



The American Republic

To 1877
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STANDARDS	PAGE REFERENCES
<p>I. U.S. HISTORY</p>	
<p>A. Pre-history through 1607 The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.</p>	
<p>1. Students will compare ways of life of Indian Nations from different regions of North America.</p>	<p>Student Edition: 19, 28-33 <i>Picturing History</i> 29 <i>Geography Skills</i> 30 <i>Section Assessment</i> 33 #5</p> <p>Teacher Wraparound Edition: CLA 29; DI 30; DYK 31; ICA 31; RS 29, 32; YDS 31</p>

STANDARDS	PAGE REFERENCES
<p>B. Pre-history through 1607</p>	
<p>The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.</p>	
<p>1. Students will identify key European explorers and how their voyages led to the establishment of colonies.</p>	<p>Student Edition: 43-49, 51-55, 60-62 <i>Graphic Organizer Skills</i> 44 <i>Two Viewpoints</i> 47 <i>Geography Skills</i> 48, 52, 61 Teacher Wraparound Edition: C 49; CLA 44, 52; DI 45</p>
<p>2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.</p>	<p>Student Edition: 51-55, 61-62 <i>Graphic Organizer Skills</i> 44 <i>Two Viewpoints</i> 47 <i>Section Assessment</i> 49 #4 <i>America's Literature</i> 50 <i>Geography & History</i> 56-57 Teacher Wraparound Edition: C 49; CLA 52; ICA 61</p>
<p>C. Colonization and Conflict, 1607-1780s</p>	
<p>The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.</p>	
<p>1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America.</p>	<p>Student Edition: 43-45, 46, 58-62, 70-72, 76-77, 82-83 <i>Causes and Effects of European Exploration</i> 44 <i>Section Assessment</i> 49 #3 <i>More About...</i> 60 Teacher Wraparound Edition: CGO 52; RC 45; TTA 66</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will compare and contrast life within the colonies and their geographical areas, including New England, Mid-Atlantic, and Southern colonies, and analyze their impact.</p>	<p>Student Edition: 71-73, 76-80, 82-85, 86-93 <i>Geography & History</i> 74-75 <i>Geography Skills</i> 77, 83, 87 <i>Chart Skills</i> 91</p> <p>Teacher Wraparound Edition: RS 77, 83, 87</p>
<p>3. Students will identify the differences and tensions between the English colonies and American Indian tribes.</p>	<p>Student Edition: 72, 77-78, 80, 88-89, 92-93, 117-118, 121-125 <i>More About...</i> 78 <i>Section Assessment</i> 80 #5</p> <p>Teacher Wraparound Edition: C 75; ETC 74</p>
<p>4. Students will understand the significance of enslaved Africans and their descendants in the economic and social life of the colonies.</p>	<p>Student Edition: 90, 102-103, 104-106 <i>Picturing History</i> 102 <i>Geography Skills</i> 103 <i>History Through Art</i> 105 <i>America's Literature</i> 107</p> <p>Teacher Wraparound Edition: DI 102; DYK 105; ETC 105; RS 104; WWW 103</p>
<p>D. Political Unrest and the American Revolution 1763 - mid-1791 The student will demonstrate an understanding of the causes and course of the American Revolution.</p>	
<p>1. Students will understand issues and events that led to the American Revolution, and analyze how these events affected the move toward independence from Britain.</p>	<p>Student Edition: 132-135, 136-139, 141-145, 147-151 <i>More About</i> 138 <i>Graphic Organizer Skills</i> 142</p> <p>Teacher Wraparound Edition: CLA 142; DI 143, 149; RS 133, 137; TTA 128</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will understand the principles of the Declaration of Independence, including inalienable rights and self-evident truths.</p>	<p>Student Edition: 150-151 <i>Reading Check</i> 151 <i>Section Assessment</i> 151 #4 <i>The Declaration of Independence</i> 154-157 <i>Critical Thinking</i> 158 #20</p> <p>Teacher Wraparound Edition: AI 155; C 151, 157; CC 149; WWWWW 155</p>
<p>3. Students will analyze the roles of key individuals and political leaders in the American Revolution.</p>	<p>Student Edition: 165, 168, 179, 180, 185 <i>Two Viewpoints</i> 163 <i>People In History</i> 166 <i>What If...</i> 178-179 <i>Picturing History</i> 184</p> <p>Teacher Wraparound Edition: CLA 184; ICA 175; RS 165</p>
<p>4. Students will know and understand key factors and events contributing to the defeat of the British.</p>	<p>Student Edition: 164, 172-175, 178-179, 180-182, 183-185 <i>Graphic Organizer Skills</i> 165, 174 <i>Section Assessment</i> 168 #5 <i>National Geographic</i> 181</p> <p>Teacher Wraparound Edition: CLA 184; DI 179; WWWWW 165</p>

STANDARDS	PAGE REFERENCES
<p>The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation.</p>	
<p>1. Students will know and understand basic principles of the new government established by the Constitution of the United States.</p>	<p>Student Edition: 207-211 <i>Civics in Action</i> 217-230 <i>Chart Skills</i> 218 <i>The Federal System</i> 219 <i>The Bill of Rights</i> 221 <i>The American System of Checks and Balances</i> 224 <i>The Constitution of the United States</i> 232-253</p> <p>Teacher Wraparound Edition: CLA 218, 235; CTA 221; RS 220</p>
<p>2. Students will know reasons why the United States developed the Constitution, including the debates and compromises that led to the final document.</p>	<p>Student Edition: 192-198, 199-205, 207-213 <i>More About</i> 196 <i>Critical Thinking Skillbuilder</i> 206</p> <p>Teacher Wraparound Edition: CTA 196, 211; DI 201; ETC 197, 244; ICA 210; RS 203</p>
<p>E. Growth and Westward Expansion, 1801-1861</p> <p>The student will demonstrate knowledge of western expansion, conflict, and reform in America.</p>	
<p>1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, the Mexican-American War, annexation, Louisiana Purchase and other land purchases, and the removal of American Indians to reservations.</p>	<p>Student Edition: 282-285, 341-345, 356-360, 362-368, 369-374, 375-378 <i>Geography Skills</i> 284, 291, 342, 372</p> <p>Teacher Wraparound Edition: FCO 354D; ICA 291</p>
<p>2. Students will analyze the impact of inventions and technologies on life in America, including the cotton gin, the steamboat, and the telegraph.</p>	<p>Student Edition: 306-310, 315-318, 386-390, 398-399 <i>Technology & History</i> 307, 399 <i>Section Assessment</i> 319 #3</p> <p>Teacher Wraparound Edition: CLA 307, 398; ICA 389; RS 310, 387</p>

STANDARDS	PAGE REFERENCES
F. Civil War and Reconstruction, 1850s-1870s	
The student will demonstrate knowledge of the causes of the Civil War.	
<p>1. Students will identify and analyze the main ideas of the debate over slavery, abolitionism, states' rights, and explain how they resulted in major political compromises.</p>	<p>Student Edition: 403-406, 418-424, 436-439, 441-444, 445-447 <i>More About...</i> 404 <i>People in History</i> 406 <i>Two Viewpoints</i> 420 <i>Geography Skills</i> 443</p> <p>Teacher Wraparound Edition: CLA 442; DI 447; RS 405</p>
<p>2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.</p>	<p>Student Edition: 451-452, 460-462 <i>Geography Skills</i> 452 <i>Section Assessment</i> 453 #6</p> <p>Teacher Wraparound Edition: C 453</p>
The student will demonstrate knowledge of major events and people of the Civil War.	
<p>1. Students will know and understand the roles of significant figures and battles of the Civil War Era and analyze their significance, including Frederick Douglass, Abraham Lincoln, Jefferson Davis, Harriet Tubman and Battle of Gettysburg.</p>	<p>Student Edition: 466-472, 473-477, 485-491 <i>People In History</i> 406, 480 <i>Geography Skills</i> 470, 487 <i>Why It Matters</i> 474-475 <i>Section Assessment</i> 477 #5 <i>Geography & History</i> 492-493</p> <p>Teacher Wraparound Edition: CLA 479; ETC 423</p>
<p>2. Students will analyze the aftermath of the war and its effects on citizens from the North and South including free blacks, women and former slaveholders.</p>	<p>Student Edition: 500-503, 504-508, 509-512, 513-520 <i>National Geographic</i> 507</p> <p>Teacher Wraparound Edition: CLA 510; ETC 518; ICA 507, 516; MAP 499; RS 498, 505</p>

STANDARDS	PAGE REFERENCES
<p>G. Reshaping the Nation and the Emergence of Modern America, 1877-1916</p> <p>The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.</p>	
<p>1. Students will identify and understand the reasons for the increase in immigration, growth of cities, new inventions, and political challenges to American government arising from the industrial revolution, and analyze their impact.</p>	<p>Student Edition: 535-539 <i>Graph Skills</i> 538 <i>Section Assessment</i> 539 #3 <i>Interdisciplinary Activity</i> 539</p> <p>Teacher Wraparound Edition: CTA 538; DYK 537; ICA 537; RS 535; WWWWW 535, 536</p>
<p>2. Students will identify and explain racial segregation and racism, including the rise of “Jim Crow,” the Ku Klux Klan, discrimination against immigrants, and the relocation of American Indian tribes to reservations, and analyze the impact of these actions.</p>	<p>Student Edition: 504-506, 510-511, 519-520, 531-532, 538, 543 <i>Section Assessment</i> 520 #5 <i>Geography Skills</i> 531</p> <p>Teacher Wraparound Edition: CP 531; ETC 246, 248; ICA 507</p>
<p>3. Students will analyze how the rise of big business, the growth of industry, and the change in life on American farms and small towns with increased mechanization changed life in America.</p>	<p>Student Edition: 535-539 <i>Graph Skills</i> 538 <i>Section Assessment</i> 539 #3 <i>Interdisciplinary Activity</i> 539</p> <p>Teacher Wraparound Edition: CTA 538; DYK 537; ICA 537; RS 535; WWWWW 535, 536</p>
<p>4. Students will analyze the impact of the Progressive Movement on child labor and working conditions; the rise of organized labor; women’s suffrage and the temperance movement, and identify the contributions of individuals in these movements.</p>	<p>Student Edition: 537-539, 540-544 <i>Geography Skills</i> 542</p> <p>Teacher Wraparound Edition: ICA 543; RS 541; WWWWW 542</p>

STANDARDS	PAGE REFERENCES
<p>H. World Wars and the Emergence of Modern America, 1900-1930s</p>	
<p>The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States.</p>	
<p>1. Students will know and understand the reasons for the Spanish-American War and its resulting impact.</p>	<p>Student Edition: 544-545 <i>Geography Skills</i> 544 <i>Section Assessment</i> 545 #5</p> <p>Teacher Wraparound Edition: CTA 544</p>
<p>2. Students will know and understand the United States' actions in the Pacific, and resulting international reactions.</p>	<p>Student Edition: 544-545 <i>Geography Skills</i> 544 <i>Section Assessment</i> 545 #5</p> <p>Teacher Wraparound Edition: CTA 544</p>
<p>3. Students will identify and understand the struggles and contributions of African American leaders of this period, including W.E.B. DuBois and Booker T. Washington, and compare their ideas.</p>	<p>Student Edition: 520, 543 <i>Critical Thinking Skillbuilder</i> 521</p>
<p>The student will understand World War I, its causes and effects.</p>	
<p>1. Students will know and understand the reasons for the United States' neutrality and delayed entry and involvement in World War I.</p>	<p>Student Edition: 546-549 <i>An American Story</i> 546 <i>Picturing History</i> 547 <i>Interdisciplinary Activity</i> 550</p> <p>Teacher Wraparound Edition: AP 547; C 550; RS 549</p>
<p>2. Students will explain Wilson's 14 Points and the United States' isolationism.</p>	<p>Student Edition: 546-549 <i>Documents of American History</i> 620</p>

STANDARDS	PAGE REFERENCES
<p>I. A World at War, 1930s-1945</p>	
<p>The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.</p>	
<p>1. Students will examine causes and analyze the effects of the Great Depression and the impact of the New Deal.</p>	<p>Student Edition: 556-558 <i>An American Story</i> 556 <i>Section Assessment</i> 563 #4, 563 #5 <i>Critical Thinking</i> 586 #21</p> <p>Teacher Wraparound Edition: C 563; DYK 558, 559; ETC 561; WWWWW 558</p>
<p>2. Students will analyze the major causes and effects of American neutrality and eventual involvement in World War II, including the America First movement, lend-lease, and the impact of Pearl Harbor.</p>	<p>Student Edition: 558-560 <i>Reading Check</i> 563 <i>Section Assessment</i> 563 #3</p> <p>Teacher Wraparound Edition: C 563; CTA 560; DYK 560; WWWWW 560</p>
<p>3. Students will recognize major events, battles and significant leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S. Truman, Winston Churchill, Adolph Hitler, the Battle for Midway, the invasion of Normandy, and the decision to drop the atomic bomb on Japan.</p>	<p>Student Edition: 558-563 <i>Geography Skills</i> 560, 562 <i>Section Assessment</i> 563 #2, 563 #6</p> <p>Teacher Wraparound Edition: ETC 562</p>
<p>4. Students will evaluate the impact of World War II on the home front and on American culture, including Japanese internment, Tuskegee Airmen, and “Rosie the Riveter.”</p>	<p>Student Edition: 559-560</p> <p>Teacher Wraparound Edition: DI 558; WWWWW 561; YDS 561</p>
<p>J. Post World War II Era, 1945-1980</p>	
<p>The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War II and the present.</p>	
<p>1. Students will understand and explain the rebuilding of Europe and Japan after World War II, including the Marshall Plan and the American occupation of Japan.</p>	<p>Student Edition: 563, 564-565</p>

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2. Students will understand and analyze the emergence of the United States as a superpower, and its pivotal role in the establishment of the United Nations.	Student Edition: 564-566
3. Students will analyze the role of American foreign policy and military action during the Cold War era, including the Truman Doctrine, Korean and Vietnam Wars and the Cuban Missile Crisis.	Student Edition: 564-566, 568-570 <i>Geography Skills</i> 569 <i>Section Assessment</i> 570 #6 <i>Critical Thinking Skillbuilder</i> 571 Teacher Wraparound Edition: CTA 568; DI 566; DYK 566, 568; ETC 569; RQ 565
4. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities.	Student Edition: 565-568 <i>Graph Skills</i> 565 <i>Picturing History</i> 566 <i>Section Assessment</i> 570 #3, 570 #5 <i>Interdisciplinary Activity</i> 570 Teacher Wraparound Edition: C 570; CC 568; DYK 568; ICA 567
5. Students will identify major Supreme Court decisions during this era and analyze their impact, including <i>Brown vs. Board of Education</i> .	Student Edition: 566-568 <i>Picturing History</i> 566 <i>Reading Check</i> 568 <i>Section Assessment</i> 570 #5 Teacher Wraparound Edition: CC 568; ICA 567
K. Contemporary America, 1980-present The student will recognize the opportunities and challenges facing the United States and explore its role in the world since 1989.	
1. Students will identify and evaluate American contributions to the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.	Student Edition: 564-565, 575 <i>Section Assessment</i> 578 #5 Teacher Wraparound Edition: CTA 576; DI 566; ETC 569; ICA 575; WWWWW 575

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<p>2. Students will analyze challenges of a post-communist world, especially September 11, 2001 and its aftermath.</p>	<p>Student Edition: 575-578, 579-585 <i>An American Story</i> 579 <i>National Geographic</i> 581</p> <p>Teacher Wraparound Edition: CTA 576, 583; DA 580; DI 581; DYK 582; ICA 575, 582; WWWWW 581</p>
<p>II. MINNESOTA HISTORY</p>	
<p>A. Pre-Contact to 1650</p>	
<p>The student will demonstrate knowledge of Minnesota’s indigenous peoples.</p>	
<p>1. Students will describe the evidence of the indigenous cultures in Minnesota, and make reasoned inferences from that evidence.</p>	<p>These page references cite indigenous cultures within the United States in general and can be applied to Minnesota-specific peoples through class discussion.</p> <p>Student Edition: 32 <i>National Geographic</i> 30-31 <i>America’s Literature</i> 295</p> <p>Teacher Wraparound Edition: C 33; CLA 29; DI 30; ETC 592; RS 32</p>
<p>2. Students will explain the major historical aspects of Dakota and Ojibwe culture, social organization and history, and compare and contrast them.</p>	<p>Student Edition: 32 <i>National Geographic</i> 30-31 <i>Section Assessment</i> 33 #5 <i>America’s Literature</i> 295</p> <p>Teacher Wraparound Edition: CLA 29; DI 30; ETC 592; RS 32</p>

STANDARDS	PAGE REFERENCES
<p>B. Contact and Fur Trade 1600-1810</p>	
<p>The student will demonstrate knowledge of early explorers and fur traders in Minnesota and the impact of the fur trade on both European and Native societies.</p>	
<p>1. Students will describe how early explorers and fur traders affected the development of Minnesota.</p>	<p>These page references cite early explorers and fur traders within the United States in general and can be applied to Minnesota specifically through class discussion.</p> <p>Student Edition: 61-62, 92 <i>National Geographic</i> 61 <i>Section Assessment</i> 93 #5</p> <p>Teacher Wraparound Edition: ICA 61</p>
<p>2. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</p>	<p>These page references cite Dakota and Ojibwe interaction with explorers and fur traders within the United States in general and can be applied to Minnesota specifically through class discussion.</p> <p>Student Edition: 61-62, 92 <i>National Geographic</i> 61 <i>Section Assessment</i> 93 #5</p> <p>Teacher Wraparound Edition: ICA 61</p>
<p>C. Early Settlement and Statehood 1810-1860</p>	
<p>The student will know and understand the factors that led to rapid settlement of Minnesota in the 19th century and the changes the new Minnesotans brought with them.</p>	
<p>1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.</p>	<p>Student Edition: 61-62, 92, 195-196 <i>National Geographic</i> 61</p> <p>Teacher Wraparound Edition: ICA 61</p>
<p>2. Students will describe the process of Minnesota's becoming a territory and then a state.</p>	<p>Student Edition: 195-196 <i>Why It Matters</i> 194-195</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will understand why and how the Minnesota Indian Nations negotiated treaties with the United States, and the impact of these treaties for the Ojibwe, the Dakota, and the settlers.</p>	<p>These page references cite United States treaties/relations with several Indian tribes/nations during this period and can be applied to Minnesota-specific tribes through class discussion.</p> <p>Student Edition: 341-345 <i>Geography Skills</i> 294, 342</p> <p>Teacher Wraparound Edition: DI 343; ETC 346</p>
<p>D. Civil War and Dakota War 1860-1864</p> <p>The student will know and understand Minnesota’s role in the Civil War and the impact of the Dakota War of 1862.</p>	
<p>1. Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors shaping these attitudes.</p>	<p>These page references cite attitudes toward slavery in the United States in general and can be applied to Minnesota-specific examples through class discussion.</p> <p>Student Edition: <i>Geography Skills</i> 422-424, 443 <i>National Geographic</i> 423, 443, 452, 457 <i>Section Assessment</i> 424 #5</p>
<p>2. Students will describe Minnesota’s role in the Civil War, both on the home front and on the battlefield, including the role of the First Minnesota Regiment.</p>	<p>These page references cite several states’ roles in the Civil War and can be applied to Minnesota-specific examples through class discussion.</p> <p>Student Edition: 460-464, 478-483</p> <p>Teacher Wraparound Edition: RS 482</p>
<p>3. Students will compare the different perspectives of settlers and Dakota people on the causes and the effects of the Dakota War of 1862.</p>	<p>These page references cover U.S. government and Native American struggles during this time period. The Dakota War of 1862 can be covered through class discussion.</p> <p>Student Edition: 531-532 <i>National Geographic</i> 531</p>

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<p>E. Industrial Era 1865-1914</p> <p>The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.</p>	
<p>1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture).</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 528-530, 534-539</p> <p>Teacher Wraparound Edition: RS 535</p>
<p>2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 528-530, 534-539 <i>Graph Skills</i> 538</p> <p>Teacher Wraparound Edition: CC 537; CTA 538; DYK 537; ICA 537; PR 526; RS 535; WWWW 535</p>
<p>3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 540-544 <i>Geography Skills</i> 542 <i>Section Assessment</i> 545 #3</p> <p>Teacher Wraparound Edition: ICA 543; RS 541; WWWW 542, 543</p>

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<p>F. World Wars I and II, and the Interwar Period, 1914-1945</p>	
<p>The student will know and understand the impact on Minnesota of World War I and World War II, as well as the social and economic changes of the 1920s and the 1930s.</p>	
<p>1. Students will understand the issues that Minnesotans faced during World War I and how they responded to them.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 546-549 <i>Picturing History</i> 547 <i>Interdisciplinary Activity</i> 550</p> <p>Teacher Wraparound Edition: DI 548; RS 547</p>
<p>2. Students will demonstrate knowledge of the social, political, and economic changes of the 1920s and 1930s and analyze the impact of the Great Depression and the New Deal.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 549-550, 556-558 <i>Section Assessment</i> 550 #4, 563 #4</p> <p>Teacher Wraparound Edition: DYK 558, 559; ETC 561; WWWWW 558</p>
<p>3. Students will describe Minnesota's contributions to World War II and analyze the impact of the war on Minnesota.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 558-563</p> <p>Teacher Wraparound Edition: CTA 560; DI 558; YDS 561</p>

STANDARDS	PAGE REFERENCES
<p>G. Post-World War II to the Present</p> <p>The student will know and understand Minnesota’s role in the major social, economic and political changes, both national and international, in the last half of the 20th century through the present, and analyze the impact of those changes.</p>	
<p>1. Students will explain how Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 564-570, 572-578, 579-585 <i>Section Assessment 570 #5</i> <i>Interdisciplinary Activity 570</i></p> <p>Teacher Wraparound Edition: C 570; CTA 576, 583; DI 581; ICA 575, 582; WWW 583</p>
<p>2. Students will identify and describe significant demographic changes in Minnesota and issues related to those changes and analyze the significance of their impact.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 565-566, 577-578 <i>Graph Skills 565</i> <i>Reading Check 578</i></p> <p>Teacher Wraparound Edition: ICA 559, 575</p>
<p>3. Students will develop and share an understanding of what it means to be a Minnesotan, and what is the contemporary significance of Minnesota for the nation and the world.</p>	<p>These page references cite Americans in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: <i>Civics in Action 228-230</i> <i>Interdisciplinary Activity 230</i></p> <p>Teacher Wraparound Edition: BMA 228; CCC 229; CLA 229; DI 548; ICA 549, 575, 582; RS 437</p>
<p>4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.</p>	<p>These page references cite the U.S. in general and may be applied to Minnesota through class discussion.</p> <p>Student Edition: 578</p>

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IV. HISTORICAL SKILLS	
A. Concepts of Time The student will acquire skills of chronological thinking.	
1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.	Student Edition: <i>Social Studies Skillbuilder</i> 63 Teacher Wraparound Edition: CLA 363; DI 18; RS 450; TLA 37, 99, 131, 161, 305, 411
B. Historical Resources The student will begin to use historical resources.	
1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.	Student Edition: <i>Study & Writing Skillbuilder</i> 340 <i>Primary Source Library</i> 590-605 <i>Documents of American History</i> 611-623 Teacher Wraparound Edition: DI 475; RS 165, 470, 476, 489; TTA 128, 370
2. Students will assess the credibility and determine appropriate use of different sorts of sources.	Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429 Teacher Wraparound Edition: RS 137, 366; TTA 128
3. Students will investigate the ways historians learn about the past if there are no written records.	Student Edition: 17, 19, 22-23 <i>Time Notebook</i> 20-21 <i>An American Story</i> 22 Teacher Wraparound Edition: CLA 21; DYK 21; ETC 7, 20

STANDARDS	PAGE REFERENCES
<p>C. Historical Inquiry The student will apply research skills by investigating a topic in U.S. history.</p>	
<p>1. Students will define a research topic that can be studied using a variety of historical sources.</p>	<p>Student Edition: <i>Interdisciplinary Activity</i> 374, 570</p> <p>Teacher Wraparound Edition: CLA 279, 307, 315; DI 209, 280; ICA 337, 372; RS 104</p>
<p>2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</p>	<p>Student Edition: <i>Social Studies Skillbuilder</i> 169 <i>Study & Writing Skillbuilder</i> 340, 484 <i>Technology Skillbuilder</i> 429</p> <p>Teacher Wraparound Edition: CLA 279; DI 209, 280</p>
<p>3. Students will develop strategies to find, collect, and organize historical research.</p>	<p>Student Edition: <i>Social Studies Skillbuilder</i> 63, 81, 273, 396 <i>Critical Thinking Skillbuilder</i> 206, 521 <i>Study & Writing Skillbuilder</i> 340, 484 <i>Technology Skillbuilder</i> 551</p> <p>Teacher Wraparound Edition: CLA 307; DI 209, 280</p>
<p>The student will analyze historical evidence and draw conclusions.</p>	
<p>1. Students will understand that primary sources document firsthand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.</p>	<p>Student Edition: <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429</p> <p>Teacher Wraparound Edition: RS 137, 366; TTA 128</p>
<p>2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.</p>	<p>Student Edition: <i>Two Viewpoints</i> 47, 118, 163, 420, 450 <i>Critical Thinking Skillbuilder</i> 146, 440 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429</p> <p>Teacher Wraparound Edition: RS 137, 366; TTA 128</p>

STANDARDS	PAGE REFERENCES
3. Students will understand the concepts of historical context and multiple causation.	<p>Student Edition: <i>Causes and Effects</i> 17, 44, 120, 377 <i>Why It Matters</i> 24-25, 110-111, 316-317, 426-427, 474-475 <i>Critical Thinking Skillbuilder</i> 120</p> <p>Teacher Wraparound Edition: RS 137, 450</p>
4. Students will create a timeline that illustrates the relationship of their topic to other historic events.	<p>Student Edition: <i>Social Studies Skillbuilder</i> 63</p> <p>Teacher Wraparound Edition: CLA 363, 486, 514; DI 18; RS 450</p>
The student will present and explain the findings of a research project.	
1. Students will analyze how historians present their work in multiple formats.	<p>Student Edition: <i>Social Studies Skillbuilder</i> 81, 169, 273, 320, 396 <i>Study & Writing Skillbuilder</i> 340 <i>Technology Skillbuilder</i> 429, 551</p> <p>Teacher Wraparound Edition: ICA 488</p>
2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.	<p>Teacher Wraparound Edition: CLA 21, 29, 44, 52, 59, 117, 279, 315, 514; RS 376</p>
3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.	<p>These page references require students to create well-formed presentations. Specific discussion of the role of clear thesis statements for presentations may be covered during teacher/class discussion.</p> <p>Student Edition: <i>Critical Thinking Skillbuilder</i> 521</p> <p>Teacher Wraparound Edition: CLA 21, 29, 44, 52, 59, 117, 279, 315, 514; RS 376</p>
4. Students will learn how to cite sources and to document their research in the form of a bibliography.	<p>This standard can be met during teacher/class discussion.</p>
5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.	<p>This standard can be met during teacher/class discussion.</p>