

**Grade 6 Minnesota Studies (Master)**

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**September 2020**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>MN History CEQ:                      * What is the impact of early Europeans in Minnesota?                      * How do industry and transportation influence the development of Minnesota?                      * How do national and global issues affect Minnesota?</p> <p>MN History UEQ:                      * What are the major rivers, lakes, biomes, and counties in Minnesota?</p> <p>Mapping Minnesota                      1. Rivers and lakes                      2. Counties/Biomes</p>	<p>Mapping Minnesota                      1. Map rivers and lakes                      2. Map counties and major cities                      3. Locate biomes and physical features</p>	<p>1. I can identify Minnesota's major rivers, lakes and cities.                      2. I can identify the counties surrounding Wright County.                      3. I can identify the 3 major biomes of Minnesota.</p>	<p>Mapping Minnesota                      1-2 CA= Minnesota Map Test - lakes, rivers, biomes, and counties matching</p>	<p>Mapping Minnesota                      MN map - lakes, rivers, counties wksht                      CA=MN Map Test (shared folder)</p> <p><a href="http://dnr.state.mn.us/biomes/index.html">http://dnr.state.mn.us/biomes/index.html</a></p>

**October**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>MN History UEQ: * What was life like for early Minnesotans?</p> <p>Early Minnesotans 1. Hunters and gatherers 2. Native Americans</p>	<p>Early Minnesotans 1. Summarize how way of life progressed from hunting-gathering to farming. 2. Compare and contrast Dakota and Ojibwe ways of life. 2. Identify the result of the Ojibwe migration into Minnesota?</p>	<p>1. I can summarize how the earliest Minnesotans lived and how they became more modern. 2. I can identify how the Dakota and Ojibwe are similar and different. 3. I can explain the reason for the Ojibwe migration and its impact on other early Minnesotans.</p>	<p>Early Minnesotans 1. Paragraph explaining how life changed over time for early Minnesotans. 1. Chapter 2 test - T/F, matching, essay 2. Chapters 3 and 4 test - matching, short answer</p>	<p>Early Minnesotans chapter 2,3,4 Time Sweep activity Early MN chart Compare and Contrast tribes</p>

**November**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>MN History UEQ:</p> <p>* How did the fur trade impact Minnesota?</p> <p><b>Fur Trade</b></p> <ol style="list-style-type: none"> <li>1. Purpose</li> <li>2. People</li> <li>3. Seasonal activity</li> </ol>	<p><b>Fur Trade</b></p> <ol style="list-style-type: none"> <li>1. Examine the purpose of the fur trade.</li> <li>2. Describe the roles of the various people involved in the fur trade.</li> <li>3. Identify the seasonal activities of the various people during the fur trade.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can explain why the fur trade developed and prospered in Minnesota.</li> <li>2. I can describe the people and activities involved in the fur trade.</li> <li>3. I can identify 3 ways the fur trade impacted Minnesota.</li> </ol>	<p><b>Fur Trade</b></p> <ol style="list-style-type: none"> <li>1. CFA: Fur Trade R.A.F.T.</li> </ol>	<p><b>Fur Trade</b></p> <p><b>Chapter 5</b></p> <p>"Broken Blade" novel</p> <p>Wright County Historical Society Fur Trading Trunk</p> <p>Fur trade ledger activity</p> <p>Children's book: "Illustrated Voyageur"</p> <p>Fur trade roles activity</p> <p>Rendezvous</p> <p>Voyageur role playing</p> <p>Voyageur's postcard</p> <p>Voyageur video from Canada</p>

**December**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>MN History UEQ:                      * What is the process in which the U.S. Government acquired Native American lands?                      * What key people and motives were involved in the treaty process?                      * Who came to Minnesota and how did those people change the landscape here?</p> <p><b>The Land Changes Hands</b>                      1. People involved                      2. Motives for treaties                      3. Impact of the treaties</p>	<p><b>The Land Changes Hands</b>                      1. Identify the key people involved in the process of the land changing hands.                      2. Evaluate the motives by the parties involved for exchanging land.                      3. Explain the impact that the treaties had on Native Americans and the early settlers.</p>	<p><b>The Land Changes Hands</b>                      1. I can explain the motives of the people involved in the treaties.                      2. I can identify the important people involved in the making and signing of the treaties.                      3. I can explain the results of the treaties on the Dakota and white settlers.</p>	<p><b>The Land Changes Hands</b>                      Ch 6 test - matching, short answer</p>	<p>The Land Changes Hands chapter 6                      Perspectives poetry                      People sort                      Treaty graphic organizer                      Treaty Lesson                      Crossword puzzle</p>

**January**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>MN History UEQ: * Who came to Minnesota and how did those people change the landscape here?</p> <p><b>Minnesota's Newcomers</b> 1. Reasons for settlers moving to MN 2. Organization of government</p>	<p><b>Minnesota's Newcomers</b> 1. Examine the reasons for early settlers choosing MN as their new home. 2. Summarize the process of becoming organized into first a territory and then a state.</p>	<p>1. I can identify why settlers came to Minnesota. 2. I can describe the process of how Minnesota became a territory and then a state.</p>	<p><b>Minnesota's Newcomers</b> CA=Minnesota territory and state project (technology project) Ch 7 test - T/F, matching, short answer</p>	<p><b>Minnesota's Newcomers chapter 7</b> Those Who Chose MN ppt Smart timeline activity Y-chart Transportation wheel Packing a farmer's wagon activity "Faith, Family, and Farming" - book on history of St. Michael Study Guide to review for test Ancestry Assignment Hans Mattson and Harriet Bishop close readings</p>

**February**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>1. MN History UEQ:                      * What is Minnesota's attitude toward slavery?                      * What is Minnesota's involvement in the Civil War?                      * What are the causes and effects of the Dakota War?                      * How did early settlers organize into communities and transform the land into towns.</p> <p><b>The Civil War</b></p> <p>1. MN as a northern state                      2. MN commitment to the war                      3. Impact of Civil War on MN</p>	<p><b>The Civil War</b></p> <p>1. Compare North vs. South                      1. Discuss causes and effects of the war                      2. Summarize Minnesota's contributions to the Civil War                      3. Examine the impact the Civil War had on MN</p>	<p><b>The Civil War</b></p> <p>1. I can identify the differences between the North and the South.                      2. I can explain the causes and effects of the Civil War.                      3. I can name Minnesota's contributions to the Civil War.                      4. I can identify the impact the Civil War had on Minnesota.</p>	<p><b>The Civil War</b></p> <p>Ch 8 test - matching, short answer, T/F</p> <p><b>Dakota War</b></p> <p>CA=Ch 9 test - T/F with corrections</p> <p><b>Sodbusters</b></p> <p>CA=Sodbuster Project</p> <p>CFA: Argumentative Essay: Most Significant Person in Minnesota History (80%)</p>	<p><b>The Civil War chapter 8</b></p> <p>"Soldier's Heart" novel                      "Nightjohn" novel                      North vs. South t-chart                      Important people activity                      Charley Goddard letter activity                      www.1stminnesota.net                      MN impact top 5                      Cause and effect                      www.americancenturies.m                      ass.edu</p>
<p><b>Dakota War</b></p> <p>1. Causes and effects of the war</p>	<p><b>Dakota War</b></p> <p>1. Identify the groups of people and how their interactions caused the war</p>	<p><b>Dakota War</b></p> <p>1. I name the reasons for the Dakota War.                      2. I can describe how the</p>		<p><b>Dakota War chapter 9</b></p> <p>Setting the stage                      Tensions rise                      Conflict events</p>

<p><b>Sodbusters</b>                  1. Farmers become successful and organized                  2. Impact of the railroad system</p>	<p>1. Retell the events of the conflict                  1. Summarize the aftermath of the war</p> <p><b>Sodbusters</b>                  1. Discuss methods farmers used to organize themselves into prosperous communities.                  2. Explain the impact railroad development throughout the state had on growth.</p>	<p>Dakota and the white settlers each felt about the land of Minnesota changing hands.                  3. I can describe what happened to the people living in Minnesota after the Dakota War was over.</p> <p><b>Sodbusters</b>                  1. I can identify the changes that led to the growth of farming in Minnesota.                  2. I can explain why railroads were important to the development of Minnesota.</p>		<p>"Eggs" play                  "Sioux Uprising of 1862" book                  "How the west was lost" United Streaming video                  "Dakota conflict" United Streaming video</p> <p><b>Sodbusters chapter 10</b>  <a href="http://www.MNHS.org/places/historycenter/exhibits/territory/fortune/land/index.html">www.MNHS.org/places/historycenter/exhibits/territory/fortune/land/index.html</a>                  Crossword puzzle                  Small Town Life - investigation 10 project</p>
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**March**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>1. MN History UEQ:                      * What were the natural resources, people, and machines that made industries of flour, lumber and iron possible?                      * How did the era of industrialization affect MN?                      * What challenges and opportunities did developing cities face?                      * What types of social reform were necessary for the growing population?</p> <p><b>Industry in MN</b>                      1. Development of flour, lumber and iron industries                      2. Industrialization of MN</p> <p><b>Development of Cities</b>                      1. Population, building and transportation growth in cities of MN</p>	<p><b>Industry in MN</b>                      1. Examine the three industries that developed in MN.                      2. Discuss ways industry affected MN.</p> <p><b>Development of Cities</b>                      1. Examine population growth within our cities, and the affects and challenges that came with it.</p> <p><b>The Common Good</b>                      1. Explain the "common good."                      2. Examine the problems and solutions of Minnesotans through social reform</p>	<p><b>Industry in MN</b>                      1. I can name the three industries that developed in MN during the industrialization period of the late 1800's.                      2. I can identify the natural resources that enabled these three industries to develop.                      3. I can describe how these three industries spurred the economic and population growth of Minnesota.</p> <p><b>Development of Cities</b>                      1. I can summarize the effects of population growth within our cities and the problems that came with it.</p> <p><b>The Common Good</b>                      1. I can explain what the "common good" means.                      2. I can explain how</p>	<p>Industry in MN                      Cinquain poetry</p> <p>Development of Cities                      Summary of chapter</p> <p>The Common Good</p>	<p><b>Industry in MN</b>                      chapter 11  <a href="http://discovery.mnhs.org/connectingMN">http://discovery.mnhs.org/connectingMN</a></p> <p>Minnesota's Industries graphic organizer</p> <p>Novel: <i>The Journal of Otto Peltonen</i></p> <p><b>Development of Cities</b>                      chapter 12                      chapter 12 smart notebook file</p> <p><b>The Common Good</b>                      chapter 13                      chapter 13 notes smart file</p>

<p><b>The Common Good</b> 1. Social reform</p>		<p>Minnesotans used social reform to solve problems associated with growth.</p>		
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**April**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>1. MN History UEQ: * How did industrialization affect the lives of Minnesotans?</p> <p>World War 1 1. Life in cities, towns and farms</p> <p>The Great Depression and World War II 1. The farm crisis and welfare 2. The Great Depression and the New Deal 3. WWII contributions and impact</p>	<p>World War 1 1. Summarize the impact of WWI on Minnesota's patriotism.</p> <p>The Great Depression and World War II 1. Examine how the farm crisis affected MN 2. Analyze the impact that government programs had on Minnesotans 3. Identify the impact that WWII had on Minnesotans and our industries</p>	<p>World War 1 1. I can give an example of how WWI affected patriotism in Minnesota.</p> <p>The Great Depression and WWII 1. I can explain how the farm crisis affected MN 2. I can identify the impact that government programs had on Minnesotans 3. I can identify the impact that WWII had on Minnesotans and our industries</p>	<p>World War 1</p> <p>The Great Depression and World War II</p>	<p>World War 1 chapter 14</p> <p>The Great Depression and World War II chapter 15, 16 "You Wouldn't Want to be a Chicago Gangster" - picture book</p>

**May**

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
<p>1. MN History UEQ: * How did industrialization affect the lives of Minnesotans?</p> <p><b>MN Government</b> 1. Offices and functions 2. State constitution</p> <p><b>Post-war Minnesota</b> 1. Kitchen conveniences 2. Cold War threat 3. Movements toward equality 4. Growth of suburbs and farming operations 5. Somali, Hmong, and Latino immigrants</p>	<p><b>MN Government</b> 1. Categorize the branches of state government, the offices, and their functions</p> <p><b>Post-war Minnesota</b> 1. Explain how conveniences in food and appliances changed our lives 2. Examine how the threat of nuclear war affected MN 3. Show how national equality movements affected Minnesotans 4. Discuss land use changes in MN during the mid-1900's 5. Describe how Minnesota's newest immigrants changed MN</p>	<p><b>MN Government</b> 1. I will identify the branches of state government, the offices, and their functions.</p> <p><b>Post-war Minnesota</b> 1. I can explain how conveniences in food and appliances changed our lives. 2. I can explain how the threat of nuclear war affected MN 3. I can identify how national equality movements affected Minnesotans. 4. I can identify how land use changed in MN during the mid-1900's 5. I can describe how Minnesota's newest</p>	<p><b>MN Government</b></p> <p><b>Post-war Minnesota</b> CFA: Informative Essay: Minnesota A-Z (80%)</p>	<p><b>MN Government</b> Government Powerpoint</p> <p><b>Post-war Minnesota</b> chapter 17, 18, 19, 20 Chapter 20: New Minnesotans family history assignment <a href="http://education.mmhs.org/mmigration">http://education.mmhs.org/mmigration</a> / Protest songs activity - links on Erdmann's website  Public Speaking: sharing way to MN</p>

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