

Native Minnesota: Dakota and Ojibwe Homeland Primary Source Packet Standards Alignment

The Native Minnesota: Dakota and Ojibwe Homeland Primary Source Packet helps address the following national standards.

National Curriculum Standards for Social Studies, Grades 5-8 (National Council for the Social Studies)

Culture Learners will study how human beings create, learn, share, and adapt to culture.

Time, Continuity, and Change Through the study of the past and its legacy, learners examine institutions, values, beliefs, and experiences of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

Individual Development and Identity Personal identity is shaped by family, peers, culture, lived experience, and institutional influences. In order for learners to be aware of their own individual development and identity, they should study the influence of various times, cultures, groups, and institutions in shaping individual and shared identity.

Individuals, groups, and institutions Institutions such as families, and civic, educational, governmental, and religious organizations exert great influence on daily life. Organizations embody the core social needs, values and interests of the individuals and groups who comprise them.

Power, authority, and governance Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government.

The College, Career and Civic Life (C3) Framework for Social Studies State Standards

Dimension 1: Determining Helpful Sources: By the end of grade 8, individually and with others, students (D1.5.6-8) determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.1.6-8) analyze connections among events and developments in broader historical contexts.

Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.3.6-8) use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

Dimension 2: Perspectives: By the end of grade 8, individually and with others, students

(D2.His.4.6- 8) analyze multiple factors that influenced the perspectives of people during different historical eras.

Dimension 2: Perspectives: By the end of grade 8, individually and with others, students (D2.His.6.6- 8) analyze how people's perspectives influenced what information is available in the historical sources they created.

Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.10.6-8) detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.11.6-8) use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is easily identified.

Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.12.6-8) use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.13.6-8) evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Dimension 2: Causation and Argumentation: By the end of grade 8, individually and with others, students (D2.His.16.6-8) organize applicable evidence into a coherent argument about the past.

Dimension 3: Gathering and Evaluating Sources: By the end of grade 8, individually and with others, students (D3.2.6-8) evaluate the credibility of a source by determining its relevance and intended use.