Minnesota Social Studies

Grades 9–12: History

History

18 Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past. 9.4.18.1

1. World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Evaluate different narratives about how human migration from Africa to other regions in the world led to environmental changes and human adaptation. 9.4.18.1

18 Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past. 9.4.18.2

2. World History Era 2: Cities, Societies and Empires (2,500 BCE– 800 CE)—Identify and examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa. 9.4.18.2

18 Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past. 9.4.18.3

3. World History Era 3: Interregional Networks and Exchange (700—1500)—Evaluate narratives about the creation and influence of trade networks connecting Asia, Europe and Africa. 9.4.18.3

18 Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past. 9.4.18.4

4. World History Era 4: The First Global Age (1400–1800)—Identify and evaluate dominant and non-dominant narratives about the first global age. 9.4.18.4

18 Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past. 9.4.18.5

5. World History Era 5: Revolutions, Empires and Nations (1750– 1900)—Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution. 9.4.18.5

18 Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past. 9.4.18.6

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6. World History Era 6: The New Global Era (1900–Present)— Examine conflicting narratives about the past and identify how these narratives can lead to global conflict. 9.4.18.6

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.7

7. World History Era 6: The New Global Era (1900–Present)— Identify how ideas and norms about gender and sexuality have changed over time and how members of the LGBTQ+ community have advocated for gender equality and equity. 9.4.18.7

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.8

8. U.S. History Era 1: Indigenous Histories—Examine multiple Indigenous narratives about early North American history. 9.4.18.8

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.9

9. U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Evaluate European, Indigenous and African diasporic historical narratives about colonialism and slavery. 9.4.18.9

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.10

10. U.S. History Era 3: Freedom, Unfreedom and Revolution— Identify and analyze dominant and non-dominant narratives about the American Revolution. .4.18.10

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.11

11. U.S. History Era 4: Imperial Expansion and Native Dispossession—Evaluate historical narratives about U.S. imperial expansion, native dispossession (specifically Indian Removal), Manifest Destiny and Indigenous perspectives. 9.4.18.11

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.12

12. U.S. History Era 5: Slavery, Civil War and Reconstruction— Examine how debates over slavery, freedom and rights during and after the Civil War influenced the status and rights of European immigrants, Mexicans and Mexican Americans, women, Asian Americans and/or Indigenous people in comparison to African Americans. 9.4.18.12

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18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.13

13. U.S. History Era 6: Migration, Imperialism and Inequality— Evaluate historical and contemporary arguments about the relationship between U.S. expansion and migration and the role of the United States as an overseas empire. 9.4.18.13

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.14

14. U.S. History Era 7: U.S. and the World—Analyze the connections between nationalism, Fascism, World War II and the Holocaust on a global scale and in the United States. 9.4.18.14

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.15

15. U.S. History Era 8: Civil Rights Struggles—Analyze complex and interacting factors within the Long Civil Rights Movement. Identify obstacles to the success of the various civil rights movements, such as Black, Indigenous, women, Latinx American, Asian American and/or Queer rights movements. Identify intersections between the movements. Explain strategies used to overcome the obstacles and the role of key leaders and groups. 9.4.18.15

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 9.4.18.16

16. U.S. History Era 9: Contested Freedoms—Identify and evaluate how governmental and non-governmental institutions have responded to foreign and domestic terrorism in the United States. Identify and evaluate how those responses have been influenced by xenophobic and Islamophobic perspectives. 9.4.18.16

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.1

1. World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Examine and compare and contrast narratives about human origins developed by different societies. Analyze how these narratives embed social values and concepts. 9.4.19.1

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.2

2. World History Era 2: Cities, Societies and Empires (2,500 BCE– 800 CE)—Analyze the emergence, development and impact of multiple religions and philosophies from at least three different regions, including Shamanism/Animism, Hinduism, Jainism, Buddhism, Sikhism, Judaism, Christianity, Islam, Indigenous religious traditions in Africa and the Americas, and African diasporic religions. 9.4.19.2

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19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.3

3. World History Era 3: Interregional Networks and Exchange (700–1500)—Identify different historical perspectives about religion, slavery, feudalism and disease in Europe and the Mediterranean World, including the Ottoman Empire. 9.4.19.3

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.4

4. World History Era 4: The First Global Age (1400–1800)—Identify major intellectual, scientific and/or religious developments of the first global age and their influence today. 9.4.19.4

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.5

5. World History Era 5: Revolutions, Empires and Nations (1750– 1900)—Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean, Asia and Africa. 9.4.19.5

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.6

6. World History Era 6: The New Global Era (1900–Present)— Identify major developments in science, medicine and technology. Identify different perspectives about the benefits, dangers and unexpected consequences of these developments for society and the environment. 9.4.19.6

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.7

7. U.S. History Era 1: Indigenous Histories—Identify multiple Indigenous concepts of boundary-making and relationshipbuilding with the environment through economic, political and kinship systems. 9.4.19.7

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.8

8. U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Identify how Indigenous people built new coalitions and developed a diverse set of strategies in response to European settler colonialism. Examine how Indigenous perspectives and strategies may have changed over time. 9.4.19.8

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.9

9. U.S. History Era 3: Freedom, Unfreedom and Revolution— Examine Black, Indigenous, working class and/or women's perspectives on a major issue that occurred during the American Revolution and the early Republic. 9.4.19.9

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19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 9.4.19.10

10. U.S. History Era 4: Imperial Expansion and Native Dispossession—Identify and analyze Mexican, Asian, African American and/or Indigenous perspectives on the Mexican War, the Louisiana Purchase, Texas, the Gold Rush, the transcontinental railroad and/or other U.S. territorial acquisition strategies. 9.4.19.10

19 Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective. 9.4.19.11

11. U.S. History Era 5: Slavery, Civil War and Reconstruction— Identify and analyze how enslaved and freed people of color resisted slavery, built coalitions and navigated discrimination and racism in the United States. 9.4.19.11

19 Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective. 9.4.19.12

12. U.S. History Era 6: Migration, Imperialism and Inequality— Identify patterns, intersections and causes of stratification (including racial, class, gender, citizenship status and/or religion) that lead to social inequalities. Identify their impact on both individuals and groups in the United States and across the world. 9.4.19.12

19 Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective. 9.4.19.13

13. U.S. History Era 7: U.S. and the World—Analyze how historical developments shaped and continue to shape people's perspectives about the Cold War, capitalism, socialism and communism on a global scale and in the United States. 9.4.19.13

19 Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective. 9.4.19.14

14. U.S. History Era 8: Civil Rights Struggles—Describe different perspectives regarding the role of the United States in Southeast Asia, including the Vietnam War. Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. 9.4.19.14

19 Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective. 9.4.19.15

15. U.S. History Era 9: Contested Freedoms—Examine conflicting perspectives about the impact of federal policies and legislation on American society, specifically taxation, criminal justice, incarceration, free trade and immigration. 9.4.19.15

20 Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources. 9.4.20.1

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1. World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Interpret surviving evidence about early human history and discern what we can and cannot know about early humans from these sources. 9.4.20.1

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.2

2. World History Era 2: Cities, Societies and Empires (2,500 BCE– 800 CE)—Identify different types of historical sources, both textual and non-text-based, in order to interpret surviving evidence about ancient cities, societies and empires. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. 9.4.20.2

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.3

3. World History Era 3: Interregional Networks and Exchange (700–1500)—Use historical sources to identify and describe at least two different cultures in Africa, such as Swahili, Ghana and/or Mali, Songhai. Identify their short- and long-term influence on African history and society. 9.4.20.3

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.4

4. World History Era 4: The First Global Age (1400–1800)— Investigate and interpret multiple primary and/or secondary sources to understand and analyze the perspectives of individuals and communities who have traditionally been underrepresented in historical narratives about the first global age. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. 9.4.20.4

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.5

5. World History Era 5: Revolutions, Empires and Nations (1750– 1900)—Investigate and interpret multiple primary sources from the Age of Revolutions. Analyze why they were written or created. Consider what perspectives and narratives are absent from these sources. 9.4.20.5

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.6

6. World History Era 6: The New Global Era (1900–Present)— Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. 9.4.20.6

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.7

7. U.S. History Era 1: Indigenous Histories—Interpret a variety of historical sources (including objects, artistic works, written accounts and oral narratives) in order to develop a nuanced understanding of the multiple, diverse and complex societies in North America before European colonialism. 9.4.20.7

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.8

8. U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Investigate historical sources about colonialism, religion and slavery, asking who created them and whose interests were articulated or excluded. Analyze the ways in which the perspectives of those recording history shaped the history that they produced. 9.4.20.8

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.9

9. U.S. History Era 3: Freedom, Unfreedom and Revolution— Examine the founding documents and early statutes of the United States, focusing on the Declaration of Independence, the Constitution and the Great Law of Peace (Haudenosaunee Constitution) as historical sources, asking who created them, whose voices were absent and whose interests were articulated or excluded. 9.4.20.9

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.10

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10. U.S. History Era 4: Imperial Expansion and Native Dispossession—Interpret multiple primary or secondary sources to understand and analyze the perspectives of individuals and communities who were affected by and/or participated in imperial expansion and Native Dispossession, including Indigenous, Mexican, Black and/or Asian perspectives. 9.4.20.10

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.11

11. U.S. History Era 5: Slavery, Civil War and Reconstruction— Interpret multiple primary sources related to the Civil War and abolition in order to analyze how Black and white abolitionists successfully pressured the U.S. government to end slavery. 9.4.20.11

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.12

12. U.S. History Era 6: Migration, Imperialism and Inequality— Interpret historical sources created by North American Indigenous peoples and other colonized peoples (i.e., Cubans, Filipinos, Puerto Ricans, Hawaiians, etc.) in order to examine how they responded to changes in federal Indian policy and/or foreign policy, especially regarding migration, forced removal, sovereignty, land ownership, education, religion and assimilation. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. 9.4.20.12

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.13

13. U.S. History Era 7: U.S. and the World—Interpret multiple primary sources to explore the experiences of refugees and immigrants to the United States during the mid-20th century. Use secondary sources to contextualize their experiences. 9.4.20.13

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20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 9.4.20.14

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14. U.S. History Era 8: Civil Rights Struggles—Interpret how new media (e.g., television, internet and social media) and new technologies (e.g., computers, drones) have influenced the creation, interpretation and memory of historical events. 9.4.20.14

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.1

1. World History Era 1: Early Human History (250,000 BCE–2,000 BCE)—Explain the interrelationship between the emergence of domestication and agriculture, the development of complex societies, and the environment and climate. 9.4.21.1

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.2

2. World History Era 2: Cities, Societies and Empires (2,500 BCE– 800 CE)—Create an argument about the emergence and characteristics of complex societies, the development of new technologies and the impact of human society on the environment. 9.4.21.2

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.3

3. World History Era 3: Interregional Networks and Exchange (700–1500)—Construct a narrative account about the emergence and expansion of Indigenous societies in the Americas and/or trade networks between multiple Indigenous societies in the Americas using historical sources. 9.4.21.3

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.4

4. World History Era 4: The First Global Age (1400–1800)— Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges. Evaluate who benefitted from these changes and who did not. 9.4.21.4

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.5

5. World History Era 5: Revolutions, Empires and Nations (1750– 1900)—Explain the causes, interconnections, and global consequences of three or more independence movements, rebellions, or revolutions in the Atlantic World. Distinguish between long-term causes and triggering events in developing a historical argument. 9.4.21.5

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Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.6

6. World History Era 6: The New Global Era (1900–Present)— Describe and evaluate different responses to the Holocaust and other genocides and human rights violations. 9.4.21.6

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.7

7. World History Era 6: The New Global Era (1900–Present)— Analyze multiple and complex causes and effects of decolonization and independence movements in the 20th and 21st centuries. 9.4.21.7

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.8

8. U.S. History Era 1: Indigenous Histories—Construct an argument about Indigenous history before European colonialism, using multiple sources. 9.4.21.8

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.9

9. U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Describe the ways that Indigenous peoples managed the environment before European colonialism. Examine the impact of capitalism on those ways of environmental management as well as global trade networks. 9.4.21.9

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.10

10. U.S. History Era 3: Freedom, Unfreedom and Revolution— Develop an argument based on multiple historical sources about the relationship between revolutions and/or rebellions in the Americas, including, but not limited to, the American Revolution and the Haitian Revolution. Distinguish between long-term causes and triggering events in developing a historical argument. 9.4.21.10

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.11

11. U.S. History Era 4: Imperial Expansion and Native Dispossession—Critique the central argument in secondary historical sources about the Industrial Revolution and its relationship to new technologies, accelerated expansion, capitalist growth, slavery and/or colonialism. 9.4.21.11

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21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.12

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12. U.S. History Era 5: Slavery, Civil War and Reconstruction— Analyze multiple and complex causes and effects of the U.S. Civil War and its impact on African Americans and Indigenous people. 9.4.21.12

21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.13

13. U.S. History Era 6: Migration, Imperialism and Inequality— Describe and analyze the effectiveness of political and cultural responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. 9.4.21.13

21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.14

14. U.S. History Era 7: U.S. and the World—Construct an argument about the impact of the technological changes on American society and popular culture in the post-World War II era. 9.4.21.14

21 Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past. 9.4.21.15

15. U.S. History Era 8: Civil Rights Struggles—Explain the difference between an immigrant and a refugee. Describe various immigrant, migrant and refugee groups, focusing on Hmong, Somali, Indian, Ethiopian and Latinx people who have come to the United States. Examine different responses to immigration and the growing diversity of the United States. 9.4.21.15

22 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it. 9.4.22.1

1. World History Era 2: Cities, Societies and Empires (2,500 BCE– 800 CE)—Consider what it means to have a “successful” society and examine how some societies have adapted to social, environmental and/or political changes. Evaluate whether these adaptations can be applied to human society today. 9.4.22.1

22 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it. 9.4.22.2

2. World History Era 3: Interregional Networks and Exchange (700–1500)—Identify the influence of Islamic centers of learning on the European Renaissance, the Scientific Revolution and society today. 9.4.22.2

22 Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it. 9.4.22.3

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3. World History Era 4: The First Global Age (1400–1800)—Analyze how caste systems based upon race, social class and religion have been used to justify imperialism, colonization, warfare and chattel slavery. Analyze how those caste systems and justifications have changed over time and how they influence our society today. 9.4.22.3

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.4

4. World History Era 5: Revolutions, Empires and Nations (1750– 1900)—Identify the long-term economic, political and cultural impacts of imperialism today, focusing on neo-imperialism and movements of anti-imperialism. 9.4.22.4

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.5

5. World History Era 6: The New Global Era (1900–Present)— Examine multiple strategies used by the environmental movement of the 20th and 21st centuries. Identify individuals and groups today who are building on that legacy. 9.4.22.5

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.6

6. World History Era 6: The New Global Era (1900–Present)—Draw on historical examples to propose a solution to a pressing global issue. 9.4.22.6

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.7

7. U.S. History Era 1: Indigenous Histories—Examine the survival of Indigenous nations in the contemporary world and examine how Indigenous people have contested narratives of erasure that have silenced their histories. 9.4.22.7

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.8

8. U.S. History Era 2: Settler Colonialism and Atlantic Slavery— Examine the contemporary significance of foundational dates in U.S. History, specifically dates related to the founding of the North American colonies (1492, 1607, 1620), the development of the institution of slavery (1619) and the founding of the United States as an independent country (1776, 1789). Construct an argument using precise and knowledgeable claims, with evidence from multiple sources, about how one or more of these dates became memorialized in the 19th, 20th, or 21st centuries. 9.4.22.8

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.9

9. U.S. History Era 3: Freedom, Unfreedom and Revolution— Examine the meaning of freedom in the Revolutionary era and today. Examine how groups and communities have fought for freedom, revolution and anti-colonialism. 9.4.22.9

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22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.10

10. U.S. History Era 4: Imperial Expansion and Native Dispossession—Compare and contrast historical memorialization of “pioneers” and frontiers versus dispossession and homelands. 9.4.22.10

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.11

11. U.S. History Era 5: Slavery, Civil War and Reconstruction— Examine how people today view the successes and failures of Reconstruction and the implementation of the 13th, 14th, and 15th Amendments on the overall impact to reduce discrimination and inequality. 9.4.22.11

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.12

12. U.S. History Era 6: Migration, Imperialism and Inequality— Examine the causes and impact of the Great Depression on individuals, communities and institutions. Evaluate the impact of the New Deal and assess how people today view government responses to economic crises, including who is helped or hurt by action or inaction. 9.4.22.12

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.13

13. U.S. History Era 7: U.S. and the World—Develop an argument about what human rights should encompass today and/or in the future and what national and/or international institutions should do to protect those rights. 9.4.22.13

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 9.4.22.14

14. U.S. History Era 9: Contested Freedoms—Draw on historical examples to propose a viable solution to a pressing economic, environmental or social issue. 9.4.22.14