*, *greenhouse gas emissions*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

Note: You may wish to assign Domain Vocabulary: Chapters 7–9 (AP 9.1) at this time.

Activity Page



AP 9.1

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 10

Minnesota's Governments

The Big Question: How do Minnesota's governments work?

Primary Focus Objectives

- ✓ Describe how federal, state, local, and tribal governments work independently and with each other. (6.1.2.1.a, 6.1.2.1.b, 6.1.6.1.a)
- ✓ Compare and contrast the roles of different levels of government. (6.1.4.1.a, 6.1.4.1.b, 6.1.4.1.c)
- ✓ Explain how people may become citizens and the rights and responsibilities of each citizen. (6.1.3.1.a, 6.1.3.1.b, 6.1.3.1.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *executive, veto, judicial, appeal, override, sovereign, naturalized, oath, alien, upstander*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Minnesota’s Government”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 10.1
AP 2.2

- individual student copies of My Representatives (AP 10.1)
- display and individual student copies of Venn Diagram (AP 2.2)
- map of Minnesota counties
- map of Minnesota’s Native nations
- preamble to the U.S. Constitution

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps and preamble may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

executive, adj. having the power to carry out and enforce laws (124)

Example: With her executive power, the president was able to enforce all the laws.

Variations: executive (n.)

veto, v. to reject or refuse to approve a law (124)

Example: The president was able to veto all the proposed laws she did not like.

Variations: vetoes, vetoing, vetoed, veto (n.), vetoed (adj.)

judicial, adj. having the power to decide questions of law (125)

Example: Without any judicial oversight, no one would follow any laws.

Variations: judiciary (n.), judge (n.), judge (v.)

appeal, v. to apply to a higher court for a reversal of the decision of a lower court (125)

Example: It is common for lawyers to appeal a decision that does not favor their client.

Variations: appeals, appealing, appealed, appellate (adj.)

override, v. to use one's authority to reject or cancel (127)

Example: Congress can override a presidential veto with enough votes.

Variations: overrides, overriding, overrode, override (n.)

sovereign, adj. having control over one's own people, territory, and economy (132)

Example: The country declared itself a sovereign nation and was free to make its own laws.

Variations: sovereign (n.), sovereignty (n.)

naturalized, adj. having been admitted to the citizenship of a country (134)

Example: The naturalized citizens became citizens after living here for many years.

Variations: naturalize (v.), naturalization (n.)

oath, n. an official promise (134)

Example: Part of the Scout Oath is a promise to help other people at all times.

Variations: oaths

alien, n. a person living in a country where they were not born (134)

Example: The government classified him as an alien because he was not a citizen.

Variations: aliens, alien (adj.)

upstander, n. a person who helps someone else who is being harmed (136)

Example: Becoming an upstander means choosing to become involved, even when that might be hard.

Variations: upstanders, upstanding (adj.)

Introduce “Minnesota’s Governments”

Remind students that they have already read about Minnesota’s geography and history. The state is also shaped by its governments, which students will read about in this chapter.

Call students’ attention to the Big Question. Tell students to read for the ways Minnesota’s government functions along with the federal government to serve the people of the state.

Guided Reading Supports for “Minnesota’s Governments”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Governments Big and Small” and “The Federal Government,” pages 122–125

Scaffold understanding as follows:

Read the section “Governments Big and Small” on pages 122–123 aloud.



SUPPORT—Display the map of Minnesota counties. Point out the locations of Traverse County, on the state’s western border, and Hennepin County, in the southeastern part of the state.



SUPPORT—Display the map of Minnesota’s Native nations. Students may notice that there are more than eleven shaded areas on the map. Explain that this is because a couple of the Anishinaabe reservations are split into two parts: the Red Lake Nation and the Bois Forte Band of Chippewa. Explain that Chippewa is how early French explorers heard “Ojibwe,” another name for the Anishinaabe.

Invite volunteers to read the section “The Federal Government” on pages 124–125 aloud.

CORE VOCABULARY—Point out the vocabulary terms *executive* and *veto*, and explain their meanings.

SUPPORT—Explain that the number of representatives for each state in the U.S. House of Representatives is determined by the state’s population. States with larger populations have more representatives. Every ten years, after the U.S. census is conducted, districts are redrawn based on the population counts in the census. The total number of representatives in the House remains the same (435), but how the representatives are allocated changes.

Online Resources



Online Resources



The U.S. Senate has one hundred senators, two for every state. That does not change. Since the 1960s, Minnesota has had eight representatives in Congress.

CORE VOCABULARY—Point out the vocabulary terms *judicial* and *appeal*, and explain their meanings.

ELL SUPPORT—Point out the vocabulary word *appealed* on page 125. Remind students of the definition of *appeal*. Explain that while appeal is often used this way, particularly when talking about government, it has other common meanings to look out for. For one, *appeal* can mean to urgently request support. It can also mean to attract interest. Have students work in pairs to create a sentence for each meaning.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why is the government divided into three parts?
(6.1.2.1.a, 6.1.4.1.a, 6.1.4.1.b)

- » The government is divided into three parts to keep any one branch from getting too much power.

EVALUATIVE—If you have to go to court, with which branch of the government are you interacting? (6.1.4.1.a, 6.1.4.1.b)

- » If you have to go to court, you are interacting with the judicial branch.

“Minnesota’s State Government,” pages 125–129

Scaffold understanding as follows:

Have students read the section on pages 125–129 with a partner.

CORE VOCABULARY—Point out the vocabulary term *override*, and explain its meaning.

SUPPORT—Display the preamble to the U.S. Constitution. Have students compare the federal preamble with the state preamble on page 126. Note that the civil and religious liberties mentioned in the state preamble are protected by the Bill of Rights in the U.S. Constitution. (6.1.2.1.b, 6.1.4.1.a)

SUPPORT—Read the paragraph on pages 127–128 that describes Minnesota’s legislative election cycle aloud. To help students understand the cycle, write the following on the board or chart paper:

2020: elections for a two-year term
2021
2022: elections for two- and four-year terms
2023
2024: elections for a two-year term
2025
2026: elections for two- and four-year terms

Online Resources



2027

2028: elections for a two-year term

2029

2030: elections for two- and four-year terms

Explain that other elections occur at the same time and in the intervening years. For example, there was a presidential election in 2024, and another one is scheduled for 2028. There are also congressional elections every even year, such as 2020, 2022, 2024, and so on.

Activity Page



AP 2.2

ACTIVITY—Have students complete a Venn Diagram (AP 2.2) comparing the federal government and the Minnesota state government. (6.1.2.1.b, 6.1.4.1.a)

After students read the text, ask the following questions:

LITERAL—How many terms can a governor serve in Minnesota? (6.1.4.1.a, 6.1.4.1.b)

» There are no term limits for Minnesota’s governor.

LITERAL—How often does the Minnesota legislature meet? (6.1.4.1.a, 6.1.4.1.b)

» The Minnesota legislature meets every other year in the odd-numbered years.

LITERAL—How many members does the Minnesota Supreme Court have? How long do they serve for? (6.1.4.1.a)

» There are seven members. They serve six-year terms and must run for reelection when their term is up. Members must retire at the age of seventy.

**“Local Government in Minnesota” and “Government Interactions,”
pages 130–132**

Scaffold understanding as follows:

Have students read the section “Local Government in Minnesota” on page 130 independently.

Invite volunteers to read the section “Government Interactions” on pages 131–132 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What are city governments in Minnesota responsible for? (6.1.4.1.b)

» City governments in Minnesota are responsible for providing emergency services, managing water and sewer systems, and managing the parks.

LITERAL—What are county governments in Minnesota responsible for? (6.1.4.1.b)

- » County governments in Minnesota assess local property taxes, organize elections, provide waste management services, and set rules for planning new developments.

LITERAL—How is Minnesota responsible when the federal government makes a new law? (6.1.2.1.b)

- » When the federal government makes a new law, Minnesota and other states are responsible for implementing the law.

“Tribal Sovereignty and Tribal Government,” pages 132–133

Scaffold understanding as follows:

Read the section on pages 132–133 aloud.

CORE VOCABULARY—Point out the vocabulary term *sovereign*, and explain its meaning.

After you read the text, ask the following questions:

EVALUATIVE—What is an advantage of being part of a tribe that is recognized by the federal government? (6.1.2.1.a)

- » One benefit of belonging to a tribe recognized by the federal government is that such tribes receive funding and protection.

EVALUATIVE—How has the Mdewakanton Sioux Community exercised its treaty rights and sovereignty? (6.1.6.1.a, 6.1.6.1.b)

- » The Mdewakanton Sioux Community maintains all its own land and infrastructure such as roads, sewers, and housing.

“Citizens and Residents” and “Civic Participation,” pages 133–137

Scaffold understanding as follows:

Have students read the section “Citizens and Residents” on pages 133–135 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *naturalized*, *oath*, and *alien*, and explain their meanings.

Read the section “Civic Participation” on pages 135–137 aloud.

ACTIVITY—Explain that part of being a responsible citizen is knowing who your government representatives are. Have students look up and record the names of their representatives at each level of government on My Representatives (AP 10.1). (6.1.3.1.a, 6.1.4.1.a, 6.1.4.1.b)

Activity Page



AP 10.1

After you read the text, ask the following questions:

LITERAL—What protections are included in the Fourteenth Amendment? (6.1.3.1.a, 6.1.3.1.b, 6.1.3.1.c)

- » The Fourteenth Amendment says that all people who are born in the United States are citizens. It also says that all naturalized people are also citizens. It says that all citizens have equal protection under the law.

LITERAL—What do taxes do? (6.1.4.1.b)

- » Taxes give the government money to provide essential services for citizens.

EVALUATIVE—How can you be an upstander? (6.1.3.1.a, 6.1.3.1.c)

- » Answers will vary, but students may note that they can clean up their neighborhood or school or send a letter to someone in elected office about a law or rule they would like to see changed.

Timeline Cards

- Show students the Chapter 10 Timeline Cards. Read and discuss the captions, making particular note of the dates.
- Review and discuss the Big Question: “How do Minnesota’s governments work?”
- Invite a student to post the cards to the timeline under the date referencing the 2000s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How do Minnesota’s governments work?”
 - » Key points students should cite: Minnesota has its own state government, but it is also part of the larger federal government and includes smaller units of government; tribal governments exercise sovereignty and are responsible for their internal affairs; eleven tribes of the Dakota and Anishinaabe peoples are recognized within Minnesota; each level of government works together to help citizens, who also have a responsibility to help make their governments work.

- Choose two of the Core Vocabulary words (*executive, veto, judicial, appeal, override, sovereign, naturalized, oath, alien, upstander*), and draw a picture of each word's meaning.

To wrap up the lesson, invite several students to share their responses.

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

CHAPTER 11

Minnesota's Economy

The Big Question: How does Minnesota's economy work?

Primary Focus Objectives

- ✓ Explain how the state of Minnesota determines its budget and why businesses choose to operate in Minnesota. (6.2.11.a, 6.2.12.1)
- ✓ Create a budget and understand how to use it. (6.2.9.1.a, 6.2.9.1.c)
- ✓ Describe how inequities continue to affect groups of Minnesotans. (6.5.23.1, 6.2.11.2.a, 6.2.11.2.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *budget, allocate, redline*.

What Teachers Need to Know

Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Minnesota’s Economy”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Materials Needed

Activity Pages



AP 11.1
AP 11.2

- display and individual student copies of My Budget (AP 11.1)
- individual student copies of Domain Vocabulary: Chapters 10–11 (AP 11.2)
- Bureau of Labor Statistics “Education Pays” graph

Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to the graph may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Core Vocabulary (Student Reader page numbers listed below)

budget, n. an amount of money available for spending based on a plan for how it will be spent (138)

Example: Our household has a strict budget to make sure we don't spend too much.

Variations: budgets, budget (v.)

allocate, v. to distribute for a purpose (142)

Example: We allocate most of our funds to pay our rent and to buy food.

Variations: allocates, allocating, allocated, allocation (n.), allocated (adj.)

redline, v. to refuse to grant a housing or business loan because the property is an area deemed to be high-risk (146)

Example: The bank redlined the neighborhood, making it hard for people to buy houses there.

Variations: redlines, redlining, redlined, redlined (adj.)

THE CORE LESSON

Introduce “Minnesota’s Economy”

Review what students read in Chapter 10 about Minnesota’s governments. Explain that one of government’s most important jobs is managing the economy. Students will read more about Minnesota’s economy and how the state government manages it in this chapter.

Call students’ attention to the Big Question. Tell students to look for the ways Minnesota’s government and residents take in and spend money.

Guided Reading Supports for “Minnesota’s Economy”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Ups and Downs of Budgets,” pages 138–140

Scaffold understanding as follows:

Invite volunteers to read the section on pages 138–140 aloud.

CORE VOCABULARY—Point out the vocabulary term *budget*, and explain its meaning.

SUPPORT—Point out the words *surplus* and *deficit* in the first paragraph on page 138. Explain that surplus is extra. It means having more than you need. Explain that a deficit is the opposite of a surplus. A deficit happens when you spend more than you have.

SUPPORT—Direct students to the Chapter Opener image on pages 138–139. Explain that in the United States, paper money has portraits of important historical figures, usually men. If students have already studied



U.S. history, challenge them to identify the figures on the money in the image. (*George Washington, Alexander Hamilton, Abraham Lincoln, Ben Franklin, Ulysses S. Grant*)

ACTIVITY—Use My Budget (AP 11.1) to lead students through creating a budget. Give students an imaginary income (or a range of incomes for different students to work with) to represent money they earn in a usual month. This can include money from allowances, gifts, and jobs. Have them total that amount and record it at the top of the My Budget (AP 11.1) as their income.

Then, have students list all the things they imagine spending money on in a usual month. This can include food, clothing, entertainment, and school expenses. Students should break out their spending by needs, such as school supplies and transportation expenses, and wants, such as games and movie tickets. Have students estimate how much they spend on each item or category and add up those costs.

Next, have students evaluate their budget. Have students compare their monthly income to their monthly spending. If the numbers are about equal, students have a balanced budget. If they earn more than they spend, they have a surplus. They need to decide what to do with the extra. If they spend more than they earn, they have a deficit. They may need to adjust their spending habits. You may wish to have students write a short-answer response about whether their budget is balanced and how they could achieve a balanced budget. (6.2.9.1.c)

After the volunteers read the text aloud, ask the following questions:

EVALUATIVE—Why do households and governments need to have a budget? (6.2.9.1.c)

- » A budget helps both households and governments determine how much money they are able to spend on things they want after they make sure they have enough money for the things they need.

INFERENTIAL—Why might the state of Minnesota’s constitution require the state government to have a balanced budget? (6.1.4.1.b, 6.1.4.1.c)

- » Minnesota’s constitution requires the state government to have a balanced budget because not having a balanced budget can lead to debt and may require the state to cut things it doesn’t want to.

“Minnesota’s Economy,” pages 140–142

Scaffold understanding as follows:

Have students read the section on pages 140–142 independently.

SUPPORT—Point out the word *thoroughfare* on page 141. Remind students that they learned that word in Chapter 7. Ask: What is a thoroughfare? (*a road or path that forms a route between two or more places*)

After students read the text, ask the following questions:

LITERAL—Which companies help Minnesota have such a strong medical device sector? (6.2.12.1)

- » 3M and Medtronic help Minnesota have such a strong medical device sector.

EVALUATIVE—How does the state government influence the ways land is used? (6.2.11.2.a)

- » The state government oversees the planning of infrastructure projects, such as highways, rail lines, and airports. It also assesses the environmental impact of building projects.

“The Government and the Economy,” pages 142–143

Scaffold understanding as follows:

Have students read the section on pages 142–143 with a partner.

CORE VOCABULARY—Point out the vocabulary term *allocate*, and explain its meaning.

After students read the text, ask the following questions:

INFERENTIAL—Why might the state have returned land to the Dakota nation? (6.2.11.2.a)

- » Answers will vary, but students should note that returning land is one way governments and others try to make amends for all the land that was stolen in the centuries before.

LITERAL—Where does most funding for schools come from? (6.2.11.2.a)

- » Most funding for schools comes from the state and local communities.

INFERENTIAL—What are some advantages to starting a business in Minnesota? Why might some companies consider moving production to another state or country? (6.2.12.1, 6.2.11.2.b)

- » Advantages to starting a business in Minnesota are that the state has a strong infrastructure and good quality of life. Some companies may choose to move production to another state or country to avoid paying health care costs or higher wages.

“Economic Inequalities,” pages 144–147

Scaffold understanding as follows:

Read the section on pages 144–147 aloud.



SUPPORT—Point out the phrase “income gap” in the first paragraph of the section. Explain that income is the money that people earn and collect each month or year. The income gap refers to the differences in income among different groups of people. Many factors shape income and the income gap. One of those factors is education. Display the Bureau of Labor Statistics “Education Pays” graph. Explain that the right side of the graph lists different levels of education: the highest is a doctoral degree, such as a PhD. The lowest is less than a high school diploma, or not finishing high school. The blue bars indicate the median, or middle, income associated with that level of education. Ask: Which level of education has the highest median income? (*professional degree*) Explain that a professional degree is the kind of degree that one needs to be doctor or a lawyer. According to the chart, what is the relationship between education and income? (*More education means higher income.*) (6.2.9.1.b)

ELL SUPPORT—Point out the phrase “cycle of poverty” on page 144. Explain that a cycle is a repeated pattern. In this case, it means generation after generation of a family lives in poverty.

SUPPORT—Direct students to the map on page 145. Explain that this map shows the city of Austin, Texas, but the phenomenon it illustrates occurred in Minnesota too. Have students find the red (or pink) areas on the map. Explain that these areas are redlined. They are red (or pink) to indicate they are “hazardous,” which was code for majority-Black neighborhoods.

CORE VOCABULARY—Point out the vocabulary term *redline*, and explain its meaning.

After you read the text, ask the following questions:

LITERAL—What does Minnesota’s large racial gap in housing mean? (6.5.23.1)

- » Minnesota’s large racial gap in housing means that although many white families in Minnesota own homes, few Black families do.

LITERAL—What is a racial covenant? (6.5.23.1)

- » A racial covenant is an agreement that prevented Black families from living in a neighborhood.

EVALUATIVE—How did practices like redlining and racial covenants prevent Black families from accumulating generational wealth? (6.5.23.1)

- » Without the financial investment of a home that would increase in value, Black families were not able to make the same financial investments as white families. Over time, this means that they weren’t able to save enough money to provide for the next generation.

LITERAL—What programs in Minnesota are working to solve the inequalities faced by Indigenous and Black Minnesotans?

- » Twin Cities Habitat for Humanity and Tribal Nation Aid are both examples of programs working to close gaps for Black and Indigenous Minnesotans.

Timeline Cards

- Show students the Chapter 11 Timeline Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How does Minnesota’s economy work?”
- Invite a student to post the card to the timeline under the date referencing the 2000s. Refer to the diagram in the unit Introduction for guidance on the placement of the card to the timeline.



CHECK FOR UNDERSTANDING

Ask students to:

- Write a short answer to the Big Question: “How does Minnesota’s economy work?”
 - » Key points students should cite include the basics of budgeting at a household level to explain budgeting at a state level; the historical and modern businesses that contribute to Minnesota’s economy; the roles of government in all sorts of budgets; the impacts of systemic inequalities on generations of marginalized peoples and the effort to close gaps and address challenges in those communities.
- Choose one of the Core Vocabulary words (*budget*, *allocate*, *redline*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

Note: You may wish to assign Domain Vocabulary: Chapters 10–11 (AP 11.2) at this time.

Activity Page



AP 11.2

Additional Activities

Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

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Assessment: Chapter 1—A Place Called Minnesota

On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.

Minnesota and Surrounding Locations

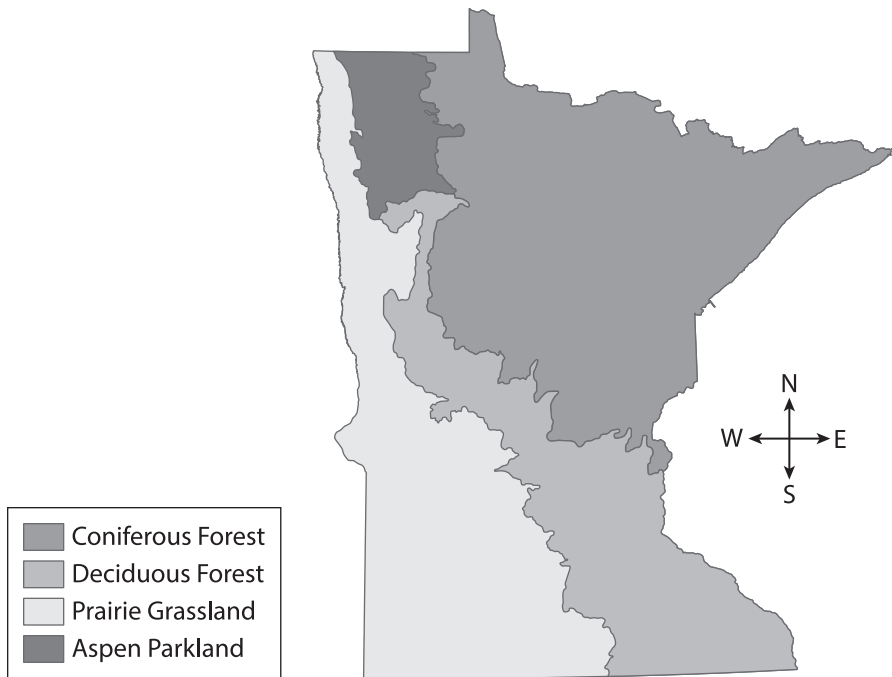


What is an unusual feature of the Northwest Angle? (6.3.15.1)

- a) It is surrounded by water and another country.
 - b) It is often very warm in the winter.
 - c) It has no roads that cars can use.
 - d) It is inaccessible in the summer.
2. Which river starts in Lake Itasca and flows 2,552 miles south to the Gulf of Mexico? (6.3.15.1)
- a) Red River
 - b) Saint Croix River
 - c) Minnesota River
 - d) Mississippi River

Use the map to answer questions 3 and 4.

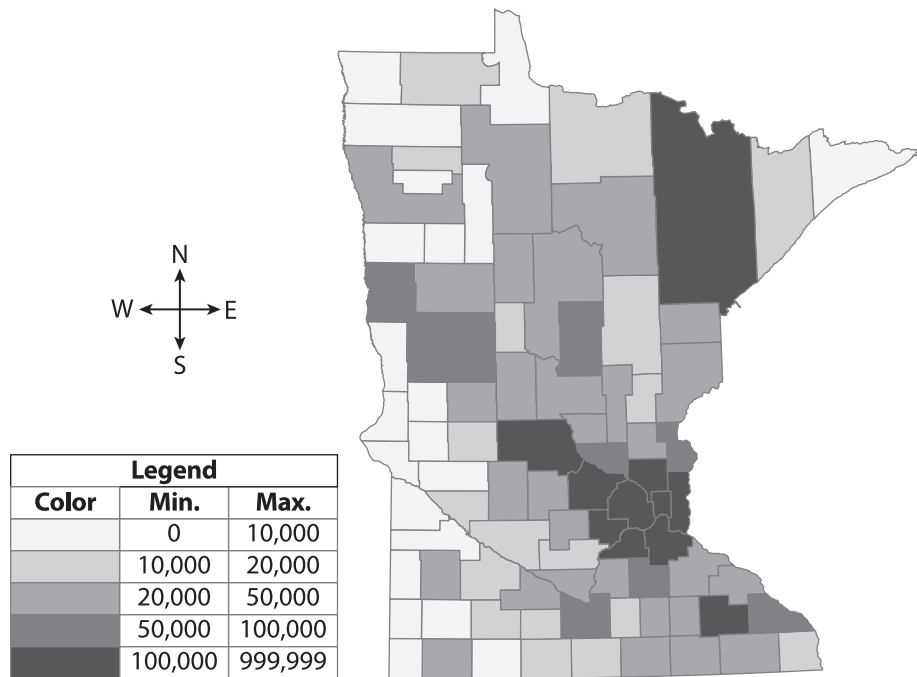
The Biomes of Minnesota



3. In which biome are you most likely to find evergreen trees? (6.3.15.1)
 - a) coniferous forest
 - b) deciduous forest
 - c) prairie grassland
 - d) aspen parkland
4. In which biome were people most likely to encounter bison? (6.3.15.1)
 - a) coniferous forest
 - b) deciduous forest
 - c) prairie grassland
 - d) aspen parkland
5. How has the Hibbing mine altered the landscape of Minnesota? (6.4.21.1.a, 6.5.24.1)
 - a) by creating tunnels deep underground
 - b) by forming a large open-pit area
 - c) by building tall mining towers
 - d) by diverting rivers
6. How do drainage and irrigation support each other? (6.5.24.1)
 - a) Irrigation is something most farmers do not need, and drainage is also a luxury.
 - b) Irrigation floods fields, and drainage moves the extra water to the farm next door.
 - c) Irrigation brings water to fields, and drainage makes sure any extra water is removed.
 - d) Irrigation dries out fields that have too much water, and drainage stores it until farmers need it again.

7. Use the map to answer the question.

Population Density of Minnesota



Which area of Minnesota has the greatest population density? (6.4.21.1.a, 6.5.24.1)

- a) west central
 - b) east central
 - c) southwest
 - d) northwest
8. Immigrants from which country have become a significant part of Minnesota's population in the twenty-first century? (6.5.24.1, 6.5.24.2.a)
- a) Afghanistan
 - b) Germany
 - c) Somalia
 - d) Norway

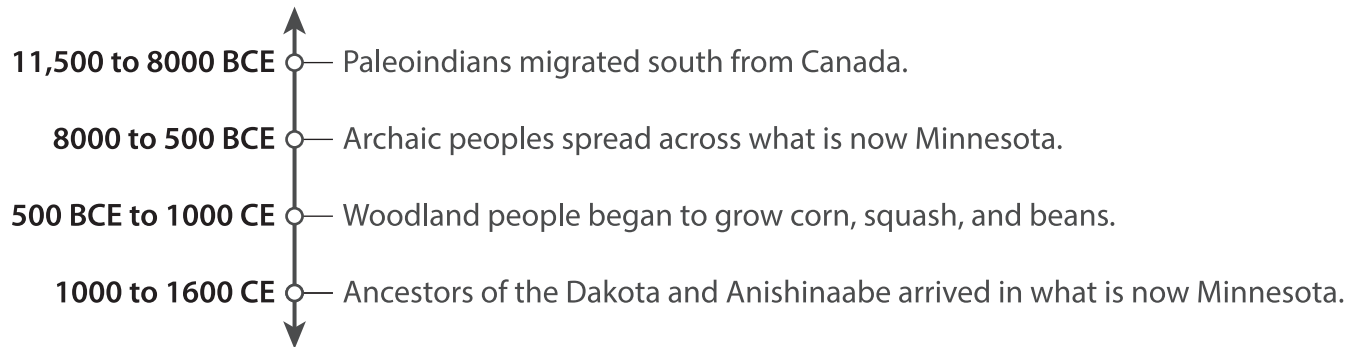
Assessment: Chapter 2—*The First Peoples of Minnesota*

On your own paper, write the letter that provides the best answer.

1. How did people first come to what is now Minnesota? (6.3.15.1)

- a) They traveled from Europe and then came up rivers.
- b) They traveled from Asia and then moved through Canada.
- c) They traveled from Mexico and then came up the Great Plains.
- d) They traveled from the eastern United States over the mountains.

2. Use the timeline to answer the question.



When did people first move to Minnesota? (6.4.19.1.a)

- a) 11,500 to 8000 BCE
 - b) 8000 to 500 BCE
 - c) 500 BCE to 1000 CE
 - d) 1000 to 1600 CE
3. What was a challenge faced by the earliest humans in what is now Minnesota? (6.3.15.1)
- a) not having enough maple syrup or wild rice for the winter
 - b) farming equipment that did not work properly
 - c) building a home but losing it to a flood
 - d) using copper tools that broke easily
4. What is *bdote*? (6.3.15.1)
- a) a place where the Dakota people believe life on Earth began
 - b) a place that the Paleoindians believed was cursed
 - c) a place that the Anishinaabe people avoided
 - d) a place a river flows through

5. Use the map to answer the question.

Ancestral Lands of the Dakota and Anishinaabe



Why did the Dakota need to have access to so much land? (6.3.13.1)

- a) They were following bison, which traveled great distances.
- b) They were trying to escape from the Europeans.
- c) They were always hoping to find better weather.
- d) They were searching for gold and other riches.

6. Use the image to answer the question.



Other than the words *Mni Sota Makoce*, how else does the state seal demonstrate a value of the Dakota people? (6.4.18.1)

- a) It is easy to understand.
 - b) It is simple and not too flashy.
 - c) It notes that the state is part of the United States.
 - d) It includes symbols that are connected to the earth.
7. What is an important way for the Anishinaabe people to show kinship? (6.4.18.2.a)
- a) gathering rice for each other
 - b) building canoes together
 - c) hunting together
 - d) giving gifts
8. Why is it significant that Dakota spirituality connects them to the earth? (6.4.18.1)
- a) Their spirituality helped them hunt bison.
 - b) Their culture held people in higher regard than the earth.
 - c) Their faith encourages them to be caretakers of the land.
 - d) Their home on the plains was predestined to last forever.

9. What does *Anishinaabe* translate to? (6.4.18.1)
- a) only people
 - b) canoe people
 - c) original people
 - d) wild rice people
10. How were the Dakota and Anishinaabe similar? (6.4.19.1.a)
- a) Both had lived in what is now Minnesota for an equal amount of time.
 - b) Both were early adopters of settlement and agriculture.
 - c) Both were very skilled at hunting elk and bison.
 - d) Both migrated with the seasons.

Assessment: Chapter 3—*Europeans Come to Minnesota*

On your own paper, write the letter that provides the best answer.

1. Where was the first European settlement in Minnesota? (6.4.18.2.a)
 - a) near the point where the Mississippi and Minnesota Rivers meet
 - b) in the fertile plains of southern Minnesota
 - c) at the headwaters of the Mississippi
 - d) on the west side of Lake Superior
2. How were the early interactions between European settlers and Native Americans in Minnesota? (6.4.18.2.b)
 - a) peaceful and collaborative
 - b) dangerous and unsettled
 - c) suspicious and unsure
 - d) hostile and combative
3. Which animal did trappers first come to Minnesota to find? (6.4.18.2.b)
 - a) elk
 - b) bison
 - c) beaver
 - d) ocelot
4. Grand Portage is an example of what legacy left by the Voyageurs? (6.4.19.1.a)
 - a) hospitality
 - b) agriculture
 - c) infrastructure
 - d) manufacturing

Use the table about French explorers to answer questions 5–7. (6.4.18.2.a)

Explorers	Dates	Significance
5.	1620	First European to see Lake Superior
Medard Chouart des Groseilliers and Pierre Esprit Radisson	1670	6.
Father Louis Hennepin	7.	Renamed Owámniyomni to St. Anthony Falls

5. Which name belongs in box 5?
 - a) Pierre-Charles Le Sueur
 - b) Jonathan Carver
 - c) Zebulon Pike
 - d) Etienne Brûlé
6. Which statement belongs in box 6?
 - a) served as translators with the Dakota people
 - b) founded the Dayton Hudson Corporation
 - c) founded the Hudson's Bay Company
 - d) named Pikes Peak in Colorado
7. Which date belongs in box 7?
 - a) 1575
 - b) 1675
 - c) 1775
 - d) 1875

Use the table about explorers to answer questions 8–10. (6.4.18.2.a)

Explorers	Dates	Significance
8.	1700s	Mapped North America
Jonathan Carver	1766–1767	9.
Zebulon Pike	10.	Noted the place where the Mississippi and Minnesota Rivers join

8. Which name belongs in box 8?
- a) Étienne Brûlé
 - b) David Thompson
 - c) Father Louis Hennepin
 - d) Pierre-Charles Le Sueur
9. Which statement belongs in box 9?
- a) spent a winter with the Dakota people
 - b) was the first European to see Owámniyomni
 - c) discovered the headwaters of the Mississippi River
 - d) established a trade route down the Minnesota River
10. Which date belongs in box 10?
- a) 1805
 - b) 1810
 - c) 1815
 - d) 1820

Assessment: Chapter 4—*Minnesota Joins the United States*

On your own paper, write the letter that provides the best answer.

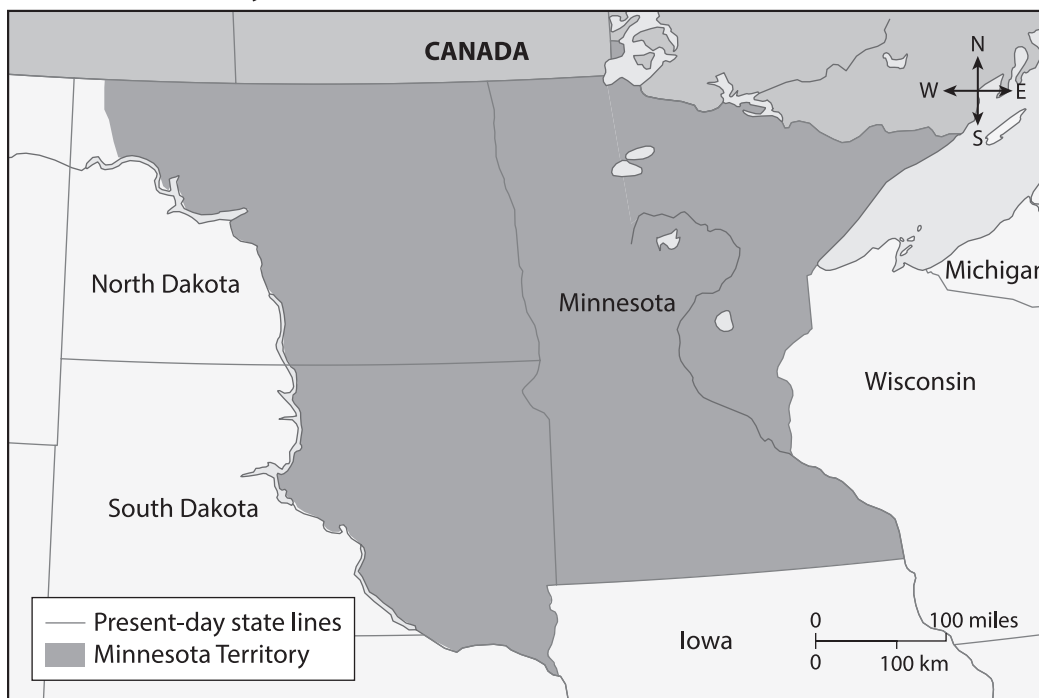
1. How did the fur trappers and Native Americans initially support each other? (6.4.19.1.a)
 - a) The Anishinaabe learned French language and customs, and the French used Anishinaabe tools.
 - b) The Anishinaabe used French tools, and the French relied on Anishinaabe knowledge.
 - c) The Anishinaabe established trading posts that the French used for supplies.
 - d) The Anishinaabe crafted firearms that the French used to hunt.
2. What role did the Anishinaabe play in the fur trade? (6.4.19.1.a)
 - a) They were influential and allied with the French.
 - b) They avoided contact with European settlers.
 - c) They were excluded from trading activities.
 - d) They competed fiercely with the French.
3. Why did the Dakota and Anishinaabe peoples initially decide to give up land? (6.4.19.1.a)
 - a) They had no choice after the fur trade became less profitable.
 - b) They decided to stop hunting and did not need as much land.
 - c) They wanted to assist with efforts to secure land in Canada.
 - d) They needed to join the Ho-Chunk in Wisconsin.
4. Why was Henry Sibley's role with the American Fur Company related to his work in politics? (6.4.18.2.a)
 - a) He worked with Congress to establish a territory where his own company would be profitable.
 - b) He was an ally of the Dakota and Anishinaabe and gave most of his company's land to them.
 - c) He sided with the Canadians when the Americans tried to expand their fur trade.
 - d) He planned to turn most of his company's land over to the French.

5. Use the maps to answer the question.

Before the Minnesota Territory, 1848



Minnesota Territory, 1849



How did the Minnesota territory change between 1848 and 1849? (6.4.20.1.a)

- a) It changed from a “no man’s land” to a territory of its own.
- b) It changed from a very small territory to one that was too big to manage.
- c) It changed from land run by the United States to land that was returned to the Dakota.
- d) It changed from a territory with the Mississippi River as a border to a territory with Lake Superior as a border.

6. Which of the following helped pave the way for Minnesota statehood? (6.4.20.1.a)
- a) an expanding Dakota population along the Mississippi River
 - b) a population boom accompanied by expanded industry
 - c) a growing agriculture industry in other states
 - d) shrinking cities due to the fading fur trade
7. Why did some people want Minnesota to become a state? (6.4.20.1.a)
- a) They no longer needed to send anyone to Congress.
 - b) They no longer needed to be part of a broader economy.
 - c) They wanted to have a stronger voice in national politics.
 - d) They could ask someone else to determine laws and values.
8. What was the main struggle Minnesota faced in becoming a state? (6.4.20.1.a)
- a) Its constitution was considered fraudulent because it was written by people not authorized to do so.
 - b) It entered as a free state, which bothered some members of Congress.
 - c) It did not have a large enough population to be considered a state.
 - d) It did not have the infrastructure required to become a state.
9. Why did the Dakota people give away additional land during treaty negotiations in Washington, D.C.? (6.4.19.1.a)
- a) They were held like prisoners and forced to do so.
 - b) They had been given more land than they could handle.
 - c) They did not need more than 150 miles along the Minnesota River.
 - d) They were eager to give up an old way of life and try something new.
10. Use the quotation to answer the question.

The selling of that strip north of the Minnesota caused great dissatisfaction among the [Dakota], and Little Crow was always blamed for the part he took in the sale. It caused us all to move to the south side of the river, where there was but very little game, and many of our people, under the treaty, were induced to give up the old life and go to work like white men, which was very distasteful to many.

How does the phrase “where there was but very little game” show how Dakota lives were affected after the treaty? (6.4.19.1.a)

- a) They could not get their corn to grow.
- b) They did not have enough bison to hunt.
- c) They could not catch the right kind of fish.
- d) They did not have all the textiles they needed.

Assessment: Chapter 5—*Minnesota and the Civil War*

On your own paper, write the letter that provides the best answer.

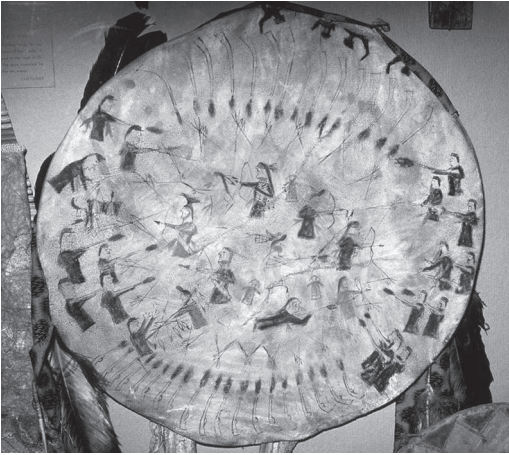
1. What was a reason why slavery was practiced in the South? (6.4.18.3)
 - a) The Southern plantation economy used slave labor.
 - b) Southern armies were supported by slave labor.
 - c) Slave labor was cheaper than free labor.
 - d) Southerners disliked industry.
2. What was one result of the Missouri Compromise? (6.4.20.1.a)
 - a) Missouri was not allowed to be admitted to the Union.
 - b) Minnesota was not allowed to be admitted to the Union.
 - c) Both Minnesota and Kansas were admitted to the Union.
 - d) Both Minnesota and Missouri were admitted to the Union.
3. Why were Dred and Harriet Scott in Minnesota? (6.4.18.3)
 - a) Dred Scott was recruited to fight in the Civil War.
 - b) They traveled to be part of an important court case.
 - c) The person who owned them brought them to Fort Snelling.
 - d) Governor Ramsey enlisted them to serve high-ranking army officials.
4. Why did Dred and Harriet Scott ultimately lose their court case? (6.4.18.3)
 - a) The Fugitive Slave Act returned them to the person who claimed to own them once they walked into a courtroom.
 - b) Courts in Missouri prevented them from filing paperwork in time.
 - c) The Supreme Court ruled that they could not gain their freedom.
 - d) St. Louis lawyers blocked them from hiring a qualified attorney.
5. Where did the Civil War begin? (6.4.18.3)
 - a) Fort Ramsey
 - b) Fort Snelling
 - c) Fort Sumter
 - d) Fort Sibley
6. Who benefited from the Homestead Act of 1862? (6.4.19.1.a)
 - a) the Dakota
 - b) new immigrants
 - c) the Anishinaabe
 - d) Confederate soldiers

- 7.** What role did Minnesota soldiers play in the Battle of Gettysburg? (6.4.18.3)
- a)** They rescued Union generals who were under attack.
 - b)** The First Minnesota Regiment pushed back a Confederate attack.
 - c)** They provided a supporting role by protecting the rear of the Union's forces.
 - d)** The First Minnesota Regiment arrived late to the battle but helped to pursue Confederate forces.
- 8.** How did Minnesotans show their support for the Union? (6.4.18.3)
- a)** They disobeyed the Fugitive Slave Act.
 - b)** Many Minnesotans used the Homestead Act to settle in the South.
 - c)** They refused to cooperate with the federal government unless it invaded the South.
 - d)** More Minnesotans volunteered to fight in the Union army than the army actually needed.
- 9.** What was the capital of the Confederacy? (6.4.18.3)
- a)** Atlanta, Georgia
 - b)** Richmond, Virginia
 - c)** Antietam, Maryland
 - d)** Gettysburg, Pennsylvania
- 10.** Why did so many African American troops volunteer to fight for the Union? (6.4.18.3)
- a)** They fought against states that wanted to continue the practice of slavery.
 - b)** More African American troops lived in Northern states.
 - c)** The Union offered better pay and health benefits.
 - d)** The Confederacy would not allow them to fight.

Assessment: Chapter 6—*The U.S.-Dakota War*

On your own paper, write the letter that provides the best answer.

1. Use the image to answer the question.



Why is it significant that the shield shows Dakota surrounded by U.S. cavalry? (6.4.19.3.b)

- a) The Dakota and U.S. cavalry both left Minnesota at the end of the war.
 - b) The Dakota and U.S. cavalry joined forces at the end of the war.
 - c) The Dakota lost to the U.S. cavalry by the end of the war.
 - d) The U.S. cavalry lost to the Dakota by the end of the war.
2. Which of the following contributed to the decline of living conditions for the Dakota? (6.4.19.3.b)
- a) the support from new homesteaders
 - b) the rise of Minnesota industry
 - c) the long Minnesota winters
 - d) the end of the fur trade
3. What was the ultimate goal of the state and federal governments when entering into treaties with the Anishinaabe and Dakota? (6.4.19.2)
- a) to take as much land as possible
 - b) to serve as caretakers of the land
 - c) to build state parks and visitor centers
 - d) to provide security for the Indigenous peoples
4. How did the Civil War make life even more challenging for the Dakota? (6.4.19.3.b)
- a) Dakota warriors were drafted to fight in the war.
 - b) The U.S. government had fewer resources to support the Dakota people.
 - c) The homesteaders were drafted to fight and could not take care of the Dakota.
 - d) They were morally opposed to the war and had many disagreements about it.

5. Use the quote to answer the question.

We have waited a long time. The money is ours, but we cannot get it. We have no food, but here are these stores, filled with food. We ask that you, the agent, make some arrangement by which we can get food from the stores, or else we may take our own way to keep ourselves from starving. When men are hungry they help themselves.

—Taoyateduta (Little Crow), 1862

How does the last line of the quote describe the situation that led to war? (6.4.19.3.b)

- a) The Dakota saw that they would have a lot of choices in the future.
 - b) The Dakota realized they needed to partner with the government.
 - c) The Dakota became desperate and would resort to violence.
 - d) The Dakota jumped to violence without any provocation.
- 6. Why did the U.S.-Dakota War last as long as it did? (6.4.19.3.a)**
- a) The United States relied mostly on homesteaders to fight back against the Dakota.
 - b) The United States was better equipped but did not think the Dakota were a threat.
 - c) The Dakota were skilled warriors, and the United States was engaged elsewhere.
 - d) The Dakota willingly left for Nebraska rather than fighting while the Civil War was happening.
- 7. Why was it especially hard for the Dakota prisoners to be held prisoner at Fort Snelling? (6.4.19.1.a)**
- a) It was a sacred place before it became a fort.
 - b) It was a place they had been taught to fear.
 - c) It gave away a secret hiding place.
 - d) It reminded them of home.
- 8. Why is it still illegal to be Dakota in Minnesota? (6.4.22.1)**
- a) Some people are afraid that the Dakota will fight against the United States again.
 - b) The law that made being Dakota illegal was never formally overturned.
 - c) The Dakota have said that they do not wish to return to Minnesota.
 - d) There is no room for Dakota people in Minnesota.

Assessment: Chapter 7—An Era of Growth and Change

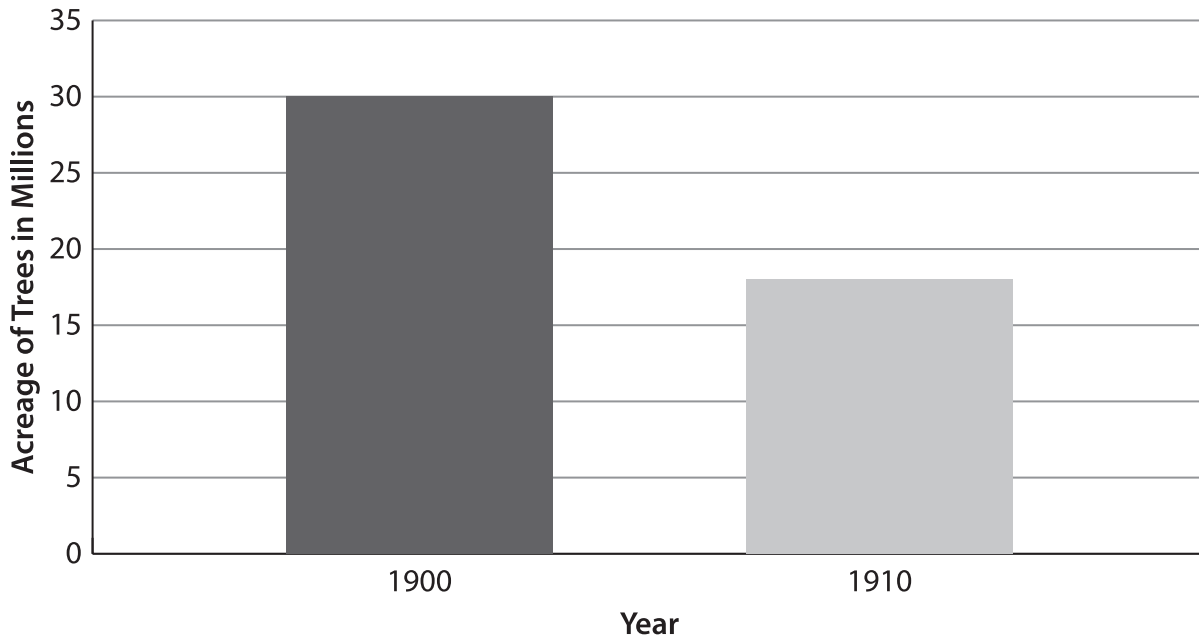
On your own paper, write the letter that provides the best answer.

Use the timeline to answer questions 1 and 2.



1. Which year claimed the lives of tens of thousands of Minnesotans? (6.4.18.4)
 - a) 1880
 - b) 1892
 - c) 1918
 - d) 1929
2. In which year did the New Deal programs begin to take effect? (6.4.21.1.a)
 - a) 1933
 - b) 1918
 - c) 1896
 - d) 1880

3. Use the graph to answer the question.



How many acres of trees did the logging industry remove from Minnesota's forests between 1900 and 1910? (6.4.21.1.a)

- a) twelve million
 - b) eighteen million
 - c) twenty-five million
 - d) thirty million
4. How did small family-run farms help fuel big industries in Minnesota? (6.4.21.1.a)
- a) They built the steamboats that traveled the Mississippi River thoroughfare.
 - b) They were training centers for people entering the big industries.
 - c) They provided the logs that were sent down the St. Croix River.
 - d) They provided the crops that were used to make flour.
5. How did immigrant labor support the work of "Empire Builder" James J. Hill? (6.4.21.1.a)
- a) They served as teachers to educate children.
 - b) They worked in mills to grind wheat into flour.
 - c) They built factories for processing minerals that were mined.
 - d) They made the machining parts that were used to build railroads.

6. Use the quote to answer the question.

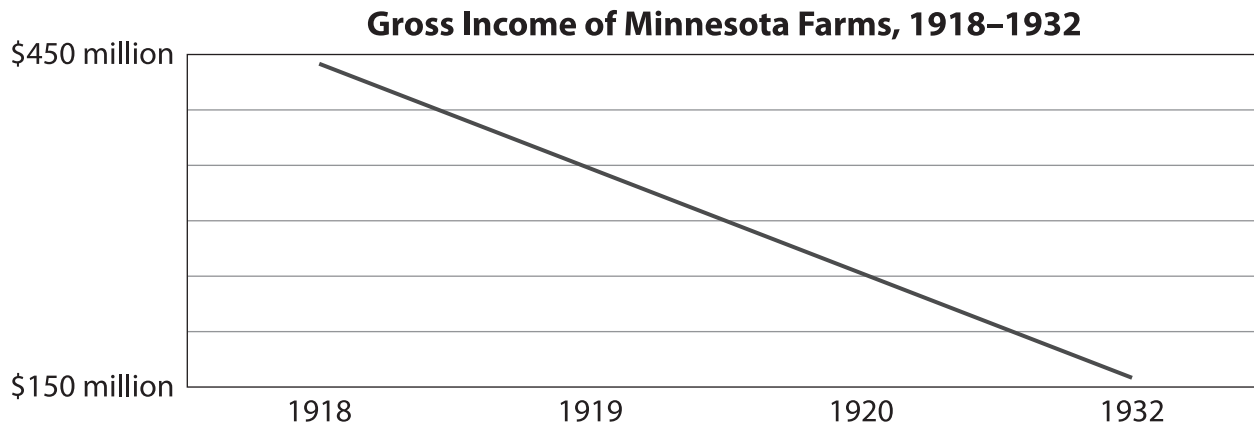
The fruits of the toil of millions are badly stolen to build up colossal fortunes for a few, unprecedented in the history of mankind. The possessors of these, in turn, despise the Republic and endanger liberty. From the same prolific womb of governmental injustice we breed the two great classes—tramps and millionaires.

—Ignatius Donnelly, 1892

Whom does Ignatius Donnelly call “tramps”? (6.4.18.4)

- a) billionaires who provide the wealth needed for society to run
 - b) greedy workers who endanger the liberty of the Republic
 - c) large-scale factories, producing lumber and flour
 - d) the working class of industrial laborers
- 7.** When did the women’s suffrage movement begin to organize in Minnesota? (6.4.18.4)
- a) before the National Woman Suffrage Association convention
 - b) after the Populist Party gave them permission to organize
 - c) after Congress ratified the Nineteenth Amendment
 - d) before immigrant groups settled in Minnesota
- 8.** How did the Rondo neighborhood influence immigration to Minnesota? (6.4.22.2)
- a) It restricted people from other states from buying property in Minnesota.
 - b) It eliminated community covenants so more people could move to Minnesota.
 - c) It encouraged Black Americans from other states to move to Minnesota.
 - d) It provided a pathway to millionaire status for those building railroads in Minnesota.
- 9.** Why did Joseph Breck describe museums as prisons? (6.5.24.3)
- a) They tried to keep the people looking at the art from leaving the building.
 - b) They kept artwork locked up so only privileged people could see it.
 - c) They insisted that everyone love art as much as the artists do.
 - d) They forced people to look at art, even if they didn’t want to.
- 10.** How did Minneapolis maintain its “Flour Mill Capital of the World” nickname during World War I? (6.2.11.1, 6.4.22.1.a)
- a) It fueled nationalism because it was such an important industry.
 - b) It sent grains to Europe to be converted to ammunition.
 - c) It produced food needed to support the war effort.
 - d) It provided a safe haven for German immigrants.

11. Use the graph to answer the question.



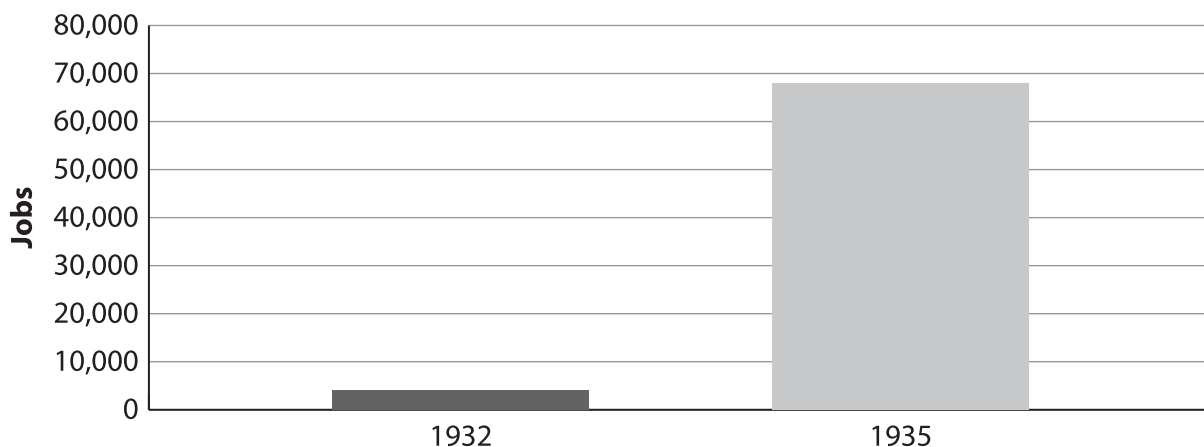
Why did the Great Depression hit farmers harder than many other types of workers? (6.2.11.2.b)

- a) Farmers had more money invested in the stock market.
- b) Farm incomes were directly tied to stock market prices.
- c) Farmers sold their products mostly on the stock market.
- d) Farm incomes were already decreasing before the Great Depression.

12. What was “Bloody Friday”? (6.4.18.4)

- a) the day the United States entered World War I
- b) the day police opened fire on striking workers
- c) the day farm wages fell to an all-time low
- d) the day the stock market crashed

13. Use the graph to answer the question.



How many Minnesotans found jobs with the WPA after 1935? (6.4.18.4)

- a) four thousand
- b) sixty-four thousand
- c) sixty-eight thousand
- d) seventy-two thousand

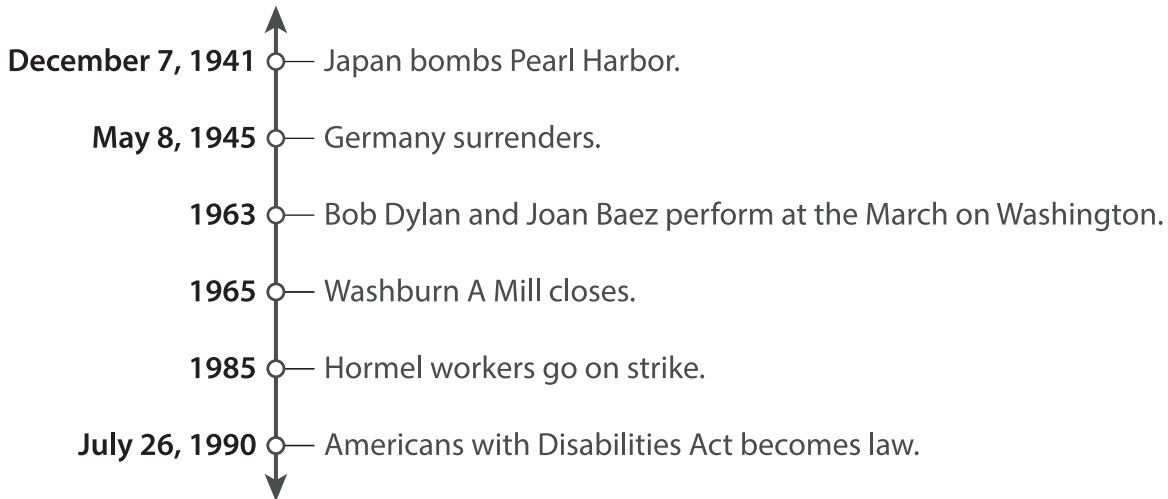
14. How did the WPA support the arts in Minnesota? (6.5.23.3)

- a) It created new curriculum for teachers to use in schools.
- b) It provided funds to build the Minneapolis Institute of Art.
- c) It invested in programs such as the Minneapolis Art Center.
- d) It established a ballet company that is still in existence today.

Assessment: Chapter 8—*Fighting for Freedom*

On your own paper, write the letter that provides the best answer.

Use the timeline to answer questions 1–4.



1. Which event caused the United States to enter World War II? (6.4.18.5)
 - a) Germany surrenders.
 - b) Washburn A Mill closes.
 - c) Japan bombs Pearl Harbor.
 - d) Hormel workers go on strike.
2. Which event made it possible for more people to enter public buildings? (6.4.22.3)
 - a) Germany surrenders.
 - b) Washburn A Mill closes.
 - c) Americans with Disabilities Act becomes law.
 - d) Bob Dylan and Joan Baez perform at the March on Washington.
3. Which event was part of the larger civil rights movement? (6.4.22.3)
 - a) Germany surrenders.
 - b) Washburn A Mill closes.
 - c) Hormel workers go on strike.
 - d) Bob Dylan and Joan Baez perform at the March on Washington.
4. Which event was the result of laws affecting collective bargaining? (6.4.22.3)
 - a) Washburn A Mill closes.
 - b) Hormel workers go on strike.
 - c) Americans with Disabilities Act becomes law.
 - d) Bob Dylan and Joan Baez perform at the March on Washington.

5. What is one way Fort Snelling was used during World War II? (6.4.18.5)
- a) as a defense of the Minnesota and Mississippi Rivers
 - b) as a recovery center for the attack on Pearl Harbor
 - c) as a training center for linguists
 - d) as a busy fur trading post
6. What role did the Nisei have during World War II? (6.4.18.5)
- a) preparing Fort Snelling for its thousands of new recruits
 - b) commanding soldiers with less military experience
 - c) translating communications from Japan
 - d) directing missile strikes over Germany
7. How did Minnesota's Iron Range contribute to the war effort during World War II? (6.4.18.5)
- a) The farmers there grew wheat used by General Mills.
 - b) The German prisoners of war there mined for essential iron ore.
 - c) The mines there extracted minerals used for steel to make weapons.
 - d) The canning industry there taught families how to process their own food.
8. What was one way the Cold War affected life in Minnesota? (6.4.18.5)
- a) Many nuclear missiles were stationed in Minnesota.
 - b) Fallout shelters were created in many public buildings.
 - c) Minnesota's leaders pursued close ties with the Soviet Union.
 - d) Local people refused to have military bases built in Minnesota.
9. Which Minnesotan laid the groundwork for the National Association for the Advancement of Colored People (NAACP)? (6.4.22.3)
- a) Reverend Denzil A. Carty
 - b) Fredrick L. McGhee
 - c) Roy Wilkins
 - d) Alan Page
10. Why is access for people with disabilities considered a civil right? (6.4.22.3)
- a) It gives certain people an advantage over others.
 - b) It provides fundamental rights and freedoms.
 - c) It restricts access to public buildings.
 - d) It allows for collective bargaining.
11. When the ADA was expanded in 2008, which groups also became protected? (6.4.22.3)
- a) immigrants
 - b) people in wheelchairs
 - c) members of workers' unions
 - d) people with communication difficulties

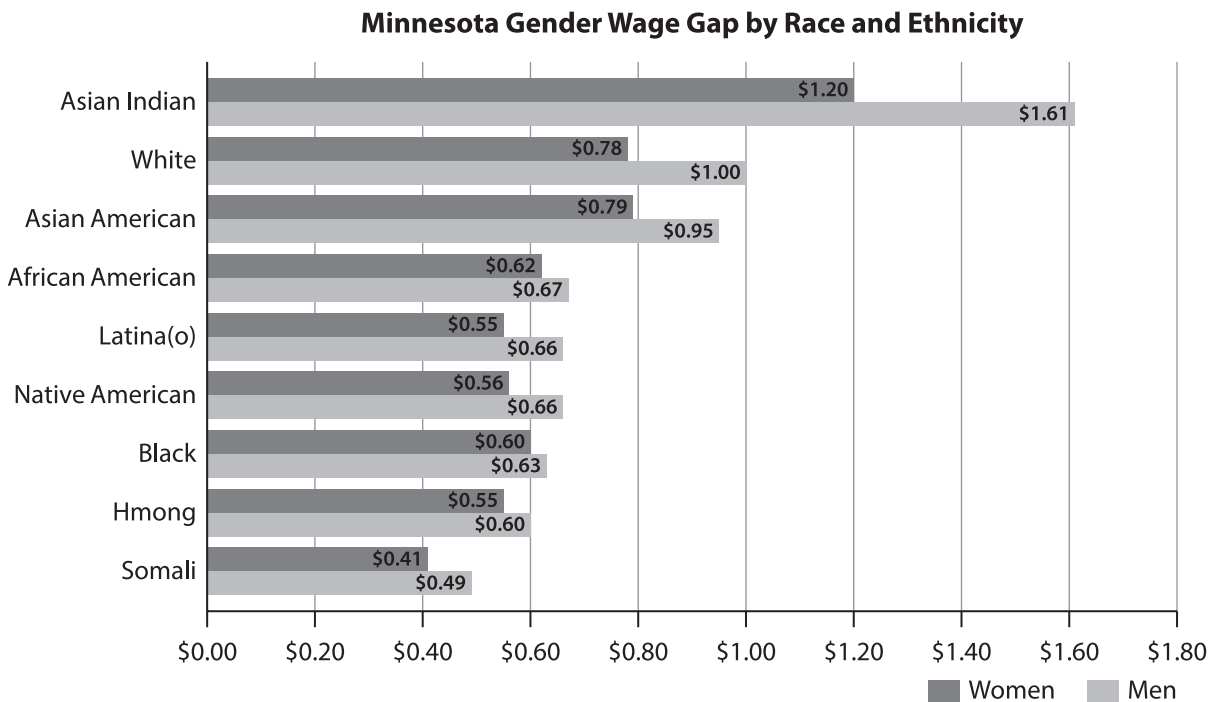
- 12.** Where are the Hmong people originally from? (6.4.21.2)
- a)** Vietnam
 - b)** Russia
 - c)** Korea
 - d)** Laos
- 13.** Which of the following contributed to the closing of the Washburn A Mill in 1965? (6.4.22.3)
- a)** The lack of U.S. involvement in an international war meant that metal for weapons was no longer necessary.
 - b)** The Minnesota legislature made it easier for public employees to engage in collective bargaining.
 - c)** Public school teachers on strike decreased the demand for goods produced at the mill.
 - d)** Technology allowed grain to be processed at other facilities.

Assessment: Chapter 9—Minnesota in the Twenty-First Century

On your own paper, write the letter that provides the best answer.

1. What problem does the 21st Century Fund try to address? (6.5.23.1)
 - a) income disparities for marginalized groups
 - b) decreased income on the Iron Range
 - c) weaknesses in collective bargaining
 - d) large gender pay gaps

Use the graph to answer questions 2 and 3.



2. According to the chart, which racial group earns more than any other group, both men and women? (6.5.23.1)
 - a) Native American
 - b) Asian Indian
 - c) Somali
 - d) White
3. How much do Native American men make for every dollar white men make? (6.5.23.1)
 - a) \$0.49
 - b) \$0.60
 - c) \$0.63
 - d) \$0.66

4. How do North American Traditional Indigenous Food Systems and other organizations try to break the cycle of economic and health crises for Native Americans? (6.5.23.1)
- a) by connecting Native American communities to their heritages
 - b) by providing money directly to Native American communities
 - c) by encouraging non-Native people to try Native American food and drink
 - d) by arguing for new taxes to support Native American groups
5. Which measure has been shown to have the greatest impact on the school achievement gap? (6.4.22.3)
- a) attendance
 - b) teaching
 - c) recess
 - d) tests
6. What goals does St. Paul's Climate Action and Resilience Plan include in addition to the state's Climate Action Framework? (6.4.22.3)
- a) decreasing Red River flooding
 - b) lowering energy and water use
 - c) increasing agricultural activity
 - d) lowering greenhouse gas emissions
7. What is the goal of the group Ka Joog? (6.4.21.2)
- a) volunteering to fight fires
 - b) advising children about healthy diets
 - c) helping young people avoid violence and drugs
 - d) providing assistance to people experiencing homelessness
8. Which is the third largest group of people in Minnesota? (6.4.21.2)
- a) White
 - b) Black
 - c) Latino
 - d) Hmong
9. How does the number of Black Minnesotans in prison compare to the number of white Minnesotans? (6.5.23.1, 6.5.25.1)
- a) It is proportionally lower.
 - b) It is proportionally higher.
 - c) It is disproportionately lower.
 - d) It is disproportionately higher.

- 10.** What problem do Indigenous women and girls face far more than other groups? (6.4.19.3.b, 6.4.22.3)
- a)** abduction
 - b)** incarceration
 - c)** low pay for equal work
 - d)** dropping out of school

Assessment: Chapter 10—Minnesota's Governments

On your own paper, write the letter that provides the best answer.

1. What is one responsibility of a government? (6.1.2.1.b)
 - a) paying taxes
 - b) maintaining infrastructure
 - c) recognizing the federal government
 - d) protecting all surrounding lands and habitats
2. Who does the Fourteenth Amendment protect? (6.1.3.1.b)
 - a) all citizens of foreign governments who visit the United States
 - b) all diplomats with official business in the United States
 - c) all people born in the United States and naturalized citizens
 - d) all people with green cards or valid travel visas
3. What is a good way for young people and children to participate in their community? (6.1.3.1.c)
 - a) picking up trash on the street
 - b) voting in elections
 - c) spreading rumors
 - d) running for office

Use the table to answer questions 4–6.

	Federal	State	Local
Responsibilities	4.	Sets educational policies	Plows county roads
Top Executive	President	Governor	5.
Elections	Representatives serve two-year terms	6.	Managed by the county clerk

4. Which text belongs in box 4? (6.1.2.1.b)
 - a) decides where to put a new community park
 - b) manages local elections
 - c) protects national parks
 - d) sets state tax policies
5. Which title belongs in box 5? (6.1.4.1.b, 6.1.2.1.b)
 - a) senator
 - b) planner
 - c) mayor
 - d) clerk

6. Which statement belongs in box 6? (6.1.4.1.b)
- a) Senators serve only six-year terms.
 - b) Representatives serve four-year terms.
 - c) Supreme Court justices may be elected.
 - d) Governors are appointed to one-year terms.

Use the table about Minnesota's state government to answer questions 7–9.

Executive	Legislative	Judicial
Officeholders including governor and lieutenant governor	House and Senate	7.
Can veto legislation	8.	Can declare a law unconstitutional
9.	Elected to terms of various lengths	Appointed by the governor, run for reelection at the state level

7. Which text belongs in box 7? (6.1.2.1.b)
- a) makes laws
 - b) system of courts
 - c) two branches of government
 - d) includes people like the governor
8. Which text belongs in box 8? (6.1.2.1.b)
- a) can override a veto
 - b) can veto something from Congress
 - c) can appoint a president or a governor
 - d) can hear the court cases that it chooses
9. Which text belongs in box 9? (6.1.2.1.b)
- a) elected by two-thirds of a legislature
 - b) elected to one four-year term at a time
 - c) elected only through a special court session
 - d) elected through a combination of popular vote and approval by the other two branches
10. Why are checks and balances important to a democracy? (6.1.2.1.a)
- a) They prevent one branch or person from becoming too powerful.
 - b) They promote cooperation and unity among all three branches.
 - c) They ensure laws are always followed.
 - d) They make it harder to govern.

Assessment: Chapter 11—Minnesota's Economy

On your own paper, write the letter that provides the best answer.

1. Why is Minnesota's budgeting process more complicated than that of a household or small business? (6.2.9.1.a)
 - a) Taxpayers have the ability to veto any budget measure they do not approve of.
 - b) Schools always get the largest percentage of the budget.
 - c) The constitution requires its budget to be balanced.
 - d) It has fewer creditors than a small business.

2. Use the budget to answer the question.

Dominique's Budget

Monthly Income: \$400

Monthly Expenses:

Food	\$50
Bus	\$20
Phone Bill	\$80
Clothing	\$40
Entertainment	\$30

Which statement describes the state of Dominique's budget after she meets her monthly expenses? (6.2.9.1.c)

- a) She has a balanced budget.
 - b) She has a surplus.
 - c) She has a deficit.
3. How do businesses still use the Mississippi River? (6.2.11.1)
 - a) to power the mills
 - b) as a symbol of Minneapolis
 - c) as a defense against outside forces
 - d) to move goods from one place to another
4. What is a Fortune 500 company? (6.5.24.2.a)
 - a) a company that employs at least five hundred people
 - b) one of the five hundred biggest companies in the country
 - c) a company that has earned at least \$500 million
 - d) one of the five hundred fastest-growing companies in the country

5. Which of the following may be a task of the Metropolitan Council? (6.2.11.2.a)
- a) determining which buildings must be removed to make space for a new runway
 - b) assessing the effectiveness of new security measures inside train stations
 - c) deciding which new restaurants will open at the airport
 - d) negotiating contracts for pilots and flight attendants
6. How does Minnesota's state government make money? (6.2.9.1.a, 6.2.11.1)
- a) taxes and fees
 - b) community yard sales
 - c) donations from wealthy residents
 - d) salaries from the federal government
7. Which school district would rely most on the federal Department of Education? (6.2.11.1)
- a) one that has too many applicants for each teaching position
 - b) one located near plenty of infrastructure
 - c) one surrounded by expensive homes
 - d) one in a poorer neighborhood
8. How does the state of Minnesota determine funding for school districts? (6.2.11.1)
- a) It is based on a school district's geographic location.
 - b) It is based on a school district's property taxes.
 - c) It is based on a school district's staffing needs.
 - d) It is based on a school district's student enrollment.
9. How does generational wealth help break the cycle of poverty? (6.2.9.1.a, 6.2.11.2.b, 6.5.23.1)
- a) People have more opportunity to go to college or start a business.
 - b) People qualify for government programs that help them learn how to manage money.
 - c) People know how to manage money without having to learn about budgets.
 - d) People learn how to balance a tight budget and live within their means.
10. Why is systemic inequality a challenge for Minnesota? (6.2.9.1.a, 6.2.11.2.b, 6.5.23.1)
- a) Politicians are the only ones willing to face the problem.
 - b) It can be easily solved by a core group of people.
 - c) It had been propped up by laws and regulations for generations.
 - d) It cannot be solved.

Performance Task: *The Story of Minnesota*

Teacher Directions: Throughout this volume, students have encountered several timelines. A timeline helps organize historical information and show a chronology of events. They can also help historians see patterns.

Prompt: In this task, students will create an illustrated timeline.

Encourage students to use information from *The Story of Minnesota* and Additional Activities in their illustrations. Have students use the Performance Task Notes Table to plan their timelines.

A sample table, completed with more than the required number of possible events, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide their own fifteen events spread across time, but you may wish to adjust the number of entries students are required to include on their timelines.

Dates	Event
10,000 BCE	Minnesota was covered with glaciers.
1000–1600 CE	Ancestors of the Dakota arrived in Minnesota.
1620	Etienne Brûlé was the first European to see Lake Superior.
1670	Hudson’s Bay Company is established.
1675	Father Louis Hennepin renamed Owámniyomni to St. Anthony Falls.
1823	The American Fur Company dominated the fur trade in Minnesota.
1825	Bdote became home to the military’s Fort Snelling.
1858	Minnesota became the thirty-second state.
1858	Dakota leaders were forced to sign a treaty that took away most of the land they had left.
1863	The First Minnesota held the line at the Battle of Gettysburg.
1862	The U.S.-Dakota War began.
1863	A state law removed all Dakota people from Minnesota.
1900	The timber industry reached its peak in Minnesota.
1882	The National Woman Suffrage Association held its annual convention in Minnesota.

1914	The Minneapolis Institute of Art opened.
1916	Minneapolis flour mills were central to World War I.
1929	The stock market crashed, but Minnesota farmers were already in a depression.
1943	Northern Minnesota iron mines created weapons for World War II.
1963	Bob Dylan and others performed at the March on Washington for Jobs and Freedom.
1985	Hormel workers went on strike to demand better wages.
2019	The city of St. Paul created the Climate Action and Resilience Plan.
2001–2022	More migrants entered Minnesota than left it.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their timelines using the rubric.

Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they first think about their responses.

Above Average	Timeline is accurate, detailed, and thorough. It demonstrates thought and creativity. The timeline is clear and well organized.
Average	Timeline is mostly accurate and somewhat detailed. It demonstrates some thought and effort. The timeline is clear and well organized; some minor errors may be present.
Adequate	Timeline is mostly accurate but lacks some details. The timeline may exhibit issues with organization or presentation quality.
Inadequate	Timeline is incomplete. The timeline may exhibit major issues with organization and presentation quality.

Name _____

Date _____

Performance Task Activity: *The Story of Minnesota*

You have encountered many timelines in this Student Reader. Timelines help organize information and illustrate a chronology of events. They can sometimes help historians see patterns.

In this task, you will create your own illustrated timeline.

1. Choose fifteen events from *The Story of Minnesota*. The events should be spread across time. Use the Performance Task Notes Table to help list and organize events.
2. Place those events on a timeline.
3. Create or find an illustration to accompany each event. Do not copy the illustrations used in the Student Reader.

Name _____

Date _____

The Story of Minnesota Performance Task Notes Table

Use the table below to help organize your thoughts as you gather information for your timeline. Include examples from different time periods.

Date(s)	Event

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | | |
|-------|---------------|-----------------------------------------------------------------------------------------------------------------------------|
| _____ | 1. inhabitant | a) an ecological community defined by plants, animals, and climate |
| _____ | 2. contiguous | b) a person who lives in a place |
| _____ | 3. glacier | c) the removal of water from a place |
| _____ | 4. biome | d) a person who flees a country to avoid danger or persecution |
| _____ | 5. prairie | e) a large, slow-moving mass of compacted snow or ice |
| _____ | 6. coniferous | f) relating to trees with needles and cones |
| _____ | 7. deciduous | g) sharing a common border; next to each other |
| _____ | 8. drainage | h) relating to trees that shed their leaves each year |
| _____ | 9. irrigation | i) the watering of crops by moving water from a well, river, or lake to a place where it does not rain enough to grow crops |
| _____ | 10. refugee | j) a large area of flat land covered in grasses |

Name _____

Date _____

Activity Page 2.1

Use with Chapters 2, 4

Analyze an Image

1a. Does this image show a place? _____

1b. What does the place look like? _____

2a. Are there people in the image? _____

2b. What are the people doing? _____

3a. Are there objects in the image? _____

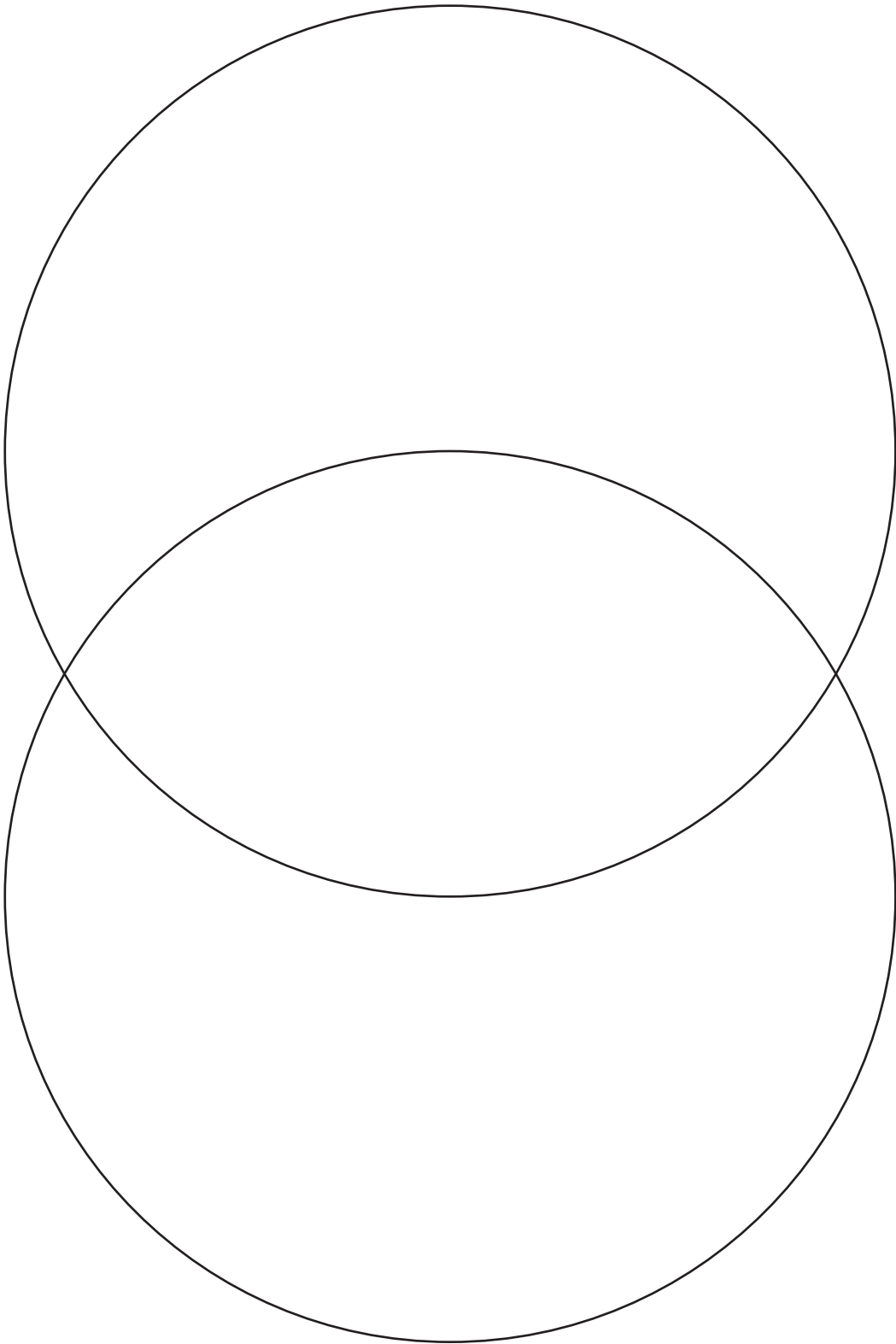
3b. What are the objects being used for? _____

4a. What time period does the image show? _____

4b. What does the image show you about that time period? _____

Name _____ Date _____

Venn Diagram



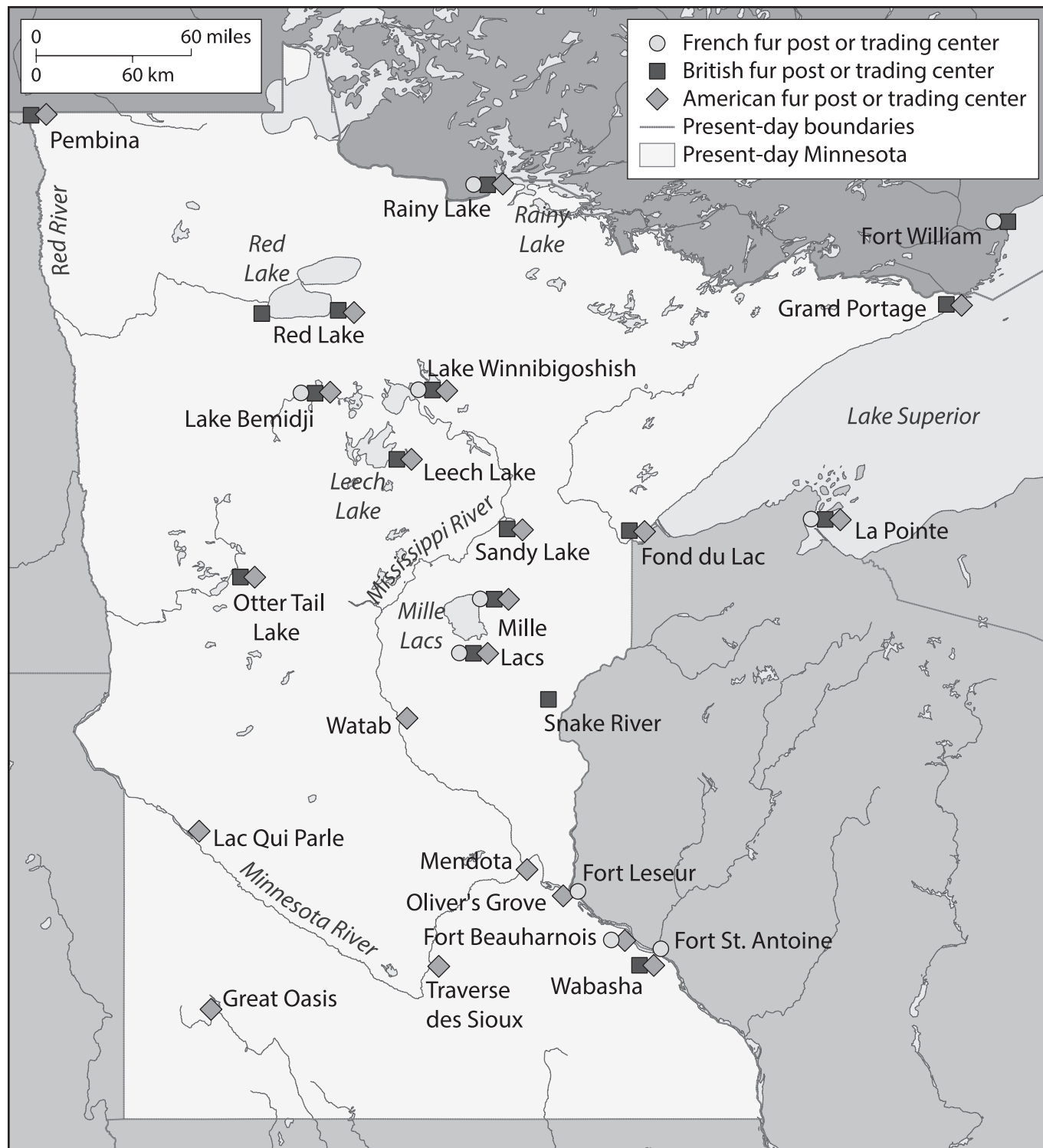
Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Minnesota Fur Trade



Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 6.1 (*Continued*)

Use with Chapter 6

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

13. _____

Name _____

Date _____

Activity Page 6.2

Use with Chapter 6

Domain Vocabulary: Chapters 2–6

Use the words in the word bank to complete the crossword puzzle.

petroglyph	confluence	repudiate
sacred	relinquish	retribution
kinship	encroach	commute
portage	legislative	overturn
prominent	secede	
infrastructure	reconciliation	

Across:

- 2. to carry a boat and its cargo from one navigable waterway to another
- 4. to intrude on something that belongs to someone else
- 7. to give up something voluntarily
- 11. having the power to make laws
- 12. very important, famous
- 13. restoration of a broken relationship
- 15. punishment given in response to for a wrongdoing
- 16. related to religion, holy

Down:

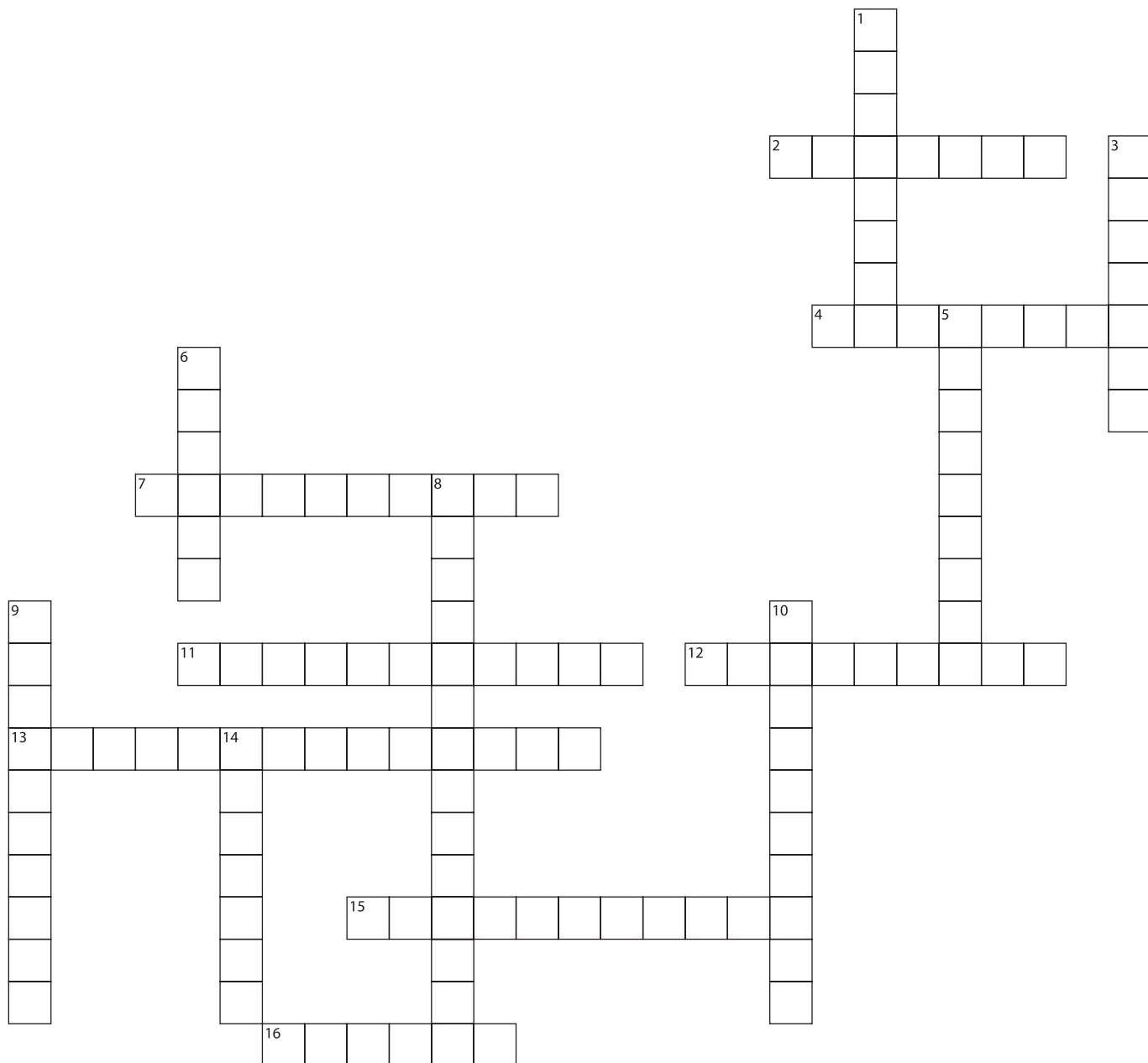
- 1. to reverse a previous decision
- 3. a close blood relationship
- 5. to reject or refuse
- 6. to withdraw formally from an alliance or organization
- 8. the public works system that includes roads, bridges, water, public transportation, etc.
- 9. a prehistoric rock carving
- 10. a coming or flowing together
- 14. to reduce or eliminate the punishment for a crime

Name _____

Date _____

Activity Page 6.2 (Continued)

Use with Chapter 6



Activity Page 9.1

Use with Chapter 9

Domain Vocabulary: Chapters 7–9

For each term, write the letter of the definition.

- | | | |
|-------|------------------------------|---------------------------------------------------------------------------------------------------------------|
| _____ | 1. thoroughfare | a) to keep people separate, usually on the basis of race |
| _____ | 2. monopoly | b) having a great deal of money; wealthy |
| _____ | 3. suffrage | c) a decrease in the cost of goods and services |
| _____ | 4. covenant | d) the right to vote |
| _____ | 5. segregate | e) relating to communism, an economic system based on community ownership of property and industry |
| _____ | 6. integrate | f) a noticeable difference between people or things, such as in income, health, or opportunity |
| _____ | 7. deflation | g) a road or path that forms a route between two or more places |
| _____ | 8. linguist | h) a person skilled in foreign languages |
| _____ | 9. ration | i) to end a policy that keeps apart people of different races; to make a place open to everyone |
| _____ | 10. communist | j) complete ownership or control of a resource or industry |
| _____ | 11. median | k) substances that are released into the air that trap heat from the sun in Earth's atmosphere |
| _____ | 12. disparity | l) the middle number in a set of sorted numbers |
| _____ | 13. affluent | m) a fixed amount of a resource officially allowed to each person during a time of shortage, often in wartime |
| _____ | 14. greenhouse gas emissions | n) an official agreement |

Name _____

Date _____

Activity Page 10.1

Use with Chapter 10

My Representatives

Fill in the table below with your representatives at each level of government.

Federal: President	
Federal: Senators	
Federal: Representative	
State: Governor	
State: Senator	
State: Representative	
Local: Mayor or Village President	
Local: City or Town Council	
Local: School Board	
Tribal: Tribal Leader(s)	

Name _____

Date _____

My Budget

My Income: \$ _____

Create a budget plan by listing your needs and wants and the estimated monthly cost for each.

Needs	Cost (Estimated Price)
Wants	

Total Cost: _____

Name _____

Date _____

Activity Page 11.2

Use with Chapter 11

Domain Vocabulary: Chapters 10–11

Complete each sentence using a word from the word bank.

executive

sovereign

budget

veto

naturalized

allocate

judicial

oath

redline

override

alien

appeal

upstander

1. The girl is a(n) _____ because she moved here from Canada.
2. The president can _____ the bill if he thinks it is bad legislation.
3. The city council is expected to _____ \$15 million for a new school next year.
4. The _____ branch includes county courts.
5. The Dakota and Anishinaabe are _____ nations.
6. Members of the military take a(n) _____ to defend the Constitution.
7. Because cities used to _____ majority-Black neighborhoods, there is a racial gap in home ownership.
8. The governor is the leader of Minnesota's _____ branch.
9. My family keeps a monthly _____ to help us spend money wisely.
10. It is common for a defense attorney to _____ a guilty verdict.
11. Helping those in need is one way to be a(n) _____ in your community.
12. Congress has the power to _____ some presidential decisions with enough votes.
13. People who have become citizens after moving to the United States have been _____.

CITIZENSHIP AND GOVERNMENT

- 6.1.2.1.a** Locate a democratic principle embodied in the Constitution of the State of Minnesota or in one of Minnesota's Tribal Nations' constitutions.
- 6.1.2.1.b** Summarize the concept of federalism and describe the relationship between the powers of the federal and state governments.
- 6.1.3.1.a** Summarize the concept of citizenship in the United States.
- 6.1.3.1.b** Explain how individuals become citizens by birth or naturalization.
- 6.1.3.1.c** Compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.
- 6.1.4.1.a** Identify the purpose of the Constitution of the State of Minnesota.
- 6.1.4.1.b** Explain how the Constitution of the State of Minnesota organizes state government and authorizes local government (county, city, school board and township).
- 6.1.4.1.c** Compare and contrast the ways state and local government are funded.
- 6.1.4.2** Describe the goals, offenses, penalties, long-term consequences and privacy concerns of Minnesota's juvenile justice system and evaluate the impact on youth, including those from historically disenfranchised groups.
- 6.1.6.1.a** Explain the concept of sovereignty.
- 6.1.6.1.b** Explain how treaty rights are exercised by the Anishinaabe and Dakota today.

ECONOMICS

- 6.2.9.1.a** Describe various types of income.
- 6.2.9.1.b** Explain the role that the development of human capital plays in determining one's income.
- 6.2.9.1.c** Create a budget based on a given monthly income.
- 6.2.11.1** Describe the movement of goods and services, resources and money through markets at the community, national and global level.
- 6.2.11.2.a** Explain how people living in a community are impacted by government policies regarding land use.
- 6.2.11.2.b** Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.
- 6.2.12.1** Explain why companies might move production to other states or countries.

GEOGRAPHY

- 6.3.13.1** Use geospatial technologies to create and interpret fixed and dynamic maps that represent Mni Sóta Maŋoce and Minnesota.
- 6.3.13.2** Use geographic tools to support a claim with evidence and explain reasoning to address a spatial problem within Minnesota.
- 6.3.14.1** Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.
- 6.3.15.1** Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.
- 6.3.16.1** Evaluate how two (or more) different communities address the issues related to climate change in Minnesota.

HISTORY

- 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.a** Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region.
- 6.4.18.2.b** 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.
- 6.4.19.1.a** Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership.
- 6.4.19.1.b** 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.a** Examine conflicting narratives about the United States-Dakota War of 1862.
- 6.4.19.3.b** Analyze the perspectives of settlers and Dakota people before, during and after the United States-Dakota War of 1862.
- 6.4.19.3.c** Identify the narratives that are absent in perspectives of settlers and Dakota people before, during and after the United States-Dakota War of 1862.
- 6.4.20.1.a** Evaluate primary and secondary sources about the process by which Minnesota became a territory and state.

- 6.4.20.1.b** Consider what perspectives and narratives are absent from the available sources about the process by which Minnesota became a territory and state.
- 6.4.21.1.a** Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota.
- 6.4.21.1.b** Organize applicable evidence into a coherent argument about the impact of big business, industrialization, farming and/or technology on the use of natural resources in 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.
- 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.

ETHNIC STUDIES

- 6.5.23.1** Identify and explain how discrimination based on race, gender, economic, ableism and social group identity affects the history, health, growth and/or current experiences of residents of Minnesota.
- 6.5.24.1** Examine how and why the Minnesota landscape has been shaped by people.
- 6.5.24.2.a** Identify individuals, community organizations, businesses and corporations that make their community in Minnesota unique.
- 6.5.24.2.b** Analyze how these groups do community building efforts, specifically by racialized and marginalized groups/individuals in Minnesota.
- 6.5.24.3** Identify how the arts have been a part of strategies, activities and/or engagement for social and political change.
- 6.5.25.1** Examine the impact of slavery and race in Minnesota today.

Answer Key: *The Story of Minnesota*

Chapter Assessments

Chapter 1

1. a 2. d 3. a 4. c 5. b 6. c 7. b 8. c

Chapter 2

1. b 2. b 3. c 4. a 5. a 6. d 7. d 8. c 9. c 10. d

Chapter 3

1. d 2. a 3. c 4. c 5. d 6. c 7. b 8. b 9. a 10. a

Chapter 4

1. b 2. a 3. a 4. a 5. a 6. b 7. c 8. b 9. a 10. b

Chapter 5

1. a 2. c 3. c 4. c 5. c 6. b 7. b 8. d 9. b 10. a

Chapter 6

1. c 2. d 3. a 4. b 5. c 6. c 7. a 8. b

Chapter 7

1. c 2. a 3. a 4. d 5. d 6. d 7. a 8. c 9. b 10. c 11. d
12. b 13. b 14. c

Chapter 8

1. c 2. c 3. d 4. b 5. c 6. c 7. c 8. b 9. b 10. b
11. d 12. d 13. d

Chapter 9

1. b 2. b 3. d 4. a 5. a 6. b 7. c 8. c 9. d 10. a

Chapter 10

1. b 2. c 3. a 4. c 5. c 6. c 7. b 8. a 9. b 10. a

Chapter 11

1. c 2. b 3. d 4. b 5. a 6. a 7. d 8. b 9. a 10. c

Activity Pages

Domain Vocabulary: Chapter 1 (AP 1.1)

- | | |
|------|-------|
| 1. b | 6. f |
| 2. g | 7. h |
| 3. e | 8. c |
| 4. a | 9. i |
| 5. j | 10. d |

Analyze an Image (AP 2.1), Chapter 2

1a. Yes

1b. It is the edge of a lake where tall rice plants are growing.

2a. Yes

2b. One person is paddling the canoe. Two people are cutting rice plants.

3a. Yes

3b. The canoe is used to get the people close to the rice plants. An oar is used to move the canoe. Small handheld objects are used to cut or hit the rice plants.

4a. The time period is unclear, but it is likely a few centuries ago.

4b. The image shows that people of this time had technology to help them get food.

Venn Diagram (AP 2.2), Chapter 2

Possible answers:

Dakota: In Minnesota since 1000 CE; Run collectively; Spirituality centers on Creator; Relied on bison to survive winter

Anishinaabe: Also called Ojibwe; Gift-giving is important; Religion is more focused on the individual; Harvested wild rice, maple sugar, and syrup; Traveled by canoe

Both: Moved with the seasons; Maintain oral tradition; Made use of the land; Kinship is important

Analyze an Image (AP 2.1), Chapter 4

1a. Yes

1b. It is the edge of Lake Itasca.

2a. Yes

2b. Some people are sitting in canoes, and others are sitting or standing near tents.

3a. Yes

3b. The canoes are being used to move people. The tent is likely for shelter. The flag shows American presence.

4a. 1853

4b. The image shows that at this time, Americans and Dakota and Anishinaabe got along.

Artifact Study (AP 6.1)

Describe the artifact.

1. **What type of object is it?** It is a war shield.
2. **Where is it from?** It is from the Minnesota area.
3. **When was it made?** It was made around the time of the U.S.-Dakota War of 1862.
4. **What color is it?** It is painted in multiple colors; the central figures (the Dakota) are more colorful than those surrounding them.
5. **What shape is it?** It is round.
6. **What size is it?** It is small enough to hold in a hand.
7. **What is it made of?** It is likely made of animal skin.

Think about the artifact.

8. **What knowledge or experience was needed to create it?** Making the shield required knowledge of tanning skin, stretching and attaching it to the frame, and painting the figures.
9. **Why was it made? What is its purpose?** The shield might have been made to be used for personal defense, but it might be ceremonial or symbolic to tell the story of the war. It may have been displayed somewhere.
10. **Could it have been made by one person, or did it need to be made by a group?** It could have been made by one person, but it's possible one person made the shield and another person painted it. It is possible that multiple people gathered the materials.
11. **How has the artifact changed over time?** The shield does not seem to have changed much over time.

Think about context.

12. **What do you know about the time and place the artifact was created?** The shield was made as the Dakota were defeated in the U.S.-Dakota War, which led to very harsh conditions for all the Dakota in Minnesota.

Draw a conclusion about the artifact.

13. The artifact commemorates the defeat of the Dakota during the war. Even though the Dakota lost, the shield shows their resilience and culture. The tepees around the edge show that the Dakota warriors were defending their homes.

Venn Diagram (AP 2.2), Chapter 6

Possible answers:

Native People: Did not believe land could be owned; Respected land as a provider and partner; Felt connected to land and everything on it

Settlers: Believed land could be owned; Wanted to claim land and expand their land ownership

Both: Used resources provided by the land

Domain Vocabulary: Chapters 2–6 (AP 6.2)

Down:

1. overturn
3. kinship
5. repudiate
6. secede
8. infrastructure
9. petroglyph
10. confluence
14. commute

Across:

2. portage
4. encroach
7. relinquish
11. legislative
12. prominent
13. reconciliation
15. retribution
16. sacred

Domain Vocabulary: Chapters 7–9 (AP 9.1)

- | | |
|------|-------|
| 1. g | 8. h |
| 2. j | 9. m |
| 3. d | 10. e |
| 4. n | 11. l |
| 5. a | 12. f |
| 6. i | 13. b |
| 7. c | 14. k |

My Representatives (AP 10.1)

Federal: President	President of the United States (correctly named)
Federal: Senators	Minnesota federal senators (correctly named)
Federal: Representative	Minnesota district congressional representative (correctly named)
State: Governor	Minnesota governor (correctly named)
State: Senator	Minnesota state senator (correctly named)
State: Representative	Minnesota legislative representative (correctly named)
Local: Mayor	Local area mayor (correctly named)
Local: City or Town Council	City or town councilmember(s) (correctly named)
Local: School Board	School board member(s) (correctly named)
Tribal: Tribal Leader(s)	Minnesota tribal leader or leadership group (correctly named)

Venn Diagram (AP 2.2), Chapter 10

Possible answers:

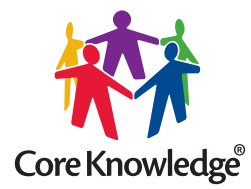
U.S. Federal Government: Responsible for actions that apply to the entire country; Executive headed by president; Congress is the legislature; Supreme Court is head of the judicial branch; Court justices are appointed and serve for life

Minnesota State Government: Responsible for actions that apply to Minnesota; Executive headed by governor; Legislature is made up of House of Representatives (134 members) and Minnesota State Senate (67 members); Supreme Court is head of the judicial branch; Justices are elected and serve six-year terms

Both: Three branches: executive, legislative, judicial; Collect taxes; Make, carry out, and rule on laws

Domain Vocabulary: Chapters 10–11 (AP 11.2)

- | | |
|--------------|-----------------|
| 1. alien | 8. executive |
| 2. veto | 9. budget |
| 3. allocate | 10. appeal |
| 4. judicial | 11. upstander |
| 5. sovereign | 12. override |
| 6. oath | 13. naturalized |
| 7. redline | |



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