

Sixth Grade Minnesota History Syllabus
North St. Paul-Maplewood-Oakdale School District 622
John Glenn Middle School

Two Trimester Course

Standards Met: MN Academic Standards in Minnesota History

Course Description:

Both trimesters of sixth grade social studies are dedicated to Minnesota History. Critical thinking skills and resource use are emphasized throughout the course as students study Minnesota geography, Native American culture, the fur trade, immigration and settlement, early industrial growth, and Minnesota's role in the Civil War and World War II. Students will also work on developing skills in note taking, map reading, and organization.

Curriculum:

1. Students will develop and apply social studies skills which include the use of timelines, primary and secondary sources, concepts of historical context and multiple causation, and interpreting and creating maps.
2. Students will identify major ecosystems, topographic features, river valleys and major cities of Minnesota.
3. Students will analyze and compare Ojibwe and Dakota culture before 1650.
4. Students will examine how early explorers and fur traders affected the development of Minnesota, emphasizing the economic/cultural impact of the interactions between the Dakota/Ojibwe and the explorers/fur traders.
5. Students will explain why early settlers came to Minnesota and analyze their influence on political, cultural (Native Americans) and environmental landscapes.
6. Students will explain why and how the Native Americans negotiated treaties with the United States and the impact of these treaties on the Ojibwe, Dakota, and the settlers.
7. Students will describe Minnesotan's attitudes toward slavery during the pre-Civil War period and the role of Minnesota soldiers during the Civil War.
8. Students will describe and compare different perspectives on the causes and effects of the Dakota War of 1862.
9. Students will relate ecosystems, natural resources and topographic features to early industrial growth in Minnesota.
10. Students will explain the roles of people and transportation in the development of Minnesota's early industries.

11. Students will explore the social and economical development in Minnesota during the post-industrial era.
12. Students will analyze the impact of World War II on Minnesota through the study of the issues faced by and contributions of Minnesotans to the war effort.

Course Outline:

Trimester 1: Minnesota's environment, Dakota and Ojibwe culture before 1650, early explorers and the fur trade, Native American treaties, early immigration and settlement

Trimester 2: Minnesota during the Civil War, Dakota War, early industries in Minnesota, post-industrial social and economic development, Minnesota during World War II

Course Requirements:

The following materials are needed for class.

1. Sharpened pencil or pen (black or dark blue ink)
2. Notebook
3. Pocket Folder
4. Colored Pencils

Late assignments will not earn full credit. Students who are absent will be given additional time to complete any work missed due to the absence. Students who make a habit of coming unprepared to class (missing materials and/or assignments) may be assigned lunch and/or after school detention. They will be notified in advance and a late bus will be available for transportation home. It is students' responsibility to let parents or guardians know when they are staying after school.

Grading Procedures:

Students will usually be assigned homework once a week. Notes will be sent home for a parent or guardian signature with information regarding any major projects. Grading will be done with homework/class work weighing 60% and tests/projects 40%.

Text And Other Resource Material:

Northern Lights: The Stories of Minnesota's Past, 2003, Minnesota Historical Society Press.

Contact Information:

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