

**Minnesota Academic Standards**

**History and Social Studies**

Comments of Warren Solomon are typed using the “Track Changes” function in Microsoft Word. Suggestions and comments are in underlined red font; suggestions for deletions are to be found in the form of red text that is crossed out.

**Kindergarten:** The expectation is that these standards will be incorporated into the language arts and math curricula as appropriate, as well as into discussions of classroom management and behavior. *Note: The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.*

<b>Kindergarten</b>				
<b>Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	A. Famous People in American History	The student will recognize people who contributed to United States history.	1. Students will know people associated with national holidays, including Christopher Columbus, pilgrims and Squanto, George Washington, Martin Luther King Jr..	
II. WORLD HISTORY	A. Famous People in World History	The student will become aware of individuals or groups that have shaped the world.	1. Students will compare <sup>1</sup> <del>and contrast</del> how people lived in earlier times <del>and to</del> today. 2. Students will become aware that people have moved and explored throughout the world.	1. Covered wagons and cars; letters and telephone calls 2. Pioneers moving west
III. ESSENTIAL SKILLS	A. Concepts of Time	The student will be able to place events in chronological order.	1. Students will identify and order the days of the week, months of the year and seasons. 2. Students will <del>compare and contrast</del> <u>apply</u> terms for concepts of time such as past, present and future.	
IV. GOVERNMENT AND CITIZENSHIP	A. Character Traits of Good Citizens	The student will understand the character traits that make for a good citizen.	1. Students will recognize, from stories and real life examples, the traits that make for good citizen: honesty, courage, patriotism and individual responsibility. 2. Students will give examples of and exhibit the behavior of good citizens of their classroom, including respect, kindness, self-control, cooperation, <u>taking turns</u> , sharing common resources and good manners.	
IV. GOVERNMENT AND CITIZENSHIP	B. Rights, Privileges and Responsibilities	The student will understand the rights, responsibilities and privileges of being a human being and a citizen.	1. Students will explain the reasons why we have rules, consequences and privileges. 2. Students will give examples of responsible behavior towards others, property, the environment and themselves <u>and will predict consequences that follow as a result of responsible and irresponsible behavior</u> . 3. <u>Students will describe the roles of officials in the school and community and why it is important to respect them.</u>	

<sup>1</sup> Since the word “compare” embraces descriptions of both similarities and differences and “contrast” embraces descriptions of differences, it is redundant to say “and contrast” after the word “compare.”

<b>Kindergarten</b> <b>Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	C. Patriotic Symbols, Songs and Events	The student will recognize symbols of our nation.	<ol style="list-style-type: none"> <li>1. Students will recognize the symbols and songs that identify our nation including, but not limited to, the United States flag, the Pledge of Allegiance, the national anthem and Independence Day.</li> <li>2. Students will recognize and name the President of the United States.</li> </ol>	
V. GEOGRAPHY	A. Concepts of Location	The students will use directional and positional words to describe people, places and things.	<ol style="list-style-type: none"> <li>1. Students will describe the location of people, places and things by using positional words.</li> <li>2. Students will use maps and globes to locate places referenced in stories and real life situations.</li> </ol>	1. Near/far, above/below, left/right, behind/in front

**Warren Solomon's General Comment about the Kindergarten Standards and Benchmarks**

These standards and benchmarks reflect what is probably currently being taught in many kindergarten classrooms

**Grade 1:** The expectation is that these standards will be incorporated into the language arts and math curricula as appropriate, as well as into discussions of classroom management and behavior. The preceding sentence is misleading because much of the content in the ambitious K-3 standards does not fit well in the context of language arts, mathematics, and discussions of classroom management and behavior. If because of No Child Left Behind legislation Minnesota is recommending that social studies not be taught as a subject, then I recommend that the standards below in Grades 1 through 3 be reduced substantially, because much of the content within the standards cannot readily be incorporated in typical mathematics and language arts units or in discussions of classroom management and behavior. *Note: The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.*

<b>Grade 1 Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	A. Famous People and groups in American History	The student will recognize people, groups and events that contributed to the United States history.	<ol style="list-style-type: none"> <li>Students will know historical figures and groups and their contributions to American history, including Pocahontas, George Washington, Betsy Ross, Benjamin Franklin, Harriet Tubman, Abraham Lincoln, Martin Luther King, African slaves, indentured servants, and immigrants.</li> <li>Students will know the significance of holidays celebrated within the United States.</li> </ol>	<ol style="list-style-type: none"> <li>William Bradford, Sequoya, Clara Barton, Chief Joseph of the Nez Perce, George Washington Carver</li> <li>Cinco de Mayo, Hanukkah, Christmas, Kwanzaa, Ramadan, Hmong New Year</li> </ol>
II. WORLD HISTORY	A. Famous Civilizations in World History	The student will recognize civilizations that have shaped the world.	<ol style="list-style-type: none"> <li>Students will give examples of civilizations of the ancient world and highlights of their cultures.</li> </ol>	<ol style="list-style-type: none"> <li>Chinese, Egyptian, Indian, Mayan, Mesopotamian (government, art, daily life, architecture, science)</li> </ol>
III. ESSENTIAL SKILLS	A. Concepts of Time	The student will be able to place events in chronological order.	<ol style="list-style-type: none"> <li>Students will create <del>a timeline</del> <u>timelines related to their own lives and to topics studied.</u></li> <li>Students will distinguish among units of time such as weeks, months and years.</li> </ol>	
IV. GOVERNMENT AND CITIZENSHIP	A. Character Traits of Good Citizens	The student will understand the character traits that make a good citizen.	<ol style="list-style-type: none"> <li>Students will define what it means to be a citizen in terms of loyalty, membership and self-government.</li> <li>Students will give examples of citizen virtue, including but not limited to honesty, courage, cooperation, <u>social concern</u>, patriotism and individual responsibility from literature and real life examples.</li> </ol>	<ol style="list-style-type: none"> <li>Hard-work, generosity, self-reliance, love of America, gentleness, even-temper, friendliness, <u>respecting the rights of others, keeping informed</u></li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	B. Rights, Privileges and Responsibilities	The student will understand the rights, responsibilities and privileges of being a human being and a citizen.	<ol style="list-style-type: none"> <li>Students will explain what constitutes a right, a privilege, a responsibility or a duty within their classrooms and the nation.</li> <li>Students will identify the Declaration of Independence and the Constitution as America's founding documents that outline rights and duties.</li> </ol>	<ol style="list-style-type: none"> <li>Voting, protection by the law, obeying rules and laws</li> </ol>

Grade 1 Introduction to History and Social Studies				
Strand	Sub-Strand	Standard	Benchmarks	Examples
IV. GOVERNMENT AND CITIZENSHIP	C. Patriotic Symbols, Songs, and Events	The student will recognize symbols, songs and events of our nation and state.	<ol style="list-style-type: none"> <li>1. Students will <del>identify and</del> describe <u>and demonstrate</u> how Americans show respect for national symbols, songs and events.</li> <li>2. Students will identify the Governor of Minnesota and state symbols.</li> </ol>	<ol style="list-style-type: none"> <li>1. American flag, bald eagle, Statue of Liberty, the White House and patriotic songs</li> <li>2. The state flag, the state flower and the state bird</li> </ol>
V. GEOGRAPHY	A. Concepts of Location	The students will use directional and positional words to describe people, places and things.	<ol style="list-style-type: none"> <li>1. Students will explain that an address locates a specific place.</li> <li>2. Students will name and use directional words to describe locations of places in the school and community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Street address, apartment number, classroom number</li> <li>2. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west</li> </ol>
V. GEOGRAPHY	B. Maps and Globes	The student will use and create maps and globes to locate people, places and things.	<ol style="list-style-type: none"> <li>1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.</li> <li>2. Students will recognize and locate the outline shape of the state of Minnesota on a map/globe.</li> </ol>	<ol style="list-style-type: none"> <li>1. Find their desk in a map of their classroom</li> <li>2. Point to or mark Minnesota on a political map</li> </ol>
VI. ECONOMICS	A. Economic Choices	The student will understand that economic choices are necessary in life.	<ol style="list-style-type: none"> <li>1. Students will identify <u>human wants and explain how people consume goods and services fulfill their wants.</u><sup>2</sup> <del>the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have).</del></li> <li>2. Students will <del>explain that</del><u>show</u> <del>money</del><u>how money can be used</u><u>is used</u> to buy goods and services.</li> </ol>	<ol style="list-style-type: none"> <li>1. <del>Food vs. video game</del></li> <li>2. Quarter in gum ball machine</li> </ol>

### Warren Solomon's General Comment on the Grade 1 Standards and Benchmarks

I recommend that at this grade level students learn about their local communities, how they are governed (Government and Citizenship), how it is laid out spatially (Geography), and how its economic institutions relate to each other.

<sup>2</sup> Economic educators I know recommend avoiding having people distinguish between wants and needs because the distinction is subjective and open to debate. What one person considers to be a "want" another person may consider to be a "need." For example, a realtor I know drives a Cadillac. Some people say such a car is a want, not a need; yet his car might be considered a need, because the clients he serves are upper income and the houses he shows are in the fancier parts of town.

**Grade 2:** The expectation is that these standards will be incorporated into the language arts and math curricula as appropriate, as well as into discussions of classroom management and behavior. *Note: The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.*

<b>Grade 2 Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	A. Famous people and events in American History	The student will recognize people, groups and events that contributed to the United States history.	<ol style="list-style-type: none"> <li>1. Students will identify <del>and know the role of</del> individuals and groups associated with exploration and expansion within the United States and Minnesota, <u>explain the challenges they faced and how they dealt with them</u>, and identify their impact.</li> <li>2. Students will explain how diverse native and immigrant peoples have contributed to American history, including the role of American Indian agricultural technique, and the fur trade.</li> </ol>	<ol style="list-style-type: none"> <li>1. <del>Sacagawea</del>, Lewis and Clark <u>and the Corps of Discovery</u>, <u>Sacagawea</u>, Daniel Boone, Sam Austin, Zebulon Pike, Four Bears, the Mandan</li> <li>2. The Dakota, The Ojibwe, Plains Indian Tribes, Chinese and Irish labor on the transcontinental railroad</li> </ol>
II. WORLD HISTORY	A. Famous People in World History	The student will recognize individuals who have shaped the world.	<ol style="list-style-type: none"> <li>1. Students will give examples of people whose contributions have influenced the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mahatma Gandhi, Florence Nightingale</li> </ol>
III. ESSENTIAL SKILLS	A. Concepts of Time	The student will be able to place events in chronological order.	<ol style="list-style-type: none"> <li>1. Students will create a timeline.</li> <li>2. Students will recognize that things change over time, and compare and contrast differences over time.</li> </ol>	<ol style="list-style-type: none"> <li>2. Transportation and communication</li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	A. Character Traits of Good Citizens	The student will recognize the importance of individual action and character in shaping civic life.	<ol style="list-style-type: none"> <li>1. Students will explain how citizens and statesmen, including George Washington, Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., and Susan B. Anthony <u>faced and dealt with challenges and</u> have made a difference in <del>others'</del> <u>the lives of others</u>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Abigail Adams, Frederick Douglass, Clara Barton, Booker T. Washington, Rosa Parks</li> </ol>

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<b>Introduction to History and Social Studies</b>				
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IV. GOVERNMENT AND CITIZENSHIP	B. Rights, Privileges and Responsibilities	The student will understand the rights, responsibilities, and privileges of being a human being and a citizen.	<ol style="list-style-type: none"> <li>1. Students will understand and explain that the Declaration of Independence is the founding document that sets forth the guiding principles for the government of our nation and declares that individuals have rights, including life, liberty and the pursuit of happiness.</li> <li>2. Students will understand and explain that the Constitution establishes how our nation is <u>to be</u> governed, including the separation of powers into three branches of government. <u>[We found in our testing programs that even fourth graders in my state (Missouri) have difficulty with the concepts of separation of powers and three branches of government.]</u></li> </ol>	
IV. GOVERNMENT AND CITIZENSHIP	C. Patriotic Symbols, Songs and Events	The student will recognize symbols of our nation	<ol style="list-style-type: none"> <li>1. Students will recognize and explain the significance of national symbols.</li> <li>2. Students will become familiar with patriotic events and holidays in America.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mount Rushmore, the Liberty Bell, the Washington Monument and the Statue of Liberty</li> <li>2. Memorial Day, Flag Day, Veterans' Day, and Presidents' Day</li> </ol>
V. GEOGRAPHY	A. Concepts of Location	The student will use directional and positional words to describe people, places and things.	<ol style="list-style-type: none"> <li>1. Students will use the equator and poles as reference points to describe locations.</li> <li>2. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator</li> <li>2. Determine which is farther from Minnesota: Texas or Alaska</li> </ol>
V. GEOGRAPHY	B. Maps and Globes	The student will use and create maps and globes to locate people, places and things.	<ol style="list-style-type: none"> <li>1. Students will create and interpret simple maps using the map elements of title, direction, and symbols, and a map key or legend.</li> <li>2. Students will locate the continents and oceans on a map of the world and a globe.</li> <li>3. Students will recognize the outline shape of the contiguous United States.</li> <li>4. Students will recognize the outline shapes of countries and locate cultures and civilizations studied in history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a map to illustrate a topic in history or a story from the reading curriculum</li> <li>2. Point out borders that touch other countries or water and know the location of Alaska and Hawaii</li> <li>3. Mark or point to <u>Canada, Mexico,</u> Egypt, China, India and Japan on a world map and a globe</li> </ol>

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<b>Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
V. GEOGRAPHY	C. Physical Features	The student will be able to distinguish between physical and human-made features of places on the Earth's surface.	<ol style="list-style-type: none"> <li>1. Students will name and locate physical features of the United States.</li> <li>2. Students will name and locate major human-made features of the United States.</li> <li>3. Students will locate, <del>and</del> describe, <u>and compare</u> places about which they read.</li> </ol>	<ol style="list-style-type: none"> <li>1. Deserts, mountain ranges, major rivers</li> <li>2. Major cities, capital of Minnesota and their hometown</li> </ol>
VI. ECONOMICS	A. Producers and Consumers	The student will understand the relationship between consumers and producers in regards to goods and services.	<ol style="list-style-type: none"> <li>1. Students will distinguish between producers and consumers and between goods and services.</li> <li>2. Students will identify different denominations of currency and coins that are used to pay for goods and services, and compare and contrast their value.</li> </ol>	<ol style="list-style-type: none"> <li>1. Farmer vs. diner at restaurant; hamburger vs. haircut</li> <li>2. Quarter, dime, nickel, penny</li> </ol>
VI. ECONOMICS	B. Economic Choices	The student will understand that economic choices are necessary in life.	<ol style="list-style-type: none"> <li>1. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants.</li> <li>2. Students will recognize that because of scarcity they need to make choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Not everything on birthday wish list is received</li> <li>2. Art project with not enough materials (sharing), dividing 10 cookies <del>with</del> <u>among</u> 20 students</li> </ol>

**General Comment on the Grade 2 Standards and Benchmarks**

Here again, I wonder why the standards neglect the local community in which students live. Students think concretely at this age. Why not deal with content they can experience directly.

**Grade 3:** The expectation is that these standards will be incorporated into the language arts and math curricula as appropriate, as well as into discussions of classroom management and behavior. *Note: The grade level designations in the K-3 Minnesota Academic Standards for History and Social Studies are strongly recommended. However, school districts may place the K-3 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 3.*

<b>Grade 3 Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	Pre-history through 1607	The student will understand that large and diverse American Indian Nations were the original inhabitants of North America.	1. Students will <del>learn examples</del> <u>compare ways of life</u> of Indian Nations from different regions of North America.	1. Iroquois, Cherokee, Ojibwe, Dakota, Hopi, Navajo, <del>and</del> Yakama, <u>Athabascan</u>
I. U.S. HISTORY	Pre-history through 1607	The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.	1. Students will identify key European explorers and how their voyages led to the establishment of colonies. 2. Students will <del>know and</del> explain <u>that how</u> interactions between American Indian tribes and European explorers had positive <del>impacts, including the establishment of trading relationships, and negative impacts, such as the introduction of new diseases and negative consequences for each group.</del>	1. Christopher Columbus, Jacques Cartier, Henry Hudson, Ponce de Leon, John Smith 2. "Trade goods," wampum, smallpox
II. WORLD HISTORY	A. Famous People in World History	The student will recognize individuals or groups that have shaped the world	1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions. <u>[How should such content be addressed in the Grade 3 program?]</u> 2. Students will give examples of contributions of past civilizations and analyze their impact.	1. Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie 2. Persian, Indian, Chinese, and Japanese
III. ESSENTIAL SKILLS	A. Concepts of Time <sup>3</sup>	The student will construct an overview of the eras included in world history.	1. Create a graphic representation of the eras in world history from pre-history to 1650 A.D.	

<sup>3</sup> There are many other types of essential history skills which could be addressed in Grade 3, such as formulating questions to guide inquiry, describing the past from the perspectives of people living in those times, and evaluating the credibility of sources, to give three examples. See National Center for History in the Schools, *National Standards for History: Basic Edition*, 1996, pp. 14-24.



<b>Grade 3</b>				
<b>Introduction to History and Social Studies</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	A. Character Traits of Good Citizens	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life and will know the definition of a statesman.	<ol style="list-style-type: none"> <li>1. Students will understand the importance of citizens having certain character traits, and that a citizen has the duty to respect the law and the rights of others <u>and to monitor the actions of their governments.</u></li> <li>2. Students will identify a statesman as a civic leader concerned with keeping government and civil society true to the <del>principles and practices-ideals</del> of the Declaration of Independence and the Constitution.</li> <li>3. Students will become familiar with the character traits of Presidents George Washington and Abraham Lincoln in order to understand why each has been so widely respected over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Responsibility, courage, self-reliance, trustworthiness, accountability, generosity, honesty, courtesy, cooperation, patience, patriotism, self-restraint</li> <li>3. Truthfulness, courage, moderation, love of justice, kindness</li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	B. Rights, Privileges and Responsibilities	The student will understand the concept of rights and duties and will know the basic concepts of the United States constitutional republic.	<ol style="list-style-type: none"> <li>1. Students will understand and explain the founders' view that inalienable rights, also called natural rights, derive the fact that all are created free and equal human beings.</li> <li>2. Students will recognize that <u>an important ideal in the United States is that citizens are meant to</u> have equal rights and duties under the law, <del>called civil rights and duties.</del></li> <li>3. Students will recognize and explain the principle of majority rule and minority rights.</li> <li>4. Students will compare <del>and contrast</del> the functions of legislative, executive, and judicial branches. <u>[This is a very ambitious benchmark for third graders.]</u></li> </ol>	

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<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	C. Patriotic Symbols, Songs, and Events	The student will identify and describe the symbols, icons, songs and traditions of the United States that illustrate American ideals and provide a sense of community.	<ol style="list-style-type: none"> <li>1. Students will identify songs that express American ideals, and analyze how the lyrics express these ideals.</li> <li>2. Students will know the Pledge of Allegiance and explain its origin.</li> <li>3. Students will <del>know the</del><u>demonstrate proper</u> United States flag etiquette.</li> <li>4. Students will know the significance of the national holidays and analyze and explain the heroism and achievements of the people associated with them.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>The National Anthem, America the Beautiful</i></li> <li>4. Memorial Day, Thanksgiving, Presidents' Day, the Fourth of July, Labor Day, Veterans' Day, and Martin Luther King, Jr. Day</li> </ol>
V. GEOGRAPHY	A. Concepts of Location	The student will demonstrate working knowledge of the cardinal directions.	<ol style="list-style-type: none"> <li>1. Students will use cardinal and intermediate directions to locate places.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)</li> </ol>
V. GEOGRAPHY	B. Maps and Globes	The students will use maps and globes to demonstrate specific geographical knowledge.	<ol style="list-style-type: none"> <li>1. Students will locate on a map the major world countries, and states and major cities of the United States.</li> <li>2. Students will use an atlas to locate geographic information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ancient civilizations, capitals of major countries, largest cities in the United States</li> <li>2. Use index to find latitude and longitude of places studies and find those places on a map in the atlas<sup>4</sup></li> </ol>
V. GEOGRAPHY	C. Physical Features	The student will identify specific landforms and waterways on a map using geographical terms.	<ol style="list-style-type: none"> <li>1. Students will locate major river systems and mountain ranges on continents studied.</li> <li>2. Students will explain and use introductory geographical terms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nile River, Mekong River, Himalayan Mountains, Alps</li> <li>2. Tributary, boundary, island</li> </ol>
VI. ECONOMICS	A. Producers and Consumers	The student will understand the relationship between consumers and producers in regards to goods and services.	<ol style="list-style-type: none"> <li>1. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.</li> <li>2. Students will give examples of how an individual can be both a consumer and a producer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trees for paper, people, scissors</li> <li>2. Farmers who buy seed and sell corn</li> </ol>

<sup>4</sup> It might be wiser to have third grade students find locations on maps using simpler grid systems than those of latitude and longitude. Such content might be saved for students who are older.

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<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
VI. ECONOMICS	B. Economic Choices	The student will understand economic choices are necessary in life.	<ol style="list-style-type: none"> <li>1. Students will give examples of tradeoffs (opportunity costs).</li> <li>2. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.</li> </ol>	<ol style="list-style-type: none"> <li>1. Invited to two birthday parties on the same day</li> <li>2. Earnings from lemonade stand can be put in piggy bank or spent on candy</li> </ol>

**General Comment on the Grade 3 Standards and Benchmarks**

Here again, I wonder why the standards neglect the local community in which students live. Students think concretely at this age. Why not deal with content they can experience directly. In addition, there are problems and issues at the local community level that citizens need to understand and address to improve the quality of their lives.

### **General Observations and Reactions as Regards the K-3 Standards and Benchmarks**

Much of the content in the standards and benchmarks does seem appropriate for the grade levels; yet I have these concerns.

First, I have a hard time envisioning how the world history content is to be addressed in these grades. I worry that the content will be taught in ways that are disconnected and not meaningful to the students.

Second, I recommend having K-3 students study more about their local communities than the draft Minnesota standards recommend. Much productive, meaningful study might be done of institutions within their communities (city councils, courts, health departments, police, fire departments, hospitals, businesses, schools, households) and how they relate to each other. Many civic and economic concepts could be taught in such studies, as might skills of historical research.

Third, the standards seem to suggest little in the way of building upon student knowledge and curiosity. The standards imply that the state and school districts will have identified all the knowledge students are to learn and that the notion of encouraging students to ask questions and research answers to those questions is not to be encouraged. Moreover, nowhere in these standards and benchmarks is there a suggestion that students should be taught skills of problem solving and decision making. In other words, these standards suggest a very much top-down approach to student learning, where the state and educators identify everything the students need to know and where students role in the process is primarily a passive role of absorbing that knowledge.

Finally, the introduction to the K-3 standards imply that social studies is a subject of little importance—probably a result of No Child Left Behind legislation—because the recommendation is made that the content of the social studies standards could be addressed fully within the context of language arts and mathematics curricula and in discussions of classroom management and behavior.

Grade 4 Local History, World History and Geography				
Strand	Sub-Strand	Standard	Benchmarks	Examples
LOCAL HISTORY	<i>Each local district can set its own standards related to the history and geography of that particular area, and how they integrate into the history and geography of the state and the rest of the world. [The idea in the preceding sentence is a good one. I would have liked to have seen such a statement encouraging local districts to set standards related to the study of their local areas in the K-3 standards.]</i>			
IV. GOVERNMENT AND CITIZENSHIP	A. Character Traits of Good Citizens	The student will understand the importance of participation in civic life.	<ol style="list-style-type: none"> <li>1. The student will recognize and explain the ways in which individuals participate in civic life in their communities.</li> <li>2. Students will understand the structure and services of local government in their community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Running for elected office, supporting those running for office, informed voting, serving on school board and city council</li> <li>2. Parks, libraries, schools, jails</li> </ol>
II. WORLD HISTORY	World Civilizations, prehistory to 1000 B.C.	The student will demonstrate knowledge of ancient civilizations.	<ol style="list-style-type: none"> <li>1. Students will describe and <del>analyze-interpret</del> archeological evidence of early cultures using maps and timelines.</li> <li>2. Describe and assess the accomplishments of prehistoric peoples and of early civilizations.</li> <li>23. Students will compare <del>and-contrast</del> characteristics of ancient cultures.</li> </ol>	23. <u>River civilizations (Tigris &amp; Euphrates, Nile, and Indus) followed by civilizations and societies in other places (Chinese,China, the Mediterranean basin, etc.)Egyptian, Indian, Mesopotamian</u>
II. WORLD HISTORY	World Civilizations, 1000 B.C. to 500 A.D.	The student will demonstrate knowledge of world civilizations.	1. Students will identify and explain <u>highlights historical achievements</u> of classical Greek, Roman, and Meso American civilizations of this era, and compare and contrast significant aspects of these cultures.	1. Government, art, architecture, <u>beliefs</u> , daily life and mythology
II. WORLD HISTORY	World Civilizations, 1000 B.C. to 500 A.D.	The student will demonstrate knowledge of the history and rise of major world religions.	<ol style="list-style-type: none"> <li>1. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, <u>Confucianism</u>, Buddhism, Christianity, and Islam, and note the presence of multiple indigenous religious traditions.</li> <li>2. Students will <u>identify-explain</u> major tenets, <u>practices</u>, and key figures of these religions.<sup>5</sup></li> </ol>	
II. WORLD HISTORY	World Civilizations, 500-1000 A.D.	The student will demonstrate knowledge of world civilizations and cultures.	1. Students will compare <del>and-contrast</del> characteristics of Eurasian cultures in this era, including the Byzantine Empire, Medieval Europe, Japan, and the Middle East.	1. Feudalism, castles, monasteries, walled towns and samurai culture, Viking explorations, mathematics and science
II. WORLD HISTORY	World Civilizations, 500-1000 A.D.	The student will demonstrate knowledge of Early African kingdoms.	<ol style="list-style-type: none"> <li>1. Students will locate and identify major African cultures including, Kush and Ghana.</li> <li>2. Students will explain the importance of trade and learning within the African kingdoms, and analyze their impact.</li> </ol>	

<sup>5</sup> Will the emphasis be on those religions as they were during the time period 1000 B.C. to 500 A.D. or as they are today?

<b>Grade 4</b>				
<b>Local History, World History and Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
II. WORLD HISTORY	Regional Interactions, 1000-1500 A.D.	The student will demonstrate knowledge of interactions among Eurasian civilizations.	1. Students will examine and <del>analyze-assess the</del> <u>significance of</u> interactions and regional trade patterns among <u>peoples of</u> Europe, East Asia and the Middle East.	1. Marco Polo, silk road, Mongols, Genghis Khan and Prince Henry of Portugal
II. WORLD HISTORY	Regional Interactions, 1000-1500 A.D.	The student will demonstrate knowledge of civilizations of the Americas.	1. Students will compare <del>and-contrast</del> major features of the Aztec and Incan civilizations.	1. Mathematics, astronomy, transportation, art, architecture, agriculture
II. WORLD HISTORY	Regional Interactions, 1000-1500 A.D.	The student will demonstrate knowledge of the Renaissance in Europe.	1. Students will describe a "rebirth" of ideas from ancient Greece and Rome. 2. Students will analyze the contributions of people associated with the arts, learning and science of this era, and identify the significance of their contributions.	2. Michelangelo, Leonardo da Vinci, <u>Copernicus, Galileo, Johann Gutenberg</u>
III. ESSENTIAL SKILLS <sup>6</sup>	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 this grade.	
V. GEOGRAPHY	B. Maps and Globes	The student will use maps and globes to demonstrate knowledge of the world.	1. Students will use political, physical and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.	
V. GEOGRAPHY	C. Physical Features	The student will be able use basic terminology describing basic physical and cultural features of continents studied.	1. Students will locate and describe major physical features and analyze how they influenced <del>and were</del> <u>influenced by the</u> cultures/civilizations studied. 2. Students will describe and locate major physical features in their local community and analyze their impact on the community.	1. Mountain systems, river basin, deserts, and plains 2. Rivers, bluffs, lakes, forests, farm land
V. GEOGRAPHY	D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	1. Students will identify factors that drew people to their local communities. 2. Students will analyze how human activities are influenced by the physical environment.	1. Mining activity, political freedom 2. Housing, clothing, jobs, recreation, agriculture, products, economic activity
V. GEOGRAPHY	E. Essential Skills	The student will create simple maps using standard cartographic procedures.	1. Students will create a map with the basic map elements of title, author, orientation, date and legend. 2. Students will create a map of their local community.	1. Map of the regions of Minnesota and of their local community

<sup>6</sup> The Essential Skills standard, I believe, should be broadened to include more. I would include in the benchmarks such skills as these: Interpret and evaluate a variety of historical sources (texts, maps, graphs, artwork, photographs, etc.) and engage in historical analysis and interpretation (make comparisons, distinguish between fact and fiction, explain and assess cause-effect relationships, consider multiple perspectives, challenge historical inevitability, and conduct historical research). Those ideas and other possible ones may be found in National Center for History in the Schools, *National Standards for History: Basic Edition*, 1996, pp. 14-24.

<b>Grade 4</b>				
<b>Local History, World History and Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
VI. ECONOMICS	A. Producers and Consumers	The student will understand the concept of interdependence in relation to producers and consumers.	<ol style="list-style-type: none"> <li>1. Students will compare <del>and contrast</del> the roles of producers and consumers.</li> <li>2. Students will recognize that producers cannot exist without consumers and vice versa.</li> </ol>	<ol style="list-style-type: none"> <li>1. Girl Scouts supply cookies, consumers demand them</li> <li>2. Lakeside canteen shuts down during winter</li> </ol>
VI. ECONOMICS	B. Economic Choices	The student will understand basic principles of economic decision-making.	<ol style="list-style-type: none"> <li>1. Students will explain money management skills of saving, spending, and borrowing, and the impact of each.</li> <li>2. Students will apply a decision-making process to make informed choices. <u>[This benchmark is an important one for social studies.]</u></li> </ol>	<ol style="list-style-type: none"> <li>2. <u>State the problem situation, identify alternatives, evaluate alternatives using explicit criteria, make the decision.</u> <del>Taste testing to determine cola preference</del></li> </ol>

**Warren Solomon’s General Comments on the Grade 4 Standards and Benchmarks**

I think the emphasis on early world history should work well in grade 4. At the same time, the standards do not seem to encourage students to learn about how people from the earlier times lived lives very different from ours and how their perspectives are very different from ours in the 21<sup>st</sup> century. The civics, geography, and economics standards and benchmarks seem appropriate for the grade level. I especially like seeing that in the economics benchmarks there is a benchmark related to having students apply a decision process to making informed choices. That standard could be used at upper grade levels as well, but such was not done.

<b>Grade 5 U.S. History</b>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	Colonization and Conflict, 1607-1780s	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	<ol style="list-style-type: none"> <li>1. Students will explain <del>and understand</del> the political, religious, social, and economic events and conditions that led to the colonization of America, and analyze their impact.</li> <li>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.</li> <li>3. Students will <del>know and</del> understand <u>and explain</u> colonial life in America from various perspectives.</li> <li>4. Students will <del>identify</del><u>explain</u> the growing differences and tensions between the colonies, England and American Indian tribes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Religious persecution in Europe</li> <li>2. Plantation agriculture, maritime industries (whaling, shipping, fishing, ship building), family farming, animal husbandry</li> <li>3. Large landowners, farmers, artisans, women, American Indians, slaves, and indentured servants, Iroquois Confederacy, missionaries</li> <li>4. Pequot War, French and Indian War</li> </ol>
I. U.S. HISTORY	Political Unrest and the American Revolution 1763-mid-1791	The student will demonstrate an understanding of the causes and course of the American Revolution	<ol style="list-style-type: none"> <li>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.</li> <li>2. <u>Students will explain different perspectives of Americans on whether to support or oppose the American Revolution, explaining why for some Americans the decision was a difficult one.</u></li> <li>2. Students will analyze the roles of key individuals and political leaders in the American Revolution.</li> <li>3. Students will know and understand key factors and events contributing to the colonials' defeat of the British.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Proclamation of 1763, the Stamp Act, the Boston Tea Party, the Intolerable Acts</li> <li>2. Samuel Adams, Benjamin Franklin, Patrick Henry, Crispus Attucks, Betsy Ross, Thomas Jefferson, Thomas Paine, George Washington Francis Marion, John Hancock</li> <li>3. Differences in warfare style, the Committees of Correspondence, the Battles of Trenton, Saratoga, Yorktown</li> </ol>
I. U.S. HISTORY	Political Unrest and the American Revolution 1763-mid-1791	The student will demonstrate knowledge of how the principles of the American Revolution became the foundation of a new nation	<ol style="list-style-type: none"> <li>1. Students will <del>know and understand</del><u>explain</u> basic principles of the new government established by the Constitution of the United States.</li> <li>2. Students will <del>know</del><u>explain</u> reasons why the United States developed the Constitution <u>and why there was debate over whether to ratify the Constitution.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Separation of powers, three branches of government, checks and balances</li> </ol>



<b>Grade 5 U.S. History</b>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	Growth and Westward Expansion, 1801-1861	The student will demonstrate knowledge of western expansion, conflict, and reform in America from 1801-1861.	<ol style="list-style-type: none"> <li>1. Students will <del>examine</del><u>explain</u> the processes that led to the territorial expansion of the United States including wars and treaties with foreign nations and Indian nations, annexation, land purchases, and the removal of American Indians to reservations.</li> <li>2. Students will analyze the impact of inventions <u>and technologies</u> on life in America, including the cotton gin, the steamboat, and the telegraph.</li> </ol>	<ol style="list-style-type: none"> <li>1. The acquisitions of Florida, Texas, Oregon, and California, the Mormon Trail, and frontier families</li> <li>2. The reaper, the steam locomotive and construction of canals</li> </ol>
I. U.S. HISTORY	Civil War and Reconstruction, 1850s-1870s	The student will demonstrate knowledge of the causes of the Civil War.	<ol style="list-style-type: none"> <li>1. Students will identify and analyze the main ideas of the debate over slavery, including human rights, abolitionism, states' rights, and explain how they resulted in major political compromises.</li> <li>2. Students will identify on a map the states that seceded from the Union, and those that remained in the Union.</li> </ol>	<ol style="list-style-type: none"> <li>1. Harper's Ferry, The Missouri Compromise, the Kansas-Nebraska Act, the Dred Scott case, rise of the Republican Party</li> </ol>
I. U.S. HISTORY	Civil War and Reconstruction, 1850s-1870s	The student will demonstrate knowledge of major events and people of the Civil War.	<ol style="list-style-type: none"> <li>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 Beecher Stowe, Harriet Tubman, and Battle of Gettysburg.</li> <li>2. Students will analyze <del>the effects of</del> the war <u>and its effects</u> from the perspectives of Union and Confederate soldiers and civilians (including free blacks, women, and slaves).</li> </ol>	<ol style="list-style-type: none"> <li>1. William Lloyd Garrison, Dred Scott, John Brown, Ulysses S. Grant, and Robert Lee</li> </ol>
III. ESSENTIAL SKILLS	A. Concepts of Time	The student will acquire skills of chronological thinking.	<ol style="list-style-type: none"> <li>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in this grade.</li> </ol>	
III. ESSENTIAL SKILLS	B. Historical Resources	The student will begin to use historical resources.	<ol style="list-style-type: none"> <li>1. Students will identify <u>and interpret</u>, <del>describe and extract</del> information from various types of historical sources, and determine whether a source is a primary or secondary source.</li> <li>2. <u>Students will assess the credibility of a variety of historical sources.</u></li> </ol>	

<b>Grade 5 U.S. History</b>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	A. America's Founding Documents	The student will study the Declaration of Independence and understand its principles and civic importance	<ol style="list-style-type: none"> <li>1. Students will identify, understand, and analyze the ideas of political, economic and religious liberty that shaped the revolutionary movement in the colonies and led to the Declaration of Independence.</li> <li>2. Students will understand key principles in the Declaration of Independence, with emphasis on human equality and natural rights, and national sovereignty.</li> <li>3. Students will examine and analyze the grievances against King George III listed in the Declaration of Independence.</li> <li>4. Students will understand, analyze and discuss the significance of the founders' sense of duty and honor– and how this sense of personal sacrifice was shared by all patriots. <u>[This benchmark is misleading. It implies that all people living in the Thirteen Colonies supported the revolution, when in fact many chose to support the other side. Some people living in the colonies chose to remain loyal to the crown.]</u></li> </ol>	<ol style="list-style-type: none"> <li>4. “We pledge to each other our lives, our fortunes and our sacred honor.”</li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	A. America's Founding Documents	The student will understand that the Constitution forms a national government guided by the Declaration's principles, and the role of the Constitution in establishing a government that was different from all others.	<ol style="list-style-type: none"> <li>1. Students will understand and explain how the Constitution establishes the rule of law, not of men, and is the highest law of the United States.</li> <li>2. Students will compare <del>and contrast</del> the three branches of government and explain the concepts of separation of powers and checks and balances.</li> <li>3. Students will explain the protections the Bill of Rights provides to individuals; and that the Constitution can be amended.</li> <li>4. Students will compare <del>and contrast</del> government <u>structure structures</u> and individual rights in the United States to those in other forms of government.</li> </ol>	<ol style="list-style-type: none"> <li>3. Amendments 1, 2 and 4</li> <li>4. Oligarchy, monarchy, dictatorship</li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	B. America's Founding Principles Restated in the Gettysburg Address	The student will understand how the Civil War re-formed a national government guided by the Declaration's principles.	<ol style="list-style-type: none"> <li>1. Students will analyze the Gettysburg Address and identify its significance in restating America's founding principles about rights, duties and sacrifice.</li> <li>2. Students will explain that Lincoln's understanding of the founders' principles includes that the principles of the Declaration of Independence are universal and applicable to all people at all times.</li> </ol>	

<b>Grade 5 U.S. History</b>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
V. GEOGRAPHY	A. Concepts of Location	The student will be able to identify and locate major physical and cultural features that played an important role in the history of the United States.	<ol style="list-style-type: none"> <li>1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.</li> <li>2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia</li> <li>2. West Africa, Ireland, Germany, China</li> </ol>
V. GEOGRAPHY	B. Maps and Globes	The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	<ol style="list-style-type: none"> <li>1. Students will distinguish differences among, uses of and limitations of, different kinds of thematic maps used to describe the development of the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</li> </ol>
V. GEOGRAPHY	C. Physical Features	The student will identify and locate geographic features associated with the development of the United States.	<ol style="list-style-type: none"> <li>1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mohawk Depression, Ohio River, Appalachian Mountains, California gold fields</li> </ol>
V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between patterns of settlement and land use and topographic features.	<ol style="list-style-type: none"> <li>1. Students will analyze how changes in technology promoted development in <del>certain parts</del> <u>various regions</u> of the United States between 1800 and 1877.</li> <li>2. Students will analyze how changes in transportation affected settlement of the country between 1800 and 1877.</li> <li>3. Students will locate the areas people moved from and to, between 1800 and 1877.</li> </ol>	<ol style="list-style-type: none"> <li>1. Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal</li> <li>2. Canals in early 1800s; steamboats in the mid-1880s</li> <li>3. Westward expansion, settlement of Minnesota</li> </ol>
VI. ECONOMICS	A. Producers and Consumers	The student will understand basic components of a market economy.	<ol style="list-style-type: none"> <li>1. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.</li> <li>2. Students will explain how a market economy answers the questions of what gets produced, how it is produced, and who receives it.</li> <li>3. <u>Students will distinguish among natural, human, and capital resources and will apply those concepts to their study of the Industrial Revolution in U.S. history.</u></li> <li>4. <u>Students will explain why businesses invest in human and capital resources.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Simplified circular flow of economic activity</li> <li>2. Clothes are produced because consumers want them. Textiles are produced in factories because of their efficiency. Consumers may buy clothes if they are willing and able to pay the price</li> </ol>

<b>Grade 5 U.S. History</b>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
VI. ECONOMICS	A. Producers and Consumers	The student will understand the concepts of markets and prices.	<ol style="list-style-type: none"> <li>1. Students will explain that a market exists when consumers buy and producers sell goods and services.</li> <li>2. Students will explain how the price of a good is determined by the interrelationship between production and consumption. <span style="color: red;">[This benchmark seems very abstract.]</span></li> </ol>	
VI. ECONOMICS	B. Economic Choices	The student will understand the importance of economic incentives.	<ol style="list-style-type: none"> <li>1. Students will analyze how people respond predictably to positive and negative economic incentives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Subsidies of land grants to railroad helped build transcontinental railroad. Tariffs discouraged importation of foreign textiles</li> </ol>

**Grade 6: Note**—Economics, geography, government and citizenship are all integrated into the Minnesota History standards.

<b>Grade 6 Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
I. MINNESOTA HISTORY	A. Pre-Contact to 1650	The student will demonstrate knowledge of Minnesota’s indigenous peoples.	<ol style="list-style-type: none"> <li>1. Students will describe the evidence of the indigenous cultures in Minnesota and <del>understand</del> <u>explain</u> how to make reasoned inferences from that evidence.</li> <li>2. Students will <del>know</del>-<u>explain</u> the major historical aspects of Dakota and Ojibwe culture, social organization and history, and be able to compare <del>and</del> <u>contrast</u> them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Paleo-Indian, Eastern Archaic, Woodland, and Mississippian cultures</li> <li>2. Seasonal and semi-nomadic lifestyles, different concepts of time, woodland vs. plains culture, Ojibwe migration, historical controversy of Kathio battle, role of oral history, myths and traditions</li> </ol>
I. MINNESOTA HISTORY	B. Contact and Fur Trade (1600-1810)	The student will demonstrate knowledge of early explorers and fur traders in Minnesota.	<ol style="list-style-type: none"> <li>1. Students will describe how early explorers and fur traders affected the development of Minnesota, including, but not limited to, the establishment of fur trade posts, military forts and religious missions.</li> <li>2. Students will describe the economic and cultural impact of the interaction between the Dakota and Ojibwe and the explorers and fur traders.</li> <li>3. Students will identify and analyze the connection of early explorers and fur traders to the political, economic, and religious systems of Europe and the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explorers Jean Nicolet, Sieur de Radisson, Sieur de Luth, Louis Jolliet, Father Jacques Marquette, Father Louis Hennepin, Pierre Charles Le Sueur, Zebulon Pike, John Sayer, Henry Sibley, George Bonga</li> <li>2. Exchange of goods in the fur trade, economic and social relationships between traders and Indian tribes, role of women in the fur trade, impact of early missionaries on the Dakota and the Ojibwe</li> <li>3. Economic impact of fur trade in Europe, motivations and goals of explorers, traders, and missionaries, impact of wars and treaties on control of the fur trade</li> </ol>

<b>Grade 6 Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
I. MINNESOTA HISTORY	C. Early Settlement and Statehood (1810-1860)	The student will know and understand the factors that led to rapid settlement of Minnesota in the early 19 <sup>th</sup> century and the changes the new Minnesotans brought with them.	<p><b>1.</b> Students will explain why early settlers came to Minnesota, <u>using geographic concepts of push and pull factors</u>, and analyze <del>their</del> <u>the</u> impact <u>of the early settlers</u> on Minnesota’s political, cultural, and physical landscapes.</p> <p><b>2.</b> Students will describe the process of Minnesota’s becoming a territory and then a state.</p> <p><b>3.</b> Students will describe 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><u>[Were there waves of immigration in Minnesota’s history from 1810-1860? If so, why not have a benchmark on that subject?]</u></p> <p><u>[IF STUDENTS ARE TO STUDY THE INDUSTRIAL REVOLUTION IN WORLD HISTORY IN GRADE 6, WHY DOESN’T THE GRADE 6 PROGRAM IN MINNESOTA HISTORY ALSO DEAL WITH THE INDUSTRIAL REVOLUTION?]</u></p>	<p><b>1.</b> Influence of early Yankee immigrants, influence of Scandinavian immigrants, Josiah Snelling, Henry Sibley, Alexander Ramsey, Harriet Bishop, James Goodhue, early agriculture, rise of timber industry, importance of rivers and steamboats, coming of the railroad, missionaries</p> <p><b>2.</b> Northwest Ordinance of 1787, establishment of Minnesota Territory in 1849, Minnesota statehood in 1858, adoption of state constitution</p> <p><b>3.</b> Legal status of treaties as “Supreme law of the land;” major treaties with the Dakota and Ojibwe (especially those in 1805, 1837, 1851, 1858); Lawrence Taliaferro and the Indian Agency at Fort Snelling; Inkpaduta’s raid</p>
I. MINNESOTA HISTORY	D. Civil War and Dakota War (1860-1864)	The student will know and understand Minnesota’s role and the impact on the state of the Civil War and the Dakota War of 1862.	<p><b>1.</b> Students will describe the attitudes of Minnesotans toward slavery in the period before the Civil War and analyze the factors <u>impacting-leading to</u> these attitudes.</p> <p><b>2.</b> 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><b>3.</b> Students will <del>know and</del> compare the different perspectives on the causes and the effects of the Dakota War of 1862.</p>	<p><b>1.</b> Dred and Harriet Scott, Eliza Winston, Jane Grey Swisshelm, growth of Republican Party in Minnesota</p> <p><b>2.</b> Battle at Gettysburg, Battle of Missionary Ridge, soldier’s aid societies</p> <p><b>3.</b> Traditional farming, Christianized Dakota, role of traders, government agents, and missionaries, Battle of New Ulm, hangings at Mankato, Dakota encampment at Fort Snelling, Bishop Henry Whipple, Little Crow, Big Eagle, Dakota diaspora</p>

<b>Grade 6 Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
I. MINNESOTA HISTORY	E. Industrial Era (1865-1914)	The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization. <u>[Were there any problems or issues related to these changes? If so—and there were such problems and issues—the benchmarks should have students learn about, investigate, and analyze such issues, perhaps being encouraged to take reasoned positions on them.]</u>	<ol style="list-style-type: none"> <li>1. Students will <del>know and</del> explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture).</li> <li>2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.</li> <li>3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.  <u>[If there were controversies related to the changes during this period of time, there should be benchmarks related to having students analyze such controversies. THIS IS A PROBLEM IN THE ENTIRE SET OF HISTORY-RELATED STANDARDS.]</u> </li> </ol>	<ol style="list-style-type: none"> <li>1. Charles Pillsbury, James J. Hill, Frederick Weyerhauser, the Merritt Brothers, Henry Oliver, Laura Ingalls Wilder, Oliver Kelley, Bonanza Farms, Homestead Act, middlings purifier, harnessing St. Anthony Falls, railroads, foreign immigration, mechanized agriculture, allotment of Indian land</li> <li>2. Lives of lumberjacks, mill workers, and farmers; growth of industry in Minneapolis and St. Paul; Hinckley fire and forestry reform; early labor unions, logging dams, damage to wild rice beds, movement of American Indians to cities</li> <li>3. Public health, women’s suffrage, allotment of Indian lands, Indian boarding schools, missionaries, Amanda Lyles, Eva McDonald Valesh, Clara Ueland, Governor Samuel Van Sant, C.C. Andrews, rise of the Farmer-Labor party</li> </ol>
I. MINNESOTA HISTORY	F. World Wars I and II, the 1920s and the Great Depression (1914-1945)	The student will know and understand the impact on Minnesota of these major national and international events: World War I and World War II, the social and economic changes of the 1920s and the Great Depression.	<ol style="list-style-type: none"> <li>1. Students will describe the issues that Minnesotans faced during World War I and how they responded to them. <u>[There should be more standards like this one. Also, it might be a good idea to have a couple of “e.g.’s” to identify such issues.]</u></li> <li>2. Students will describe the social, political, and economic changes that occurred during the 1920s and 1930s <u>and issues related to those changes</u> and analyze their impact.</li> <li>3. Students will describe Minnesota’s contributions to World War II and analyze <del>its</del> <u>the</u> <u>impact of the war</u> on Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. German-Americans, Governor J. A. Burnquist, Louis A. Fritsche, the Minnesota Commission of Public Safety, Minnesota soldiers in France, women on the home front</li> <li>2. Charles Lindbergh, F. Scott Fitzgerald, Sinclair Lewis, Andrew Volstead prohibition, John Dillinger, Frank B. Kellogg, Governor Floyd B. Olson, the Great Depression in Minnesota, Governor Harold E. Stassen, Indian Citizenship Act of 1924, Indian Civilian Conservation Corps, Civilian Conservation Corps</li> <li>3. Wartime industries, supporting the war effort on home front, Minnesota soldiers, Fort Snelling language school, P.O.W. camps</li> </ol>

<b>Grade 6</b>				
<b>Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
I. MINNESOTA HISTORY	G. Post-World War II to the Present (1945-)	The student will know and understand Minnesota's role in the major social, economic and political changes occurring nationally and internationally during the last half of the 20 <sup>th</sup> century through the present, and analyze its impact.	<ol style="list-style-type: none"> <li>1. Students will <del>understand that</del><u>explain how</u> Minnesota has both affected and been affected by the events, people, and changes in the nation and the world.</li> <li>2. Students will identify and describe significant demographic changes in Minnesota <u>and issues related to those changes</u> and analyze the significance of <del>their-the</del> <u>impact of those changes and issues.</u></li> <li>3. Students will develop and share their understanding of what it means to be a Minnesotan, and what the significance of Minnesota is today <u>for the nation and world.</u></li> <li>4. Students will <del>be able to</del> identify and describe significant land use changes in Minnesota, <u>issues related to land use,</u> and analyze <del>their-the</del> <u>impact of those changes and issues.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Cold War, Civil Right's Movement, Women's Movement, American Indian Movement, Coya G. Knutson, Mayo Clinic, Warren Burger, Harry A. Blackmun, Eugene McCarthy, Hubert H. Humphrey, Walter Mondale, Rosalie E. Wahl, Marge Anderson, Roy Wilkins, Cap Wigington, Dennis Banks, Sigurd F. Olson, Nellie Stone Johnson, Minnesota artists, reaffirmation of sovereign treaty rights for the Dakota and Ojibwe</li> <li>2. Hispanic, African and Southeast Asian immigrants, growth of suburbs, rural population loss</li> <li>3. Comparisons of ethnic, religious, and cultural heritage role of Minnesota industries in national and world trade, Minnesota as a tourist destination, recognizing the role of the past in shaping the future</li> <li>4. Taconite mining, Boundary Water Canoe Area Wilderness, Mall of America, consolidation of agriculture</li> </ol>



<b>Grade 6 Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
III. ESSENTIAL SKILLS	A. Evaluating historical sources and developing historical research skills	The student will understand the role of evidence, perspective and analytical presentation in historical study.	<p>1. Students will identify, describe and extract information from <del>various-a variety of</del> types of historical sources, and determine whether <del>a source</del> <u>is the sources are a</u>-primary or secondary <del>sourcesources.</del></p> <p>2. Students will identify different perspectives on major events, ideas and people in Minnesota’s past and compare <del>and-contrast</del> these perspectives. <u>[This is an important benchmark for history. This kind of benchmark should be emphasized at all grade levels where history is taught.]</u></p> <p>3. Students will demonstrate historical research skills by creating a research project, based on locating relevant information, analyzing and evaluating historical sources, and developing their own presentations based on their research.</p>	
III. ESSENTIAL SKILLS	B. Developing historical understanding	The student will begin to develop historical perspectives on current issues.	<p>1. Students will create timelines that demonstrate their understanding of the sequence of events and patterns of cause and effect.</p> <p>2. Students will connect the significance of the past to their own lives and to their communities.</p>	
II. WORLD HISTORY	A. Emergence of a Global Age, 1450-1650, A.D.	The student will demonstrate knowledge of the age of exploration.	<p>1. Students will identify explorers, <del>and</del>-locate their routes of exploration, <u>and explain the revolutionary impact of such exploration on the Americas and the rest of the world.</u><sup>7</sup></p>	<p>1. Explorers from Northern Europe, Southern Europe and China</p>
II. WORLD HISTORY	A. Emergence of a Global Age, 1450-1650, A.D.	The student will demonstrate knowledge of the Reformation.	<p>1. Student will know key figures of the Reformation era and <del>analyze-assess</del> their contributions.</p>	<p>1. Martin Luther, John Calvin, Henry VIII, Loyola, Erasmus, Pope Leo X</p>
II. WORLD HISTORY	A. Emergence of a Global Age, 1450-1650, A.D.	The student will demonstrate knowledge of non-European civilizations of the world after 1500 A.D.	<p>1. Students will describe the location and development of various empires of the world, <u>explain what they were like,</u> and analyze their <del>contributions</del><u>short- and long-term consequences.</u></p>	<p>1. Ottoman, Indian, Chinese, Japanese, African, American</p>

<sup>7</sup> I should think that it is much more important for students to be able to explain the significance of the explorations than to identify explorers and locate their routes.

<b>Grade 6</b>				
<b>Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
II. WORLD HISTORY	B. Age of Revolution and Reaction, 1640-1920 A.D.	The student will demonstrate knowledge of scientific, political, economic and social changes during the 17th, 18th, and 19th Centuries.	<ol style="list-style-type: none"> <li>1. Students will identify key figures of the Scientific Revolution and <u>analyze-assess</u> the significance of their <u>contributions to science ideas</u>.</li> <li>2. Students will compare <u>and contrast</u> the monarchical governments in the Age of Absolutism.</li> <li>3. Students will know the key figures in the intellectual movement known as the Enlightenment and analyze the significance of their <u>contributions ideas</u>.</li> <li>4. Students will understand the key features of the American and French Revolutions, and compare <u>and contrast</u> these events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Galileo, Newton</li> <li>2. Louis XIV, Frederick the Great, Peter the Great, Catherine the Great</li> <li>3. Locke, Voltaire, Rousseau, Adam Smith</li> </ol>
II. WORLD HISTORY	B. Age of Revolution and Reaction, 1640-1920 A.D.	The student will demonstrate knowledge of political changes and industrial development during the 19th century.	<ol style="list-style-type: none"> <li>1. Students <del>will analyze and explore the impact of</del> <u>describe</u> the Industrial Revolution, <u>assess its impact upon on people's lives political and economic structures</u> during the 19th Century, <u>and identify problems in its wake..</u></li> </ol>	<ol style="list-style-type: none"> <li>1. <del>Capitalism, communism, socialism, labor unions</del> <u>[A more useful list of examples could be presented here.]</u></li> </ol>
II. WORLD HISTORY	B. Age of Revolution and Reaction, 1640-1920 A.D.	The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.	<ol style="list-style-type: none"> <li>1. Students will examine the <u>effects-causes</u> of imperialism <del>on the</del> <u>and assess their effects upon</u> colonial cultures <del>of during</del> the 18th, 19th and 20th Centuries.</li> </ol>	<ol style="list-style-type: none"> <li>1. Imperialism, mercantile economies; policies in Africa, Asia, America; social consequences, slave trade</li> </ol>
V. GEOGRAPHY <i>These issues are integrated into the Minnesota. History standards for this grade.</i>	A. Concepts of Location	The student will be able to identify and locate major physical and cultural features that played an important role in the history of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will locate major <u>Minnesota</u> ecosystems, topographic features, continental divides, river valleys, and cities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Lakes, Mississippi River, pine forests, iron ranges, St. Anthony Falls, prairies and hardwood forests</li> </ol>
V. GEOGRAPHY	B. Maps and Globes	The student will be able to use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	<ol style="list-style-type: none"> <li>1. Students will <del>distinguish differences among uses of, and limitations of, different kinds of</del> <u>select appropriate</u> thematic maps to describe the development of the Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</li> </ol>

<b>Grade 6</b>				
<b>Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
V. GEOGRAPHY	C. Physical Features	The student will identify and locate geographic features associated with the development of Minnesota.	<ol style="list-style-type: none"> <li>1. Students will identify and compare <b>and-contrast</b> the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with <b>those of</b> other parts of the United States.</li> <li>2. Students will identify physical features that shaped settlement and lifeways of the Dakota and the Ojibwe and analyze their impact.</li> <li>3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19<sup>th</sup> Century.</li> <li>4. Students will identify physical features that either hindered or promoted the industrialization of the state.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eastern and southern states, mountain states</li> <li>2. Wild rice beds, long grass prairie, rivers, forests</li> <li>3. Great Lakes, river systems, confluence of Mississippi and Minnesota Rivers</li> <li>4. Mississippi river system, Red River Valley, forests and prairies, Falls of St. Anthony, smaller water power sites, Iron Range, pine forests</li> </ol>
V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between the patterns of settlement and land use.	<ol style="list-style-type: none"> <li>1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.</li> <li>2. Students will analyze how changes in transportation affected settlement of the state.</li> <li>3. Students will explain the importance of site features in the establishment of Minnesota's largest cities.</li> <li>4. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.</li> <li>5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.</li> <li>6. Students will describe the settlement <b>pattern patterns</b> of Minnesota's largest immigrant groups.</li> <li>7. Students will use regions analyze modern agriculture in Minnesota.</li> </ol>	<ol style="list-style-type: none"> <li>1. Water power sites, river crossings, ports on Lake Superior and river systems</li> <li>2. Steamboats in the mid-1800s, railroads in the 19<sup>th</sup> Century, highway system in first half of 20<sup>th</sup> Century, air transportation in last half of 20<sup>th</sup> Century</li> <li>3. Water power sites, river crossings, access from Mississippi to the upland via heads of navigation, ports</li> <li>4. Fiber optic networks, freeways, development of airports</li> <li>5. War and dislocation, economic opportunity, opening of treaty lands for settlement, Northern Europeans, Mexico, Laos</li> <li>6. Swedes, Norwegians, Finns, Germans, Hmong, Mexicans, Hispanics</li> <li>7. Corn-hog-soybean region, sugar beet and wheat in Red River Valley, market gardening</li> </ol>

<b>Grade 6 Minnesota History, World History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
V. GEOGRAPHY	D. Interconnections	The student will be able to identify how technology made some parts of Minnesota more valuable at particular times in history.	1. Students will explain how Minnesota is connected to the rest of the <u>nation and</u> world through <del>international</del> trade, and analyze the impact of this connection.	1. Wheat and soy beans to China, clothing and electronic goods from Asia, fur trade, Spam to world, taconite

### **Warren Solomon's General Comments on the Grade 6 Standards and Benchmarks**

It might make more sense to place the Minnesota history standards into the Grade 5 and 6 programs, where students will be studying U.S. history, because the relationship between the Minnesota history and the world history in the Grade 6 benchmarks is not at all clear.

I am inferring a pattern in the Minnesota standards and benchmarks so far as history education is concerned: namely, history is a body of knowledge for students to learn; yet it is not at all clear why that knowledge is important. There seems to be little emphasis on having students deal with big questions, such as how did changes studied bring dislocations in people's lives and result in social problems, affecting different groups of people in different ways, how did people deal with those problems, and how do those events and developments and people's attempts to grapple with them have any relationship to our lives in the present. Such big questions are important because they relate to the human condition—past, present, and future.

It would be helpful for reviewers of the standards to be informed about what is Minnesota's rationale for the content being taught. That is, why does Minnesota believe this content is important for students to learn? I see the content as amenable to traditional testing, but do not see how the content has much relationship to students' lives or to their roles as people living in their communities as citizens. It would be useful to know what Minnesota regards as the major purposes of historical studies, of geographic studies, of economic studies, and of government studies. Why doesn't Minnesota use the label social studies? There seem to be some assumptions behind the standards and benchmarks, but it is not clear just what they are. Perhaps the authors of the standards and benchmarks do not have a clear idea what they are. In any case, it is important to make such thinking explicit and public in order for people to discuss and judge whether the state is on the right track and in order to determine whether the standards and benchmarks are functional for the state's basic notions about what it wants students to know and be able to do as a result of its instructional program.

<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	Reshaping the Nation and the Emergence of Modern America, 1877-1916	The student will analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution. <u><a href="#">[THE BENCHMARKS SHOULD IN ONE OR MORE PLACES ENGAGE STUDENTS IN AN ANALYSIS OF ISSUES RELATED TO THE CHANGES CITED IN THEM. THAT IS, IN ADDITION TO STUDENTS ANALYZING THE IMPACT OF THE CHANGES, THEY SHOULD ALSO ANALYZE ISSUES RELATED TO THE CHANGES AND THEIR IMPACT. MOREOVER, THEY SHOULD ALSO LEARN HOW TO TAKE AND DEFEND REASONED POSITIONS ON SUCH ISSUES IF IN SOCIAL STUDIES WE ARE COMMITTED TO EDUCATION FOR RESPONSIBLE CITIZENSHIP.]</a></u>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. Students will analyze the impact of the Progressive Movement, child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement, and identify the contributions of individuals in these movements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Political attitudes toward the post-Reconstruction South, transcontinental railroad and immigrant labor, American Indian relocation to reservations</li> <li>2. The growth of ethnic stereotyping, Indian boarding schools, Wounded Knee, Chinese exclusion.</li> <li>3. Andrew Carnegie, Standard Oil, McCormick Reaper, Populist Movement, The Grange</li> <li>4. Samuel Gompers, Theodore Roosevelt, William Jennings Bryan, Herbert Hoover, Susan B. Anthony, Elizabeth Cady Stanton, Jane Adams, NWSA, Frances Willard and the WCTU</li> </ol>

<b>Grade 7</b> <b>History/Social Studies</b> <i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
Strand	Sub-strand	Standards	Benchmarks	Examples
I. U.S. HISTORY	World Wars and the Emergence of Modern America, 1900-1930s	The student will demonstrate knowledge of the political, geographical, cultural, social, and economic forces shaping the modern United States. <u>[THE COMMENT RELATED TO THE PREVIOUS STANDARD ALSO APPLIES HERE, AND IT APPLIES TO MANY OF THE OTHER STANDARDS THAT FOLLOW.]</u>	<ol style="list-style-type: none"> <li>1. Students will know and understand the reasons for the Spanish American War and its resulting impact. <u>[Will they be asked to evaluate the reasons for going to war? Does this benchmark imply that students should believe that the reasons for going to war were justified? Does this benchmark want students to reflect on whether the United States is always correct when it goes to war, that they should pretty much accept the past as evidence of our nation’s wisdom? Such questions are very important because our nation has gone to war on other occasions (Iraq most recently), and citizens have the right to vote and have an influence on our nation’s policies. The lives of citizens of this country and other ones are also profoundly affected by our decisions about whether to go to war. One might argue that a duty of citizenship is to monitor the government in such matters and to act to keep it on a course consistent with this nation’s ideals.]</u></li> <li>2. Students will know and understand the United States' actions in the Pacific, and resulting international reactions.</li> <li>3. Students will identify and understand the contributions of leaders of the early civil rights movement, including W.E.B. DuBois and Booker T. Washington. <u>[Will they be asked to compare the ideas of these two men, to understand why they took such different positions, and to evaluate their points of view in the light of conditions of the times? As stated, this benchmark seems not to encourage much in the way of deep thinking.]</u></li> </ol>	<ol style="list-style-type: none"> <li>1. The liberation of Cuba, the Battle of Manila Bay, the colonization of the Philippines, and the rise of the U.S. as a world power</li> <li>2. Specifically in China, Panama, the annexation of Hawaii, Boxer Rebellion, the Russo-Japanese War, and the guerilla war in the Philippines. “Banana Wars”</li> </ol>

<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	World Wars and the Emergence of Modern America, 1900-1930s	The student will understand World War I, its causes and effects.	<ol style="list-style-type: none"> <li>1. Students will know and understand the reasons for the United States' <del>neutrality and delayed entry</del> <u>World War I, as well as its and</u> involvement and role in <del>World War I</del> <u>the war</u>.</li> <li>2. Students will explain Wilson's 14 Points and the failure of post-war internationalism, and analyze the rise of United States' isolationism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Zimmerman telegram, American Expeditionary Force, Influenza of 1918, Lusitania</li> <li>2. U.S. non-participation in the League of Nations and the failure of League, post war disillusionment</li> </ol>
I. U.S. HISTORY	A World at War, 1930s-1945	The student will understand and analyze the economic, social, and political transition of the United States before, during and after World War II.	<ol style="list-style-type: none"> <li>1. Students will <del>examine</del> <u>describe</u> causes and <del>analyze</del> <u>assess</u> the effects of the Great Depression. <u>[In view of the fact that the Great Depression played a major role in the change of government, with the election of FDR, that FDR set up the New Deal to address the Great Depression, and that the New Deal brought about major changes in federal-state relations, I wonder why there is no benchmark related to the New Deal. Is it being saved high school U.S. history?]</u></li> <li>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.</li> <li>3. Students will recognize major events, battles and significant American leaders in World War II and analyze their impact, including Franklin Roosevelt, Harry S Truman, Adolph Hitler<sup>8</sup>, the Battle for Midway, the invasion of Normandy and, the decision to drop the atomic bomb on Japan.</li> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Smoot-Hawley tariff, over heated economic expansion of the 1920s, 1929 stock market crash, bread lines, dust bowls</li> <li>2. Trade restrictions on Japan, economic impacts of the Great Depression</li> <li>3. Dwight Eisenhower, Douglas MacArthur, Battle of the Bulge</li> <li>4. Port Chicago, Detroit race riots, women's military involvement (WAVEs and WACs)</li> </ol>

<sup>8</sup> Take Adolph Hitler out because he was not "a significant American leader," as the benchmark as written implies.

<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	Post WWII Era, 1945-1980	The student will analyze the economic, social, and political transformation of the United States and the world between the end of World War and the present.	<ol style="list-style-type: none"> <li>1. Students will <del>understand and</del> explain <u>how devastated Europe and Japan were as a result of World War II and explain the role of the U.S. in their the rebuilding of Europe and Japan after World War II</u>, including the <del>Truman Doctrine</del>, Marshall Plan, and MacArthur’s administration of Japan.</li> <li>2. Students will <del>understand and analyze</del> <u>explain and assess</u> the emergence of the United States as a superpower; and its pivotal role in the establishment of the United Nations.</li> <li>3. Students will <del>understand and</del> explain the shift from a wartime to a peacetime economy, including the impact of the GI Bill, the creation of suburbs, the creation of the Interstate highway system, and shifting migration patterns.</li> <li>4. Students will analyze the role of American foreign policy and military action during the Cold War era, including the <del>Truman Doctrine, the</del> Korean and Vietnam Wars and the Cuban Missile Crisis.</li> <li>5. Students will explain the changing patterns of society, expanded educational and economic opportunities for military veterans, women, and minorities, including the New Frontier, the NAACP, the Great Society, and the women’s and civil rights movements.</li> <li>6. Students will identify major Supreme Court decisions during this era and analyze their impact, including Brown vs. Board of Education, Roe vs. Wade, the Bakke case. <u>[Does Minnesota want students to develop skills in reading and analyzing Supreme Court decisions? Maybe, that would be best saved for when students are older, but I am not sure that students are asked to do that even at higher grades in the Minnesota standards and benchmarks.]</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Berlin Blockade, and creation of the North Atlantic Treaty Organization (NATO) and the Southeast Asian Treaty Organization (SEATO)</li> <li>4. The presidencies of Eisenhower, Kennedy, Johnson, and Nixon</li> <li>5. Thurgood Marshall, Little Rock school integration, urbanization of American Indians</li> <li>6. Gideon, Miranda</li> </ol>



<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
I. U.S. HISTORY	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.	<ol style="list-style-type: none"> <li>1. Students will identify and evaluate causes of the fall of the Soviet bloc, from the Truman Doctrine through the presidency of Ronald Reagan.</li> <li>2. Students will analyze challenges of a post-<del>communist</del> Cold War world, especially September 11, 2001 and its aftermath.</li> </ol>	<ol style="list-style-type: none"> <li>1. U.S. support of dissident and anti-communist movements in Central and Eastern Europe, Latin America, Asia, and Africa</li> <li>2. New clashes of economic, political and religious worldviews</li> </ol>
III. ESSENTIAL SKILLS	C. Historical Inquiry	The student will apply research skills by investigating a topic in U.S. History.	<ol style="list-style-type: none"> <li>1. Students will define a research topic that can be studied using a variety of historical sources.</li> <li>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.</li> <li>3. Students will develop strategies to find, collect and organize historical research.</li> </ol>	
III. ESSENTIAL SKILLS	C. Historical Inquiry	The student will analyze historical evidence and draw conclusions.	<ol style="list-style-type: none"> <li>1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.  <u>[Primary sources may also be influenced by the biases, in particular by the biases of the witnesses to the events they describe.]</u></li> <li>2. Students will compare <del>and contrast</del> perspectives in primary and secondary sources, <del>and</del> determine how the different perspectives shaped the authors' view of historical events, <del>and assess the credibility of the sources.</del></li> <li>3. Students will <del>understand-apply</del> the concepts of historical context and multiple causation.</li> <li>4. Students will create <del>a timeline that illustrates timelines that illustrate</del> the relationship of their topic to other historic events.</li> </ol>	<ol style="list-style-type: none"> <li>2. Conflicting British and American views of the "Boston Massacre"</li> </ol>

<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
III. ESSENTIAL SKILLS	C. Historical Inquiry	The student will present and explain the findings of a research project.	<ol style="list-style-type: none"> <li>1. Students will analyze how historians present their work in multiple formats.</li> <li>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</li> <li>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</li> <li>4. Students will learn how to cite sources and to document their research in the form of a bibliography.</li> <li>5. Students will learn what constitutes plagiarism and how to appropriately paraphrase other people's work into a new interpretive format.</li> </ol>	<ol style="list-style-type: none"> <li>1. Papers, exhibits, documentary films, historic site interpretation, theater, web sites and other media</li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	A. Rights, Privileges and Responsibilities	The student will understand limitation of powers and structure of American government.	<ol style="list-style-type: none"> <li>1. Students will describe the separation and distribution of governmental powers on federal, state and local levels and <del>be able to explain the relationship</del><u>relationships</u> among <del>compare and contrast</del> the legislative, executive and judicial branches <u>in Minnesota and United States governments.</u></li> <li>2. Students will compare governmental structure and individual rights in the United states to those in other forms of government</li> <li>3. Students will examine and analyze the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments and explain how these altered the powers of state and federal governments.</li> <li>4. <u>Students will describe and evaluate how Progressive Era legislation at federal and state levels modified the U.S. and Minnesota political systems.</u></li> </ol>	<ol style="list-style-type: none"> <li>2. Cuba, Great Britain, Saudi Arabia</li> </ol>

<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
V. GEOGRAPHY	A. Concepts of Location	The student will be able to identify and locate major countries, events and cultural features that played an important role in the history of the United States.	<ol style="list-style-type: none"> <li>1. Students will locate on a map or globe the major empires of the late 19<sup>th</sup> Century and their largest overseas territories.</li> <li>2. Students will locate the major source countries for immigration to the United States during the years 1877-1916 <u>and the push and pull factors that may be used to explain the immigration.</u></li> <li>3. Students will describe how the landownership patterns laid out by the French, English, and Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.</li> </ol>	<ol style="list-style-type: none"> <li>1. England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal</li> <li>2. Italy, Poland, Austro-Hungarian Empire</li> <li>3. Rectangular survey in Midwest, long lots, metes and bounds in former colonies</li> </ol>
V. GEOGRAPHY	B. Maps and Globes	The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	<ol style="list-style-type: none"> <li>1. Students will <u>use-interpret</u> various categories of maps to describe the development of the United States between 1877 and 1916.</li> </ol>	<ol style="list-style-type: none"> <li>1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups)</li> </ol>
V. GEOGRAPHY	C. Physical Features	The student will identify and locate geographic features associated with the development of the United States.	<ol style="list-style-type: none"> <li>1. Students will identify physical features <u>of land pertinent to Minnesota and U.S. history</u> in the decades from 1877 to 1916 and analyze how they either hindered or promoted settlement and economic development of the United States and its largest cities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Isthmus of Panama, mountain ranges, river valleys, Minnesota Iron Range, Alaskan gold rush cities, the Klondike, the oil fields of Texas</li> </ol>
V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between the patterns of settlement and land use and topographic features.	<ol style="list-style-type: none"> <li>1. Students will give examples of how changes in technology and political attitudes promoted development and settlement in some parts of the United States between 1877 and 1916, and analyze <u>and evaluate</u> the impact of these changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Production line in large cities, mechanized agriculture and great plains, political attitudes towards the post-reconstruction South, Transcontinental railroads, the building of the Panama Canal</li> </ol>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand that in a market economy income is earned in different ways.	<ol style="list-style-type: none"> <li>1. Students will identify multiple forms of income and their sources</li> <li>2. Students will recognize types and roles of firms. <u>[This benchmark could also be incorporated in earlier grades in meaningful ways if students would study their local communities in those grades.]</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Wages and salary, rent, interest, and profit</li> <li>2. Corporation (3M), partnership (a law firm), proprietorship (a barber shop)</li> </ol>

<b>Grade 7</b>				
<b>History/Social Studies</b>				
<i>Note that all social studies areas in grade seven are written to be integrated within the grade seven history standards.</i>				
<b>Strand</b>	<b>Sub-strand</b>	<b>Standards</b>	<b>Benchmarks</b>	<b>Examples</b>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand business organizations, market structures, and financial institutions that operate within our economy.	<ol style="list-style-type: none"> <li>1. Students will identify and compare <del>and contrast</del> various industries <u>and the occupations related to them.</u> <u>[Should they also be asked to assess costs and benefits in working in those various industries?]</u></li> <li>2. Students will compare <del>and contrast</del> the concepts of competition and monopoly <u>and predict consequences of each.</u></li> <li>3. Students will <del>recognize-describe</del> various financial institutions, <del>and compare and contrast</del> their roles, <u>and explain how those institutions relate to their lives.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Tourist, agricultural, health services, oil</li> <li>2. Farmers’ market (competition), electric distribution (monopoly)</li> <li>3. Banks, credit unions, stock market, the Federal Reserve</li> </ol>
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand the economic activities of government.	<ol style="list-style-type: none"> <li>1. Students will explain that the government pays for the goods and services it provides through taxing and borrowing. <u>[This concept could be used in earlier grades as well if there would be studies of the local community in those grades. At this level, students might also be encouraged to explore the issue of how much the government should provide in the way of goods and services and what are the consequences of larger government and larger taxes and borrowing.]</u></li> <li>2. Students will explain how the government regulates economic activity to promote the public welfare, encourage competition, and protect against monopolistic abuses. <u>[Since there are issues related to the question of how much the government should regulate the economy, shouldn’t students learn about such issues and learn how to analyze and address them in reasoned ways, where they also may take different positions?]</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Education, road, police, Income tax (16<sup>th</sup> Amendment), payroll tax, city sales tax, property tax, war bonds</li> <li>2. Pollution control, SEC, Federal Reserve, Anti-Trust, child labor laws</li> </ol>
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand the concepts that measure the national economy.	<ol style="list-style-type: none"> <li>1. Students will define and give examples of basic economic terms.</li> <li>2. Students will give examples of measurements that indicate the economic conditions of depression, recession, and expansion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unemployment, inflation, interest rates, and Gross Domestic Product (GDP)</li> <li>2. Unemployment and reduction in output during Great Depression, stagflation of 1970s</li> </ol>

### **Warren Solomon's General Comments about the Grade 7 Standards and Benchmarks**

It is good to see the historical research standards and benchmarks. The main suggestion I have to offer is that I would like to see the benchmarks promote more student thinking about issues related to the content being taught. My hunch is that many teachers using the benchmarks will be teaching students that they should basically accept things as they are, that the status quo is pretty good. An alternate view is that students should be encouraged to study issues, to learn about their complexities, and to learn how to make reasoned decisions as regards those issues. Such is what citizens should do, and such skills are not ones people are born with or that they learn through instinct. Those skills need to be taught and honed, often in the context of class discussion and critical writing. I would like to see the benchmarks focus more attention on issues people faced in the past and that people are facing in the present. Minnesota has historically been a state where ideas are important; yet I do not see the benchmarks as encouraging students do wrestle with ideas so much as they seem to be encouraging students to accept given ideas uncritically.

<b>Grade 8 Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
V. GEOGRAPHY	B. Maps and Globes	The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	<ol style="list-style-type: none"> <li>1. Students will create a variety of maps to scale.</li> <li>2. Students will compare <del>and contrast the differences among a variety of maps;</del> and explain the appropriate use of projections, symbols, coloring and shading; <u>and select maps appropriate for answering questions they have.</u></li> <li>3. <u>Students will evaluate the adequacy of their mental maps for understanding geography-related issues in current events.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups)</li> <li>2. Evaluate maps in print media that depict events in other parts of the world</li> </ol>
V. GEOGRAPHY	C. Physical Features and Processes	The student will be able to identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.	<ol style="list-style-type: none"> <li>1. Students will describe the major physical features of the United States and the regions of the world they study.</li> <li>2. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.</li> <li>3. Students will describe <u>and compare</u> patterns of vegetation and landforms in the United States and around the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Plains, Sahara, Amazon Basin</li> <li>2. Topographic patterns, tectonic and erosion cycles</li> <li>3. Grassland, rain forest, Taiga</li> </ol>
V. GEOGRAPHY	C. Physical Features and Processes	The student will give examples of physical systems and describe their role in shaping life on Earth.	<ol style="list-style-type: none"> <li>1. Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.</li> <li>2. Students will <del>understand describe natural hazards, and analyze</del> the physical processes behind <del>natural hazards and define them, the</del> areas where they occur, <u>and the costs and benefits of methods people use to mitigate their damage.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Monsoons, El Nino</li> <li>2. Flood plains, earthquake zones, hurricanes</li> </ol>
V. GEOGRAPHY	D. Interconnections	The student will describe how humans influence the environment and in turn are influenced by it.	<ol style="list-style-type: none"> <li>1. Students will <del>recognize describe</del> changes over time in nearby landscapes, resulting from human occupation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Forest and farm land being replaced by housing</li> </ol>

<b>Grade 8 Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
V. GEOGRAPHY	D. Interconnections	The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface.	<ol style="list-style-type: none"> <li>1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes <u>and consequences</u> of <u>high population densities and of changes in population in a region-change</u>.</li> <li>2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change.</li> <li>3. Students will describe the patterns of religion on the surface of the Earth <u>and their consequences</u> and identify geographic patterns of change.</li> <li>4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.</li> <li>5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect <u>patterns of change people's lives and landscapes</u>.</li> <li>6. Students will describe <u>patterns of</u> major <u>cultural</u> regions <u>or culture areas</u> on the surface of the Earth and identify patterns of change.</li> <li>7. Students will identify current <u>or-and</u> historic conflicts and explain how those conflicts <u>are/were have been</u> influenced by geography.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refugees, rural to urban, suburbanization and migration of labor</li> <li>2. Language families, word usage in English, expansion of English</li> <li>3. Christianity, Islam, Hinduism, Judaism, Buddhism, Confucianism, Indigenous Religions</li> <li>4. Communism, democracy, kingdoms, dictatorships</li> <li>5. Industrial regions, patterns of commercial and subsistence agriculture</li> <li>6. Western Europe, Arab World, Southeast Asia, Latin America</li> <li>7. Iraqi conflict, defense of Korea, the island campaign in the Pacific Theater of WWII, Battle of Thermopylae in Persian War, England and Russia in Napoleonic wars and in WWII</li> </ol>
V. GEOGRAPHY	D. Interconnections	The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.	<ol style="list-style-type: none"> <li>1. Students will analyze the way peoples' <u>perception perceptions</u> of regions vary and are affected by individual <u>perspective-perspectives</u> and <u>by peoples' culture</u>. <u>[This is an important skill for students to develop.]</u></li> <li>2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.</li> <li>3. Students will describe <u>which-how</u> physical processes affect different regions of the world.</li> <li>4. Students will <u>interpret-analyze</u> regional variation in the relationships among soil, climate, plant and animal life, and landforms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Property values in a city, attitudes toward wilderness</li> <li>2. Local community or neighborhood, the American West, Chinatowns</li> <li>3. Desertification of the Sahel, soil degradation in the tropics</li> <li>4. Rain shadow deserts, rainforests</li> </ol>

<b>Grade 8 Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmarks</b>	<b>Examples</b>
V. GEOGRAPHY	E. Essential Skills	The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.	<ol style="list-style-type: none"> <li>1. Students will demonstrate <del>the ability to obtain</del><u>competence in obtaining</u> geographic information from a variety of print and electronic sources.</li> <li>2. Students will make inferences and draw conclusions about the character of places based <del>on</del><u>upon analyses and comparison-comparisons</u> of maps, aerial photos, and other images.</li> <li>3. Students will locate major political and physical features of the United States and the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Atlases, online databases, topographic maps</li> <li>2. Thematic, topographic, aerial photos, satellite images</li> <li>3. Countries, rivers, topographic features, largest cities</li> </ol>

**Warren Solomon’s Comments on the Grade 8 Standards and Benchmarks**

There is much solid geographic information, ideas, and skills in the benchmarks. Here again, it would be desirable to recognize the fact that people’s use of the land often involves social problems and issues, and that some of the benchmarks should promote exploration of such problems and issues. Two examples of such problems and issues pertain to the boundaries of Israel and land use of the Missouri River.



**Grades 9-12**  
**History/Social Studies**

Note: The current high school graduation requirement for history/social studies reads:

*“three and one-half credits of social studies, including at least one credit of United States history, one credit of geography, 0.5 credits of government and citizenship, 0.5 credits of world history, and 0.5 credits of economics”*

In response to public feedback, and as a way to provide more flexibility at the local level, we have recommended to the legislative chairs of the education policy committees that consideration is given to modifying that language to read:

*“three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics”*

Note: Should the above recommendation be accepted, schools would have more flexibility and, for example, could meet the graduation requirements with integrated courses (such as geography, economics, government and civics standards being integrated into a two-year study of U.S. History).

Note: The standards for World History are divided into two sections: World History I and World History II. School districts must teach the standards designated for World History I or World History II, or both. Students are required to master the standards in either World History I or World History II.

**General Observations and Reactions as Regards the Ideas above on this Page**

Comment about the note in the preceding paragraph: I believe it is unwise to give students a choice between mastering standards in *either* World History I *or* World History II. To understand the problems of today, citizens of this nation need to have understandings especially of recent history (i.e., World History II), together with certain content from the standards for World History I. In particular, students need to understand the different cultures and religions of the world, which would involve mastery of some, but not all of the World History I standards.

A bigger concern I have is that there is much of the high school U.S. history is a repetition of content studied in grades 5 and 7 and that much of the high school world history is a repetition of content studied in grades 4 and 6. Minnesota should consider having the high school courses focus on more recent history, perhaps the twentieth century, with the earlier courses not focusing much on that content.

I believe the standards as currently stated below, with so many benchmarks, which are repetitive of earlier studies, will force teachers to teach historical content in a superficial manner, where the main job for students will be to memorize lots of content, which would be taught at a superficial level, only to be forgotten after tests have been given and courses have been completed. (This is nothing new. Such has been a pattern in the past, and many adults today would testify to the fact that that has been their experience with high school history courses.) Such an approach will fail to provide students with the historical perspective they will need as citizens or to become individuals who will find history to be of relevance to their lives.

As noted above on the previous page (page 43), I suggest that high school U.S. history focus mainly on recent U.S. history. If that recommendation is taken seriously, many of the standards and benchmarks listed for Grade 9-12 U.S. history should be moved to grades 5 and 7.

<b>Grades 9-12 U.S. History</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
I. U.S. HISTORY	Prehistory through 1607	The student will demonstrate knowledge of American Indian cultures in North America prior to and during western exploration.	1. Students will understand and explain important cultural aspects of major North American Indian nations, including Mayans, Aztecs, Plains Indian Nations, Southwest Indian Nations, the Iroquois Confederacy, Dakota and Ojibwe; including their spiritual, intellectual, and scientific traditions.	1. Indian language groups, Mayan and Aztec architecture, regional variations of Indian agriculture, use of medicinal plants, Anasazi, Pueblo, mound building peoples
I. U.S. HISTORY	Prehistory through 1607	The student will demonstrate knowledge of European exploration in North America.	1. Students will explain the motivations, obstacles, accomplishments and consequences of European explorations, including French, Spanish, Scandinavian and English explorations, and analyze their impact.	1. Gold, trade routes, colonization, cod fishing, exchange of plants, animals, and disease with Indian nations, cartographic knowledge, Spanish Mission System
I. U.S. HISTORY	Colonization and Conflict, 1607-1780s	The student will know regional variations of colonial society and the relationship of the colonies to Indian Nations.	1. Students will describe the cultural, economic and political interactions between Europeans and American Indian Nations that led to conflict, cooperation, and compromise, including treaties, political alliances, the impact and exchange of resources. 2. Students will <del>analyze the compare</del> social, political, religious and economic conditions of the New England, Mid-Atlantic and Southern regions. 3. Students will analyze the impact of slavery <u>on Africa and on colonial life</u> in North American and Caribbean, <del>colonial life, including features and impact of indentured servitude, the Atlantic slave trade, the Middle Passage, and the Southern plantation system.</del>	1. Early fur trade, cultivation of tobacco, impact of smallpox, Pequot War, King Phillip's War, French and Indian War, Proclamation of 1763, Indian alliances during the Revolutionary War, Pueblo Revolt <u>3. indentured servitude, the Atlantic slave trade, the Middle Passage, the Southern plantation system</u>
I. U.S. HISTORY	Colonization and Conflict, 1607-1780s	The student will demonstrate knowledge of the causes of the American Revolution through conflict, intellectual writings, economic trade, and the move to unity.	1. Students will know the critical economic, political and philosophical conflicts leading to the American Revolution, including the French and Indian War, the Boston Tea Party, writings of Thomas Paine, colonial reaction to British policy, and the impact of these issues. 2. Students will analyze the move to independence among some American colonists, including the work of the First and Second Continental Congresses and the creation of the Declaration of Independence. <u>3. Students will interpret the Declaration of Independence.</u> <u>4. Students will describe the choices facing people living in the colonies brought about by the revolution and explain why people were divided over whether to take up arms against the British crown.</u>	1. Political ideas of Locke and Montesquieu, the Tea Act, Stamp Act, and Intolerable Acts, the Sons of Liberty and petitions to Parliament, and the Battle of Lexington and Concord. 2. Committees of Correspondence

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	Colonization and Conflict, 1607-1780s	The student will comprehend the course and the consequences of the Revolutionary War.	<p><u>1. Students will assess the relative strength of British and American forces at the beginning of the Revolution and how that relative strength changed over time.</u></p> <p><u>12.</u> Students will identify key leaders, major campaigns and events of the Revolutionary War, including George Washington, Sam Adams, John and Abigail Adams, Thomas Jefferson; the Battles of Trenton, Saratoga, and Yorktown.</p> <p><u>23.</u> Students will evaluate changes in the social fabric brought about by the Revolutionary War among women, slaves, free blacks, loyalists, patriots, and American Indians.</p>	<p><u>12.</u> Patrick Henry, Nathan Hale, Paul Revere, Baron Von Steuben, Thomas Jefferson, Cornwallis, and Lafayette; Valley Forge, Alliance with France, Treaty of Paris</p> <p><u>23.</u> Economic boycotts, role of women, Phyllis Wheatley, migration of Loyalists to Canada, split in the Iroquois Confederacy</p>
I. U.S. HISTORY	Political Growth and Westward Expansion, 1781-mid-1800s	The student will demonstrate knowledge of the Articles of Confederation and the creation of the Constitution and the resulting growth of political parties.	<p>1. Students will <del>evaluate-analyze arguments over</del> the strengths and weaknesses of the Articles of Confederation, and know the Constitutional Convention's role in forming the new government, including key debates in the Convention, comparing and contrasting arguments of Federalists and Anti-Federalists.</p> <p>2. Students will <del>understand-explain</del> how the role of the Supreme Court emerged, including a discussion of judicial review in analyzing the Constitution.</p> <p>3. Students will identify key events, <del>and</del> people, <del>and</del> ideas that led to the rise of <del>the first</del> political parties in America, including Thomas Jefferson, Alexander Hamilton, John Adams, and Andrew Jackson.</p>	<p>1. The roles of Madison, Hamilton, and Washington</p> <p>2. Marbury vs. Madison, McCullough vs. Maryland</p> <p>3. Parties including the Jeffersonian Republicans, the Federalists, Jacksonian Democrats, the Whigs, Alien and Sedition Acts</p>
I. U.S. HISTORY	Political Growth and Westward Expansion, 1781-mid-1800s	The student will explain the political and diplomatic causes and effects of the War of 1812, and the development of the Monroe Doctrine.	<p>1. Students will analyze causes and effects of the War of 1812, including interests of American Indian and white settlers of the Northwest Territory during the war and the embargo act.</p> <p>2. Students will evaluate the responses of the Jefferson and Madison administrations to shipping harassment prior to the war, including U.S. actions against the Barbary Pirates and English and French actions against U.S. shipping interests.</p> <p>3. Students will <del>understand-explain</del> the major provisions of the Monroe Doctrine and <del>analyze-assess</del> their impact.</p>	<p>1. English and French Impressment</p> <p>2. Congressional positions for and against the war resolution of June 3, 1812, Great Lakes naval battles, the Battle of New Orleans, the burning of Washington, DC</p>

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	Political Growth and Westward Expansion, 1781-mid-1800s	The student will understand the relationship between territorial expansion and the growth of American industry.	<p><b>1.</b> Students will analyze the <del>political and economic</del>causes and consequences of the territorial expansion of the United States throughout the mid-nineteenth century, including the acquisition of <u>the Louisiana Territory</u>, Florida, Texas, Oregon and California, and the impact of expansion on American Indian nations.</p> <p><b>2.</b> Students will describe and analyze the impact of innovations in industry, technology and transportation on life in America, including the steam <del>locomotive</del>engine, <u>the railroad</u>, the telegraph, and <del>the impact of</del>the cotton gin <del>on slavery</del>.</p>	<p><b>1.</b> The Louisiana Purchase and Lewis and Clark Expedition, Zebulon Pike, Sam Houston, Manifest Destiny, Mexican-American War, Missouri Compromise, Tecumseh’s War, Indian Removal Act of 1830, establishment of the Reservation System</p>
I. U.S. HISTORY	Political Growth and Westward Expansion, 1781-mid-1800s	The student will understand key political, economic and social issues of the period.	<p><b>1.</b> Students will analyze <del>and evaluate</del> political <del>successes and failures</del>decisions made during the age of Jacksonian Democracy, including the Cherokee Removal, Jackson’s Common Man Idea, and the National Bank controversy.</p> <p><b>2.</b> Students will understand the sources, <del>and</del> characteristics, <del>and effects</del> of cultural, religious, and social reform movements, including the abolition and temperance movements, <u>the founding of colleges</u>, and the origins of the women’s rights movement.</p>	<p><b>1.</b> Tariff issues, the Nullification Crisis</p> <p><b>2.</b> Second Great Awakening, Mormonism, 7<sup>th</sup> Day Adventism, Jehovah’s Witness, Shakers, Unitarians, Utopian Societies, Christian Science, Frederick Douglass, Elizabeth Cady Stanton, Lucretia Mott, Seneca Falls Convention</p>
I. U.S. HISTORY	Political Growth and Westward Expansion, 1781-mid-1800s	The student will understand the growing sectional division within the U.S., including cultural, economic, religious, and governmental shifts.	<p><b>1.</b> Students will examine the emergence of and backlash to industrialization and immigration, including Know Nothings, the Greenback party, and Nativism.</p> <p><b>2.</b> Students will analyze multiple factors leading to the growing sectional crisis, including the Missouri Compromise and the Fugitive Slave Act.</p>	<p><b>1.</b> German and Irish immigration</p> <p><b>2.</b> Mexican-American War, Compromise of 1850, formation of the Republican party, the <i>Dred Scott</i> decision, and John Brown’s Raid on Harper’s Ferry, Bleeding Kansas, Whig Party, radicalization of the pro slavery argument</p>
I. U.S. HISTORY	Civil War and Reconstruction, 1850s-1870s	The student will understand the long and short term causes of the Civil War.	<p><b>1.</b> Students will <del>be able to</del> identify and analyze cultural, economic, social and constitutional issues and key political figures leading up to the Civil War, including Abraham Lincoln, Stephen Douglas and their debates, slavery, and states’ rights.</p> <p><b>2.</b> Students will <del>understand</del>describe events and people important to the eventual abolition of slavery, including the abolitionist movement, Frederick Douglass, the publication of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i> and the Emancipation Proclamation.</p>	<p><b>1.</b> John C. Calhoun, Henry Clay</p>

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	Civil War and Reconstruction, 1850s-1870s	The student will understand the course and character of the Civil War and its effects on the American people.	<p><u>1. Students will assess the relative strength of Union and Confederate forces at the beginning of the Civil War and how that relative strength changed over time.</u></p> <p><u>12.</u> Students will describe, both in writing and by using maps, Union and Confederate states, critical battles, and the significance of key personnel of the Civil War, including Fort Sumter, Gettysburg, Appomattox, Abraham Lincoln, Robert E. Lee and black military units</p> <p><u>32.</u> Students will analyze the significance of Lincoln’s Gettysburg Address and its views of American political life, including Lincoln’s definition of equality and self-government.</p>	<p>1. Manassas, Wilderness, Chancellors Ville, Vicksburg, Petersburg, Atlanta; Jefferson Davis, Ulysses S. Grant, Stonewall Jackson, The First Minnesota Regiment</p>
I. U.S. HISTORY	Civil War and Reconstruction, 1850s-1870s	The student will demonstrate knowledge of Reconstruction on American life and evaluate its successes and failures.	<p>1. Students will analyze the provisions of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution of the United States and describe their legacy.</p> <p><u>2. Students will describe and assess different approaches concerning how the United States should treat Confederate states and Confederates following the Civil War and concerning the reconstruction of the United States.</u></p> <p><u>23.</u> Students will analyze the impact of <del>the</del> Reconstruction in the South, <u>as well as the plight of upon</u> newly freed slaves and dispossessed landowners, <u>and</u> why the Reconstruction Era ended in the reemergence of state power in the South, <del>including Freedman’s Bureau, Carpet Baggers, Election of 1876, origins of the KKK and Presidential reconstruction vs. radical reconstruction.</del></p>	<p><u>1. Presidential reconstruction vs. radical reconstruction</u></p> <p><u>3. Freedman’s Bureau, Carpet Baggers, Election of 1876, origins of the KKK</u></p>

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	Reshaping the Nation and the Emergence of Modern America, 1877-1916  <u><b>THE HIGH SCHOOL U.S. HISTORY COURSE MIGHT BEGIN WITH THIS STANDARD.</b></u>	The student will understand the changing nature of the United States in the late 19 <sup>th</sup> Century and early 20 <sup>th</sup> Century with an emphasis on how the industrial revolution transformed the United States.  <u><b>THE STANDARDS SHOULD ENGAGE STUDENTS IN STUDY OF ISSUES RELATED TO THE INDUSTRIAL REVOLUTION AND ITS CONSEQUENCES.</b></u>	<ol style="list-style-type: none"> <li>1. Students will understand the <del>of</del> <u>of factors promoting</u> Westward expansion <u>following the Civil War and their effects</u>, including the resulting conflicts with American Indian Nations, including treaty rights, boarding schools, and the Dawes Act of 1887.</li> <li>2. Students will <del>understand</del> <u>describe</u> how the rise of corporations, heavy industry, inventions, mechanized farming and agrarian unrest transformed American society, and analyze the contributions of key people, including Andrew Carnegie, John D. Rockefeller, and Cyrus McCormick, <u>Thomas Edison, the and the Wright Brothers</u>.</li> <li>3. Students will understand and describe growing urbanization, including the move from farm to city, immigration and backlash, and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity.</li> <li>4. Students will analyze the rise and growth of the American labor movement, women’s suffrage, the temperance movement, the Grange, Populist and Progressive Movements, and analyze the impact of leaders such as Samuel Gompers, Susan B. Anthony, Theodore Roosevelt, and Woodrow Wilson.</li> <li>5. Students will examine racial segregation, the rise of “Jim Crow,” and other challenges faced by black citizens in the <del>New</del> South, and analyze the national impact of Plessy v. Ferguson.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Railroad Act, the Morrill Land Act, and the Transcontinental Railroad, Buffalo hunting, Black Hills treaty, Carlisle Indian Industrial School, Wounded Knee, Allotment of the White Earth reservation</li> <li>2. James J. Hill, and, John Deere, Sherman Anti-Trust Act</li> <li>3. Ellis Island, Angel Island, Ethnic Enclaves, Chinese exclusion, and The Gentlemen’s Agreement</li> <li>4. Knights of Labor, AFL, Carrie Nation, Upton Sinclair, Robert La Follette, Ida Tarbell, William Howard Taft, William Jennings Bryan</li> <li>5. Literacy Test, Poll Tax, Grandfather Clause, KKK, W.E.B. DuBois, Booker T. Washington, Ida B. Wells-Barnett</li> </ol>
I. U.S. HISTORY	World Wars and the Emergence of Modern America, 1900-1930s	The student will understand the importance of the Spanish American War and its aftermath.	<ol style="list-style-type: none"> <li>1. Students will examine the causes of the Spanish American War and analyze its effects on foreign policy, national identity, and the debate over the new role of America as a growing power in the Pacific and Latin America.</li> </ol>	<ol style="list-style-type: none"> <li>1. Insular Cases, Hawaii, Cuba, Philippines, Puerto Rico, Involvement in China Boxer’s Rebellion</li> </ol>

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	World Wars and the Emergence of Modern America, 1900-1930s	The student will understand the causes and consequences of World War I.	<p><b>1.</b> Students will analyze the causes of World War I, and identify key people, major events, and the impact <u>of the war upon</u> <del>on</del> American foreign and domestic policy, <u>including Woodrow Wilson, Isolationism, and submarine warfare such as the Lusitania sinking.</u></p> <p><b>2.</b> Students will analyze and <del>discuss</del> <u>assess</u> America's <del>rejection of world leadership</del> <u>role as a political power in the world immediately</u> after World War I, <u>including Wilson's 14 Points, the Versailles Treaty, and the failure to obtain ratification of the League of Nations, and the impact of these actions on future events.</u></p>	<p><b>1.</b> <u>Woodrow Wilson, isolationism, and submarine warfare including the somlmg pf the Lusitania, Alvin York, Zimmerman telegram, Selective Service Act</u></p> <p><b>2.</b> <u>Wilson's 14 Points, the Versailles Treaty, the failure to obtain ratification of the League of Nations, and the impact of these actions on future events.</u></p>
I. U.S. HISTORY	World Wars and the Emergence of Modern America, 1900-1930s	The student will demonstrate knowledge of the social, economic and technological changes of the early 20 <sup>th</sup> century.	<p><b>1.</b> Students will analyze how developments in transportation and communications changed American life, including the Model T Ford, Lincoln Highway, and the telephone, radio and the movies.</p> <p><b>2.</b> Students will describe key social changes of the time, including the 19<sup>th</sup> Amendment, Prohibition, the Great Migration north, and American Indian reform.</p> <p><b>3.</b> Students will examine the changing role of art, literature and music in the 1920s and 1930s, including the impact of the Harlem Renaissance.</p> <p><b>4.</b> Students will analyze the causes of the Great Depression and how Franklin Roosevelt's "New Deal" addressed the depression, transformed American federalism, and introduced Social Security.</p>	<p><b>1.</b> Henry Ford, Thomas Edison</p> <p><b>2.</b> Scopes Trial, John Collier and the Merriam Report</p> <p><b>3.</b> Louis Armstrong, F. Scott Fitzgerald, Ernest Hemingway, Edward Hopper, Sinclair Lewis, Gertrude Stein</p> <p><b>4.</b> WPA, PWA, NRA, CCC, AAA, TVA, REA, Wagner Act, SEC, Indian Reorganization Act</p>
I. U.S. HISTORY	A World at War, 1930s-1945	The student will understand the conflict between the internationalists and isolationists in the 1920s and 1930s.	<p><b>1.</b> Students will understand how America reacted to the move to war in Europe throughout the 1930s, contrasting the internationalist foreign policy of Franklin Roosevelt with the more isolationist sentiment in Congress during the 1930s, including a discussion of the Lend Lease program with Britain.</p>	



<b>Grades 9-12</b> <b>U.S. History</b>				
<b>I. U.S. HISTORY</b>	A World at War, 1930s-1945	The student will understand the causes and major issues and battles of World War II.	<ol style="list-style-type: none"> <li><b>1.</b> Students will examine the rise of fascism in Europe and militarism in Japan and analyze the impacts of these movements, and discuss why America and the world failed to act against these threats earlier.</li> <li><b>2.</b> Students will identify the attack on Pearl Harbor and the chain of events that led to America’s entry into the war, including analysis of Roosevelt’s “Day of Infamy” speech.</li> <li><b>3.</b> Students will identify and understand major battles in the European and the Pacific Theaters, including The Battles of Britain and Midway and the Normandy invasion, and the role of significant leaders, including Roosevelt, Churchill, Stalin, and Hitler, and <del>analyze the significance of</del> <u>assess</u> their impact.</li> </ol>	<b>3.</b> Battle of the Bulge and the liberation of Paris and Germany, Okinawa and the Philippines

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	A World at War, 1930s-1945	The student will understand the significant economic, cultural, and geopolitical consequences of World War II.	<ol style="list-style-type: none"> <li>1. Students will <del>understand the religious, social, and political</del> <u>describe</u> causes <u>and consequences</u> of the Holocaust, and analyze its long-term effect on American and international foreign policy.</li> <li>2. The student will <del>examine</del> <u>evaluate</u> <del>Japanese-internment of Japanese and Japanese-American residents in the United States during WWII, including the Roosevelt Administration's rationale and the impact on Americans of Japanese descent.</del></li> <li>3. Students will examine the <del>impact of atomic weaponry on diplomacy and warfare, and analyze</del> <u>escalation of bombing of non-military targets during World War II and take reasoned positions on whether the United States should have</u> <del>the reasons why America</del> dropped atomic bombs on Hiroshima and Nagasaki.</li> <li>4. Students will <del>examine</del> <u>describe</u> the changing <del>role</del> <u>roles</u> of women and blacks during World War II, and how these changes <del>set the stage for</del> <u>presented</u> post-war society <u>with new issues to address</u>.</li> <li>5. Students will <del>analyze</del> <u>explain</u> the rise of the United States and the Soviet Union as superpowers, including the onset of the Cold War.</li> </ol>	

<b>Grades 9-12 U.S. History</b>				
I. U.S. HISTORY	Post WWII Era	The student will identify and describe the major cultural and political changes that occurred during the 1950s 1960s and 1970s.	<ol style="list-style-type: none"> <li>1. Students will understand the role of the GI Bill, the rise of the Eisenhower interstate highway system and suburbs in the 1950s, and the competing forces of conformity and nonconformity in American society.</li> <li>2. Students will analyze American Cold War foreign policy from 1945-1963, including the Truman Doctrine, The Marshall Plan, and the Berlin Wall.</li> <li>3. Students will evaluate causes and effects of the Korean War, including the role of the United Nations. <u>[Actually, the U.S. relationship with Korea extended beyond the Korean War, and some parts of that relationship did not leave a positive legacy in the minds of some Koreans. U.S. policy supported dictators in South Korea for many years, for example. In fact, in other parts of the world, the U.S. supported dictatorships, leading other nations to view us in ways different from how we view ourselves.]</u><sup>9</sup></li> <li>4. Students will describe <u>and assess the significance of</u> key people and events in the civil rights movement, including <i>Brown v. Board of Education</i>, Thurgood Marshall, Rosa Parks, Martin Luther King, Jr. (including his “letter from a Birmingham jail”), SNCC, Southern Christian Leadership Conference, Malcolm X, and the Voting Rights and Civil Rights Acts, and analyze their impact.</li> <li>5. Students will <del>analyze-assess</del> America’s entrance into and escalation of the Vietnam War, including the Tet Offensive, the Gulf of Tonkin incident, and secret wars in Laos and Cambodia.</li> <li>6. Students will analyze and debate provisions of Kennedy’s New Frontier and Johnson’s Great Society.</li> <li>7. Students will analyze the presidency of Richard Nixon.</li> </ol>	<ol style="list-style-type: none"> <li>1. Jack Kerouac, Betty Freidan, television, Rock ‘n Roll</li> <li>2. <u>George Kennan’s Policy of Containment</u>, Berlin Airlift, Eisenhower Doctrine, Bay of Pigs, Cuban Missile Crisis, <del>George Kennan’s Policy of Containment</del></li> <li>3. Limited war, the Red Scare and McCarthyism and MacArthur</li> <li>4. Freedom Riders, sit-ins, church bombings, Medgar Evers</li> <li>5. The Kennedy Assassination, the rise of the protest movement and the counter culture, Hanoi Hilton.</li> <li>7. Silent majority, Nixon’s foreign policy, Watergate</li> </ol>

<sup>9</sup> A good source on why other nations see our nation in a different light from how we see ourselves is Clyde Prestowitz, *Rogue Nation: American Unilateralism and the Failure of Good Intentions*, New York: Basic Books, 2003. We need to help our students have an understanding of our policies from both our own and other nation’s perspectives in order to understand better the challenges facing our nation.

<b>Grades 9-12</b> <b>U.S. History</b>				
<b>I. U.S. HISTORY</b>	Contemporary America, 1968-present	The student will understand major developments in foreign policy between the Nixon and George W. Bush presidencies.	<b>1.</b> Students will know and describe the political and economic policies that led to the collapse of communism and the end of the Cold War, from the Truman Doctrine to the administration of Ronald Reagan.	<b>1.</b> Nixon and Khrushchev debates, Cuban Missile Crisis, Nixon’s trip to China, Carter/Sadat/Begin peace talks, “Star Wars” initiative, aid to Polish Solidarity and Afghan anti-Communist movements, and Reagan’s “tear down this wall” speech in Berlin

<b>Grades 9-12</b> <b>U.S. History</b>				
I. U.S. HISTORY	Contemporary America, 1968-present	<p>The student will understand the major economic, social, and cultural developments in contemporary America.</p> <p><u>IT IS AMAZING THAT SO MUCH RECENT HISTORY IS NOT EVEN MENTIONED, SUCH AS THE ADMINISTRATION OF RONALD REAGAN AND RECENT TRENDS TO SHIFT AWAY FROM THE NEW DEAL APPROACH OF FDR. THAT IS ONLY ONE EXAMPLE OF A RECENT EVENT OR DEVELOPMENT LEFT OUT OF THE MINN. STANDARDS. IT IS FOR THAT REASON THAT I STRONGLY RECOMMEND THAT THE HIGH SCHOOL U.S. HISTORY STANDARDS FOCUS PRIMARILY ON RECENT TIMES AND NOT REPEAT SO MUCH OF THE CONTENT FOUND IN EARLIER STUDIES OF U.S. HISTORY. THE OMISSIONS WILL RESULT IN STUDENTS BEING IGNORANT ABOUT ANTECEDENT CONDITIONS TO MANY OF OUR CURRENT PROBLEMS.</u></p>	<ol style="list-style-type: none"> <li>1. Students will explain the significance of September 11, 2001, and how it continues to impact America today.</li> <li>2. Students will <del>understand and</del> describe <u>and assess</u> the effects of increased participation of women in the labor force.</li> <li>3. Students will understand and analyze the significance of the changing patterns of immigration and migration and their contributions to contemporary America.</li> <li>4. Students will understand and analyze the influence of the media on contemporary American culture, and how scientific and technological advances affect the workplace, health care and education.</li> <li>5. Students will examine the reaffirmation of American Indian sovereignty and the revitalization of language and cultural traditions.</li> </ol>	<ol style="list-style-type: none"> <li>1. War on Terror, Homeland Security Act</li> <li>5. Hunting and fishing rights, court decisions, American Indian Religious Freedom Act (1978), Native American Graves Protection and Reparation Act (1990)</li> </ol>

<b>Grades 9-12 World History I</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>

<p>II. WORLD HISTORY</p>	<p>Early Civilizations, prehistory to 1000 B.C.  <u>GIVEN THE NEED OF TODAY'S CITIZENS TO UNDERSTAND MORE OF THIS WORLD'S RECENT HISTORY, I AM CONVINCED THAT IT IS UNWISE TO BE REPEATING SO MUCH OF ANCIENT AND MEDIEVAL HISTORY AT THE HIGH SCHOOL LEVEL. THESE STANDARDS WILL LIKELY CAUSE STUDENTS TO LACK THE PERSPECTIVE NECESSARY TO UNDERSTAND SOME OF THE ISSUES FACING OUR NATION AND WORLD.</u></p>	<p>The student will demonstrate knowledge of early human societies from ancient times to the agricultural revolution.</p>	<p>1. Students will analyze the <del>impact of</del> <u>challenges</u> geographic environment <del>on</del> <u>presented to</u> hunter-gatherer societies.                  2. Students will <del>classify characteristics of</del> <u>assess the achievements of people in</u> hunter-gatherer societies, <del>including their use of tools and fire.</del>                  3. Students will <del>describe</del> <u>assess the significance of</u> innovations that gave rise to permanent settlements <del>and analyze the impact of these changes.</del></p>	<p>1. Fishing, hunting, gathering; nomadic civilizations                  2. Stone and wood tools, fire, language, art                  3. Agriculture, role of women, pottery, cloth (wool/flax), specialization</p>
<p>II. WORLD HISTORY</p>	<p>Early Civilizations, prehistory to 1000 B.C.</p>	<p>The student will demonstrate knowledge of ancient river valley civilizations and desert cultures.</p>	<p>1. Students will locate various civilizations of the era in time and place, and describe <u>and</u>, compare <del>and contrast</del> the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.</p>	<p>1. Egyptian, Mesopotamian, Indus River Valley, Shang Dynasty, Babylonian, Assyrian, Minoan, Mycenaean, Israel, and various others, Mesopotamia, Egypt, Indus River, China, and the later civilizations of the Middle East, including ancient Israel</p>

II. WORLD HISTORY	World Civilizations, 1000 B.C.- 500 A.D.	The student will demonstrate knowledge of ancient civilizations in South and East Asia.	<ol style="list-style-type: none"> <li>1. Students will locate various civilizations of the era in India, China, Korea and Japan, and compare <del>and contrast</del> the cultures of these <del>various</del> civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aryan civilization, Mohenjo-daro, Ashoka, Dynasties of Zhou, Qin and Han, Wudi, Qin Shi Huangdi, Yamato, Vedas, Hinduism, Buddha, Buddhism, caste system, Confucius, Confucianism, Laozi, Daoism, Great Wall</li> </ol>
II. WORLD HISTORY	World Civilizations, 1000 B.C.- 500 A.D.	The student will demonstrate knowledge of African civilizations.	<ol style="list-style-type: none"> <li>1. Students will locate various African civilizations of the era and, compare and contrast the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Kush, Meroe, use of iron, ocean going trade</li> </ol>
II. WORLD HISTORY	World Civilizations 1000 B.C.- 500 A.D. (Western Civilization)	The student will demonstrate knowledge of ancient Greece in terms of its impact on western civilization.	<ol style="list-style-type: none"> <li>1. Students will analyze the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.</li> <li>2. Students will compare and contrast the social and political structure of the city-states, Athens and Sparta.</li> <li>3. Students will evaluate the significance of the conflicts between Greek City States and between Greece and Persia, and their impact on the spread of Hellenistic culture.</li> <li>4. Students will explain contributions in drama, philosophy, poetry, history, sculpture, architecture, science, mathematics, politics and ethics, with emphasis on Socrates, Plato, and Aristotle, and analyze their impact over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mediterranean Sea, mountain barriers, coastal colonies, Black Sea, Trojan War</li> <li>2. Role of slavery, significance of citizenship, democracy, Solon, Lycurgus</li> <li>3. Marathon, Salamis, Platea, Thermopylae, Persian and Peloponnesian Wars, Alexander the Great</li> <li>4. Plato, Socrates, Aristotle, Philip II, Euclid, Eratosthenes, Ptolemy, Hippocrates, Zeno, various others</li> </ol>



<p>II. WORLD HISTORY</p>	<p>World Civilizations                  1000 B.C.- 500 A.D.                  (Western Civilization)</p>	<p>The student will demonstrate knowledge of ancient Rome from about 500 B.C. to 500 A.D. in terms of its impact on western civilization.</p>	<p>1. Students will analyze the influence of geography on Roman economic, social and political development.                  2. Students will be able to explain the social structure of Rome and analyze its cultural and political impact.                  3. Students will analyze the impact of military conquests on the army, economy, and social structure of Rome.                  4. Students will analyze the conditions and causes leading to the collapse of the Roman republic, and evaluate the consequences.                  5. Students will examine the relationship between the Roman Empire and Christianity.                  6. Students will identify Roman cultural contributions to Western Civilization, and analyze their impact on the West.                  7. Students will analyze the conditions and causes leading to the decline and the fall of the Western Roman Empire.</p>	<p>1. Central location, Etruscans                  2. Patricians, Plebians, freedmen, slaves                  3. Hispania, Carthage, Gaul, Egypt                  4. Marius, Sulla, Cicero, Julius and Augustus Caesar, Livia, Cleopatra, Bouddica                  5. Great Jewish War, Nero, Constantine                  6. Art and architecture, engineering and science, medicine, literature and history, language, religious institutions, and law                  7. Barbarian invasions, population decline, tax problems, over-extended empire, greed and corruption, mercenary army</p>
<p>II. WORLD HISTORY</p>	<p>World Civilizations                  1500 B.C.- 700 A.D.</p>	<p>The student will demonstrate knowledge of the history and rise of major world religions.  <u>THERE IS THE DANGER THAT WHEN STUDENTS LEARN ABOUT THESE RELIGIONS IN THE TIME PERIOD 1500 B.C.-300 A.D. THEY MIGHT NOT LEARN THAT THE RELIGIONS HAVE CONTINUED TO EVOLVE CONSIDERABLY SINCE THAT TIME PERIOD ENDED.</u></p>	<p>1. Students will understand the history, geographic locations, and characteristics of major world religions, including Judaism, Hinduism, Buddhism, <u>Confucianism</u>, Christianity, Islam, as well as indigenous religious traditions.</p>	

II. WORLD HISTORY	Postclassical Civilizations, 400-1000 A.D. (Western Civilization)	The student will demonstrate knowledge of the Byzantine Empire from 400 to 1000 A.D.	<ol style="list-style-type: none"> <li>1. Students will describe the events leading to the establishment of Constantinople as the capital of the Eastern Roman Empire and analyze the significance of this event.</li> <li>2. Students will identify Justinian and analyze his contributions, including the codification of Roman law.</li> <li>3. Students will describe Byzantine culture and <del>examine disputes and explain</del> why <del>they led to the</del> split <u>took place</u> between Eastern Christianity and Western Christianity <del>and resulting in</del> the establishment of the Roman Catholic Church and Eastern Orthodox Church.</li> </ol>	<ol style="list-style-type: none"> <li>1. Byzantium, Constantine</li> <li>2. Justinian, Theodora, The Code, Belisarius</li> <li>3. Architecture, Hagia Sophia, Christian Orthodoxy, Icons</li> </ol>
II. WORLD HISTORY	Postclassical Civilizations, 400-1000 A.D. (Western Civilization)	The student will demonstrate knowledge of Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on western civilization	<ol style="list-style-type: none"> <li>1. Students will describe the spread and influence of Christianity throughout Europe and analyze its impact.</li> <li>2. Students will be able to explain the structure of feudal society and analyze how it impacted all aspects of feudal life.</li> <li>3. Students will sequence events and construct maps related to the invasions, settlements, and influence of migratory groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Catholic Church, monasticism, schism</li> <li>2. Vassals, Fiefs, Manor Serf, Knight, Investiture, Lords, homage, Frankish kings, and Age of Charlemagne</li> <li>3. Angles, Saxons, Magyars, Vikings, and Arabs</li> </ol>
II. WORLD HISTORY	Postclassical Civilizations, 400-1000 A.D.	The student will demonstrate knowledge of African civilization, South, Southeast, and East Asian civilization.	<ol style="list-style-type: none"> <li>1. Students will locate various civilizations of the era in time and place.</li> <li>2. Students will describe and analyze the cultures of these various civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics</li> </ol>	<ol style="list-style-type: none"> <li>1. Sui dynasty, Tang dynasty, Changan, Nara, Heian, Silla, Srivijaya, Borobodur, Axum, Bantu migrations</li> <li>2. Mahayana Buddhism, Theravada Buddhism, Tale of Genji</li> </ol>
II. WORLD HISTORY	Postclassical Civilizations, 400-1000 A.D.	The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D.	<ol style="list-style-type: none"> <li>1. Students will identify historical turning points that affected the spread and influence of Islamic civilization, including disputes that led to the split between Sunnis and Shi'ah (Shi'ites).</li> <li>2. Student will understand features of the Islamic culture during this period.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Caliphate, Battle of Tours, Conquest of Spain, Slave soldiers</li> <li>2. Science, literature, architecture, schools of law</li> </ol>

<p>II. WORLD HISTORY</p>	<p>Regional Interactions, 1000-1500 A.D.</p>	<p>The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns.</p>	<p>1. Students will locate and map the major trade routes in Asia, the Middle East and Africa.                  2. Students will describe, compare and contrast the cultures of Japan, China, Southeast Asia and India in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.                  3. Students will describe, compare and contrast the African kingdoms of Mwenemutapa, Ghana, Mali and Songhai in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.  <u>[Two significant regional interactions that are left out are the invasions of the Crusaders into the Middle East and the invasions of the Mongols into many parts of Asia and Europe.]</u></p>	<p>1. Silk Road, Marco Polo, Great Wall, Grand Canal, Sahara salt caravans, Jenne, Timbuktu                  2. Samurai, bushido, shogun, Shinto, Genghis Khan, Kublai Khan, Song, Ming, Delhi Sultanate, Tamerlane, Sikhs, Khmer kingdom, Pagan in Burma, Majapahit on Java, Angkor Wat                  3. Family ties, Matrilineal decent, Kush, King Ezana, Swahili, Ibn Battuta, gold/salt economy, slavery, Mansa Musa, Great Zimbabwe</p>
<p>II. WORLD HISTORY</p>	<p>Regional Interactions, 1000-1500 A.D.</p>	<p>The student will demonstrate knowledge of complex societies and civilizations in the Americas.</p>	<p>1. Students will describe, compare and contrast the earliest cultures of Meso-america and South America in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.                  2. Students will analyze how the Aztec Empire rose in the 14<sup>th</sup> and 15<sup>th</sup> centuries and examine major aspects of Aztec government, society, religion, and culture.                  3. Students will analyze patterns of long distance trade centered in Meso-America.                  4. Students will analyze Incan expansion and methods of imperial unification, and examine major aspects of Incan government, society, religion, culture, and institutions.</p>	<p>1. Toltecs, Mayas</p>

<p>II. WORLD HISTORY</p>	<p>Regional Interactions, 1000-1500 A.D. (Western Civilization)</p>	<p>The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period.</p>	<p>1. Students will describe the emergence of European states and analyze the impact.          2. Students will explain conflicts among Eurasian powers.          3. Students will <del>identify patterns of crisis and recovery related to</del> <u>explain the spread of</u> the Black Death, <u>its impact upon people's lives, and its significance historically and today.</u> <del>and evaluate their impact.</del>          4. Students will be able to explain the preservation and transfer to western Europe of Greek, Roman, and Arabic philosophy, medicine, and science, and analyze the impact of this preservation and transfer.</p>	<p>1. England, France, Spain and Russia, Charlemagne, William the Conqueror, Peter Abelard, Heloise, 100 Years War, Joan of Arc          2. Crusades, the Mongol conquests, Constantinople and the Turks          3. Population decline, collapse of feudal economy and political system          4. Role of Arabic and Byzantine civilizations</p>
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There is lots of content for students to learn and recall in World History I. What is missing is a specification of the big ideas or essential questions students should grapple with in studying that subject. Here are examples of some big questions related to the content of World History I I would like to see students explore: What is civilization? What is the relationship among nomadic, agrarian, and urban peoples in the societies students are studying? What do the world's major faiths have in common and how do they differ from each other? How have people of different religions treated each other in various times and places? What factors promote the diffusion of ideas (and other things), and what factors act as barriers to the diffusion of ideas (and other things)? How have wars and invasions, such as the Mongol invasions of the 13<sup>th</sup> and 14<sup>th</sup> centuries, resulted in profound changes in people's lives? Why did Islam spread so far beyond the place where it originated? Why were the discoveries of Columbus not just a turning point for the Americas but for much of the entire world? Of course, others could come up with other questions, probably better than those I have just listed. In fact, I would like to see the standards include the idea that students themselves should be encouraged to come up with questions to help motivate and guide their studies.

Minnesota should present a rationale for why students should study World History I and the content in the standards and benchmarks should be carefully selected to address that rationale.

A good source for the creation of such a rationale and for the identification of big ideas is the National History Standards. In particular, I suggest looking at the introductory pages for each of the eras to glean from those pages what the historians who worked on the standards identified as major developments in the eras and reasons for students to study each of the eras. There are big ideas in history, which one may find in reading such books as Jared Diamond's *Guns, Germs, and Steel* or J.R. & William McNeill's book *The Human Web: A Bird's Eye View of World History*.

<b>Grades 9-12</b>				
<b>World History II</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
II. WORLD HISTORY	Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)	The student will demonstrate knowledge of development leading to the Renaissance in Europe in terms of its impact on Western civilization.	<ol style="list-style-type: none"> <li>1. Students will identify and analyze the economic foundations of the Renaissance.</li> <li>2. Students will describe the rise of the Italian city-states, identify the role of political leaders, and evaluate the impact.</li> <li>3. Students will identify individuals and analyze their contributions to the artistic, literary, and philosophical creativity of the period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Johann Gutenberg, printing press, growth of cities, destruction of feudal/manoral system, growth of monetary economy, rise of capitalism, commercial revolution</li> <li>2. Machiavelli's, Medicis, Florence, Urbino, Venice, Genoa, Milan</li> <li>3. Leonardo da Vinci, Michelangelo, Petrarch, Shakespeare, Dante, Erasmus, Durer</li> </ol>
II. WORLD HISTORY	Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)	The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization.	<ol style="list-style-type: none"> <li>1. Students will analyze the <u>short- and long-term</u> effects of the religious, political and economic differences that emerged during the Reformation.</li> <li>2. Students will describe the impact of the religious conflicts of the era on society.</li> </ol>	<ol style="list-style-type: none"> <li>1. The views and actions of: Martin Luther, John Calvin; Henry VIII, Elizabeth I, Mary Tudor, and Mary, Queen of Scots</li> <li>2. Inquisition, Thirty Years' War, Treaty of Westphalia</li> </ol>
II. WORLD HISTORY	Emergence of a Global Age, 1450-1650, A.D. (Western Civilization)	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D.	<ol style="list-style-type: none"> <li>1. Students will identify and explain the impact of exploration on culture. <u>[This benchmark does not do justice to the profound changes brought about by Europe's "discovery of 'the New World.'" Those implications were profound for American Indians, for Africans, and for Europeans. In the long run, they also had profound effects for Asia as well. It would be better to see fewer benchmarks and to see those listed be ones that relate to ideas of greatest importance one might learn from the study of history.]</u></li> <li>2. Students will describe the location and development of the Ottoman Empire.</li> <li>3. Students will describe the growth of European nations, including the commercial revolution, mercantilism, and analyze the contributions of significant leaders.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spice trade, monopolies, navigation instruments</li> <li>2. 1453 A.D., Mediterranean and Middle East locations, Lepanto, Sulieman</li> <li>3. Isabella and Ferdinand, Louis X, Catherine Medici, Lorenzo de Medici, various other leaders, role of banking, colonial economies</li> </ol>
II. WORLD HISTORY	Emergence of a Global Age, 1450-1650, A.D.	The student will demonstrate knowledge of East Asian civilizations.	<ol style="list-style-type: none"> <li>1. Students will be able to locate in time and place East Asian civilizations of this era, and will describe, compare and contrast East Asian civilizations in terms of the cultural universals of economic, political, social, religious, philosophical, and technological characteristics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ming dynasty, Zheng He, Tokugawa, Ieyasu, Yi dynasty, Ayuthia, Le dynasty, Mughal dynasty, Taj Mahal</li> </ol>

Grades 9-12 World History II				
Strand	Sub-Strand	Standard	Benchmark	Examples
II. WORLD HISTORY	Age of Empires and Revolutions, 1640-1920 A.D.	The student will demonstrate knowledge of the integration of large territories under regional and global empires.	<ol style="list-style-type: none"> <li>1. Students will examine and analyze how trade based empires laid the foundation for the global economy.</li> <li>2. Students will explain the impact of increased global trade on regional economies.</li> <li>3. Students will analyze the impact of military conflicts among imperial powers on trade and sovereignty.</li> <li>4. Students will <del>understand and</del> analyze the role of religion as an integrative force in the empires.</li> <li>5. Students will <del>understand and analyze</del> <u>describe</u> the interaction between imperial governments and indigenous peoples.</li> </ol>	Empires studied could include: Mogul Empire in South Asia, Safavid Empire in Iran, Qing Empire in East Asia, Iberian Empires in the Americas and Asia, British, French or Dutch colonial Empires, Russian Empire, Shogunate in Japan <ol style="list-style-type: none"> <li>1. Dutch East India Company, British East India Company</li> <li>2. East Indian spice trade, Siberian fur trade, China tea trade, African slave trade, growth of London and Amsterdam, development of plantation agriculture, cotton industry in India</li> <li>3. Ottomans vs. Safavids, British vs. Russian, Dutch vs. Portuguese</li> <li>4. Christian missions, Shi'ah (Shi'ite) form of Islam in Iran, relations between Islam and Hinduism under the Moguls</li> <li>5. Russian expansion into Siberia, spread of the Spanish language in the Americas, resettlement policies under the British Empire</li> </ol>
II. WORLD HISTORY	Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)	The student will demonstrate knowledge of scientific, political, philosophical, economic and religious changes during the 17 <sup>th</sup> , and 18 <sup>th</sup> Centuries.	<ol style="list-style-type: none"> <li>1. Students will describe the Scientific Revolution, its leaders, and <del>evaluate its effects</del> <u>compare scientific ways of thinking to those of people living in earlier times.</u></li> <li>2. Students will describe the Age of Absolutism, identify its leaders, and analyze its impact.</li> <li>3. Students will identify the leaders and analyze the impacts of the English Civil War and the Glorious Revolution on the development of English constitutionalism</li> <li>4. Students will <del>be able to</del> explain the ideas of the Enlightenment, <del>contrast them</del> <u>contrasted</u> with ideas of medieval Europe, and identify important historical figures and their contributions.</li> <li>5. Students will analyze the causes, conditions and consequences of the French Revolution and <del>be able to</del> compare <del>and contrast</del> it <u>with to</u> the American Revolution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Galileo, Brahe, Newton, conflict with The Church</li> <li>2. Monarchies of Louis XIV, Frederick the Great and Peter the Great, Catherine the Great</li> <li>3. Cromwell, Roundheads/Cavaliers, Charles I, rump parliament, Restoration, Charles II, James II, William and Mary</li> <li>4. Liberty, natural law, scientific method, rationalism, encyclopedia, Montesquieu, Voltaire, Rousseau, Marie-Therese, Locke, Diderot, Adam Smith, Burke</li> <li>5. Thomas Paine, Thomas Jefferson, Estates, Louis XVI, Marie Antoinette, Bastille, Rights of Man, radicals, Marat, Danton, guillotine, Robespierre, Directory</li> </ol>

Grades 9-12 World History II				
Strand	Sub-Strand	Standard	Benchmark	Examples
II. WORLD HISTORY	Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)	The student will demonstrate knowledge of political and philosophical developments in Europe during the 19th Century.	<ol style="list-style-type: none"> <li>1. Students will <del>analyze</del> <u>describe and assess</u> the <u>significance of the</u> Napoleonic Wars and the Concert of Europe.</li> <li>2. Students will describe <del>the</del> factors leading to the Revolutions of 1830 and 1848, leaders associated with key issues and events, and the long-term impact on the expansion of political rights in Europe.</li> <li>3. Students will describe major scientific, technological, and philosophical developments of the 19<sup>th</sup> Century, identify key figures associated with these issues, and <del>analyze</del> <u>assess</u> their impact.</li> </ol>	<ol style="list-style-type: none"> <li>1. Napoleon, Garibaldi, Bismarck, Congress of Vienna, Metternich, Concordat, Napoleonic Code, Austring, Nelson, Trafalgar, Czar Alexander, Elba, Waterloo</li> <li>2. Paris uprising, Charles X, Louis Philippe, Conservatism, Liberalism, Radicalism, Great Reform Bill; Socialism, Marxism, Anarchism, Napoleon III, Balkan Problem, Geanne Deroin, Pauline Roland</li> <li>3. Romanticism, Sigmund Freud, Charles Darwin</li> </ol>
II. WORLD HISTORY	Age of Empires and Revolutions, 1640-1920 A.D. (Western Civilization)	The student will demonstrate knowledge of the effects of the Industrial Revolution during the 19th Century.	<ol style="list-style-type: none"> <li>1. Students will explain industrial developments and analyze how they brought about urbanization and social and environmental changes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Factory, Entrepreneur, Arkwright, Watt, Hargreaves, Kay, Crompton, Whitney, railroads; coal, iron and cotton industries; industrial cities</li> </ol>
II. WORLD HISTORY	Global Conflict, 1914-1945 (Western Civilization)	<p>The student will demonstrate knowledge of the worldwide impact of World War I.</p> <p>The student will demonstrate knowledge of political, economic, social and cultural developments during the Interwar Period.</p>	<ol style="list-style-type: none"> <li>1. Students will analyze the economic and political causes of World War I and how they interacted</li> <li>2. <u>Students will describe the nature of the war, its technologies, and its impact upon the nations involved.</u></li> <li>3. Students will examine the Treaty of Versailles and <del>analyze</del> <u>assess</u> the impact of its consequences.</li> <li>4. Students will analyze causes and consequences of the Russian Revolution <u>and assess its significance.</u></li> <li>5. Students will examine the League of Nations and <del>analyze the reasons for its failure</del> <u>assess its effectiveness.</u></li> <li>6. Students will examine events related to the rise and aggression of dictatorial regimes in the Soviet Union, <del>Germany</del>, Italy, <del>Germany</del>, and Japan, and the human costs of their actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Imperial competition, Great Power rivalries, Balkan nationalism, Militarism, mobilization, Alliance System</li> <li>2. Woodrow Wilson, Fourteen Points, self determination, reparations, Clemenceau, Lloyd George, demilitarization, League of Nations</li> <li>3. Nicholas II, Bolsheviks, Mensheviks, Lenin, Trotsky, Kerensky, Rasputin, soviet, Duma</li> <li>5. Joseph Stalin, Adolph Hitler, Benito Mussolini, Hirohito and Hideki Tojo, totalitarianism, fascism, Nazism</li> </ol>

<b>Grades 9-12</b>				
<b>World History II</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
II. WORLD HISTORY	Global Conflict, 1914-1945 (Western Civilization)	The student will demonstrate knowledge of the worldwide impact of World War II.	<ol style="list-style-type: none"> <li>1. Students will analyze economic and political causes of World War II and examine the role of important individuals during the war and the impact of their leadership.</li> <li><u>2. Students will describe the nature of the war, and its impact upon people's lives.</u></li> <li><del>2</del>3. Students will understand and analyze impact of the Holocaust and other examples of genocide in the 20<sup>th</sup> Century.</li> <li><u>4. Students will explain why the Allies won, how they might have lost, and predict what would have happened if they had lost.</u></li> <li>3. Students will explain the formation of the United Nations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Great Depression, competition for natural resources, Communism, fascism, nazism, Hitler, Stalin, Mussolini, Tojo, Hirohito, Churchill, F.D. Roosevelt, Eisenhower, MacArthur, <b>Raoul Wallenberg</b>, Patton, Marshall, Truman, Mao and Chiang Kai -shek</li> <li>2. Final Solution, concentration camps, Armenian, Balkans, Nanking, Kurdistan, Ruwanda, Ukraine, Cambodia</li> <li>3. Harold Stassen, San Francisco Conference, Security Council, General Assembly, UNESCO, FAO, WHO, UNICEF</li> </ol>
II. WORLD HISTORY	The Post-war Period, 1945-present (Western Civilization)	The student will demonstrate knowledge of major events and outcomes of the Cold War.	<ol style="list-style-type: none"> <li>1. Students will be able to explain key events and revolutionary movements of the Cold War period and analyze their significance, including the Berlin Wall, the Berlin airlift, Korean War, Cuban Missile Crisis, Sputnik, and the Vietnam War.</li> <li>2. Students will assess the impact of nuclear weapons on world politics.</li> <li>3. Students will identify contributions of world leaders of this time period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Chinese Civil War, Peoples Republic of China, Iron Curtain, Hungarian Revolution, Afghanistan, Solidarity Movement</li> <li>2. Mutual Assured Destruction doctrine, SALT treaties</li> <li>3. Nikita Khrushchev, Lech Walesca, DeGaulle, Mao Zedong, Ghandi and Chaing Kai-shek</li> </ol>



<b>Grades 9-12</b>				
<b>World History II</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
II. WORLD HISTORY	The Post-war Period, 1945-present	The student will demonstrate knowledge of political, economic, social and cultural aspects of independence movements and development efforts.	<ol style="list-style-type: none"> <li>1. Students will analyze the independence movement in India, the role of Gandhi, and the effectiveness of civil disobedience in this revolution.</li> <li>2. Students will analyze the struggle for independence in African nations.</li> <li>3. Students will explain how international conditions contributed to the creation of Israel and <u>analyze explain</u> why persistent conflict exists in the region, <u>with potentially explosive consequences.</u></li> <li>4. Students will analyze how Middle Eastern protectorate states achieved independence from England and France in the 20<sup>th</sup> century. <u>[Note how superficial this benchmark happens to be so far as the Middle East is concerned. The Middle East is a serious trouble spot in the world, where there are leaders who often do not have the confidence of their people, where governments are unstable, where terrorism is becoming a strategy for bringing about political and social change. This area is seething with anger and has the potential to create havoc not only within the Middle East, but also in other regions of the world. This benchmark also says nothing about oil reserves in this part of the world and about the United States dependence upon Middle Eastern oil.]</u></li> <li>5. Students will understand the reasons for the rise of revolutionary movements in Latin America.</li> </ol>	<ol style="list-style-type: none"> <li>1. Gandhi's leadership in India</li> <li>2. Kenyatta's leadership of Kenya</li> <li>3. The Zionist movement, Ben Gurion, Palestine</li> <li>4. Iran, Iraq, Syria, Egypt</li> <li>5. Cuba, Nicaragua, Peru, Guatemala</li> </ol>
II. WORLD HISTORY	The Post-war Period, 1945-present	The student will identify challenges and opportunities as we enter the 21 <sup>st</sup> Century.	<ol style="list-style-type: none"> <li>1. The student will demonstrate knowledge of the continuing impact of September 11, 2001. <u>[Shouldn't students be expected to explain how and why September 11 has posed and continues to pose very complex challenges for the United States and other countries.]</u></li> </ol>	<ol style="list-style-type: none"> <li>1. New clashes of economic political and religious worldviews.</li> </ol>

<b>Grades 9-12 Essential Skills</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
III. ESSENTIAL SKILLS	C. Historical Inquiry	The student will apply research skills through an in-depth investigation of a historical topic.	<ol style="list-style-type: none"> <li>1. Students will define a research topic that can be studied using a variety of historical sources with an emphasis on the use of primary sources.</li> <li>2. Students will identify and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</li> <li>3. Students will evaluate websites for authenticity, reliability, and bias.</li> <li>4. Students will learn how to prepare for, conduct, and document an oral history.</li> <li>5. Students will apply strategies to find, collect and organize historical research.</li> </ol>	
III. ESSENTIAL SKILLS	C. Historical Inquiry	The student will analyze historical evidence and draw conclusions.	<ol style="list-style-type: none"> <li>1. Students will understand the use of secondary sources to provide background and insights on historical events, and that secondary sources might reflect an author's bias.</li> <li>2. Students will identify the principal formats of published secondary source material.</li> <li>3. Students will <del>compare and contrast</del> <u>interrogate and evaluate the credibility of primary and secondary sources to analyze first hand accounts of historical events.</u></li> <li>4. Students will review primary and secondary sources and compare and contrast their perspectives to shape their presentation of information relevant to their research topic.</li> <li>5. Students will understand the historical context of their research topic and how it was influenced by, or influenced, other historical events.</li> <li>6. Students will evaluate alternative interpretations of their research topic and defend or change their analysis by citing evidence from primary and secondary sources.</li> </ol>	2. Monographs, scholarly journals, periodical literature, newspapers, web sites, films and other electronic media
III. ESSENTIAL SKILLS	C. Historical Inquiry	The student will present and explain the findings of a research project.	<ol style="list-style-type: none"> <li>1. Students will learn how historians present their work in multiple formats that include papers, exhibits, documentary films, historic site interpretation, theater, web sites and other media.</li> <li>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</li> <li>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</li> <li>4. Students will learn how to cite sources using footnotes or endnotes and how to document their research in the form of an annotated bibliography.</li> <li>5. Students will understand plagiarism and its consequences, and identify ethical issues related to research and documentation.</li> </ol>	

## **General Comments with Regard to World History II Standards and Benchmarks**

**Most comments cited above pertaining to World History I also apply here.**

**Major emphasis seems to be given to identifying content students are to learn, but without sufficient attention to identifying big ideas and essential questions for students to explore. These standards may very well encourage teachers to feel pressed to teach students lots of content for them to recall, promoting a style of teaching that will place students in the role of passive recipients of information.**

**In one way these standards are an improvement over the first draft: namely, they do have a section that has students carrying out research projects on topics of their choice. To improve the standards further, there need to be some standards focused on students analyzing issues and taking reasoned positions on those issues. For guidance on that topic, see National Center for History in the Schools, *National Standards for History: Basic Edition*, Los Angeles: 1996, pp. 68-70. Standards are needed in this area because such skills are important for citizens to have in their repertoire of skills if they are to vote intelligently and participate in enlightened ways in the political marketplace in our democratic republic.**

**If there is to be a third draft to be made, I strongly recommend that the benchmarks be pruned in order to make time available for reflective thinking on topics that focus on issues and questions that will likely persist as being important for the foreseeable future.**

**Finally, as I noted above on pages 43-44, I strongly recommend that the high school world history standards focus much more on recent times, with major emphasis given to the twentieth and twenty-first centuries. To be sure, some earlier content would be needed in order to make the recent content meaningful, but that could be done in introductory facets of units dealing with the more recent history.**

<b>Grades 9-12</b>				
<b>Government and Citizenship</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	A. Foundations of the American Political System	The student will demonstrate knowledge of the philosophical and religious roots of the United States government as articulated in the founding documents.	<ol style="list-style-type: none"> <li>1. Students will analyze the influence of leading western thinkers on our founding documents, including but not limited to John Locke (natural rights), Charles de Montesquieu (separation of powers), and William Blackstone (English common law, rights of individuals)</li> <li>2. Students will describe the influence of the ancient Greek and Roman statesmen and governments (democracy in Athens and representative government in Rome) on America's foundations.</li> <li>3. Students will <u>analyze-assess</u> the degree to which the American Revolution was a radical departure from European tradition of class hierarchy and human inequality.</li> <li>4. Students will examine views in colonial America on religious freedom and analyze the role of religion as expressed in key documents.</li> <li>5. Students will analyze key concepts in the Declaration of Independence, including but not limited to national sovereignty, natural law; self-evident truths; the inalienable ("endowed by their Creator") rights of life, liberty and pursuit of happiness (property); and the purpose of government to protect these rights.</li> <li>6. Students will examine the application of principles of the Declaration of Independence found in Frederick Douglass' Fourth of July address, Elizabeth Cady Stanton's Declaration of Rights and Sentiments of Women, Abraham Lincoln's Gettysburg Address and Martin Luther King Jr.'s "I Have a Dream" speech.</li> <li>7. <u>Students will apply principles of the Declaration of Independence and values found in the Preamble to the U.S. Constitution to the analysis of historical and current issues.</u></li> </ol>	<ol style="list-style-type: none"> <li>2. Aristotle's Politics, Cicero's Republic, Algernon Sidney Plutarch, Thucydides</li> <li>4. Virginia Statute for Religious Freedom. Roger Williams, Northwest Ordinance, George Washington's farewell address</li> </ol>

<b>Grades 9-12</b>				
<b>Government and Citizenship</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	B. America's Founding Documents	The student will demonstrate knowledge and understanding of key founding documents.	<ol style="list-style-type: none"> <li>1. Students will explain why the Constitution replaced the Articles of Confederation, <u>as well as why there was debate over ratification of the Constitution.</u></li> <li>2. Student will <u>analyze</u> features of the U.S. Constitution: its establishment of the rule of law; its status as the highest law of the land; devices to limit government and make it more effective, namely, separation of powers, checks and balances, representation, federalism, local self-government, and the sovereignty of American Indian Nations.</li> <li>3. Students will <u>analyze-describe</u> each of the rights delineated in the Bill of Rights and <u>assess</u> their roles in protecting individual rights and limiting national government power. <u>[Students should also describe the changing meanings of the various rights of citizens and should be able to analyze cases that come before the Supreme Court where rights and Constitutional principles may come into conflict with each other.]</u></li> <li>4. Students will understand judicial review as introduced in the <del>federalist papers</del> <u>Federalist Papers</u> and later elaborated by Supreme Court justice John Marshall in Marbury vs. Madison.</li> <li>5. Students will explain the Founders' view of constitutional government as articulated in the Federalist Papers.</li> <li>6. Students will discuss how certain compromises to the principles of the Declaration of Independence (such as slavery) were adopted into the Constitution in order to form the union, and <del>analyze the impact</del> <u>assess the short- and long-term consequences.</u></li> <li>7. Students will describe how the Northwest Ordinance provided for the creation of new states and territories.</li> </ol>	<ol style="list-style-type: none"> <li>1. The purpose of the Constitution, as stated in the Preamble;</li> <li>2. The nature of the Constitution as the highest law of the land;</li> <li>3. Federalism, including the doctrine of designated powers versus reserved powers, and limited government as defined in the 10<sup>th</sup> Amendment;</li> <li>4. The rule of law, Federalist papers 1, 10, 49, 51, 63, 78</li> <li>5. The separation of powers, and checks and balances;</li> <li>7. The constitutional process for amendment</li> </ol>

<b>Grades 9-12 Government and Citizenship</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	C. The Rights and Responsibilities of Citizenship	The student will demonstrate knowledge and understanding of the rights and responsibilities of citizenship.	<ol style="list-style-type: none"> <li>1. Students will explain how <del>equally protecting individuals' citizens may protect each other's</del> <u>rights and how protection of rights</u> promotes the common good (one citizen's rights may not infringe on another citizen's rights).</li> <li>2. Students will describe the processes by which <del>an individual becomes a citizen</del> <u>individuals become citizens</u> of the United States.</li> <li>3. Students will explain the inherent rights and resulting <del>responsibility</del> <u>responsibilities</u> of citizenship.</li> <li>4. Students will describe activities of civic life.</li> </ol>	<ol style="list-style-type: none"> <li>3. Obeying the laws, paying taxes, defending the nation and serving in court</li> <li>4. Seeking elected office, engaging in public service, registering to vote and informed voting, participating in political campaigns, communicating with government officials, keeping informed about current issues <u>and monitoring activities of their governments.</u></li> </ol>
IV. GOVERNMENT AND CITIZENSHIP	C. The Rights and Responsibilities of Citizenship	The student will understand the scope and operation of the executive, judicial and legislative branches of federal and state government and the sovereign status of American Indian Nations.	<ol style="list-style-type: none"> <li>1. Students will describe the role of the President, <u>the sources of and limits on his powers, and</u> the broader responsibilities of the executive branch, <u>and controversies regarding how much power the President and executive branch should have.</u></li> <li>2. Students will describe the structure and function of the legislative branch and explain how <del>a bill becomes a law</del> <u>that branch makes law and checks the actions of the other two branches of government.</u></li> <li>3. Students will understand the role of the judiciary, including the Supreme Court and Federal Courts <u>and explain how courts function at trial and appellate levels.</u><sup>10</sup></li> <li>4. Students will compare and contrast the Minnesota Constitution and the United States Constitution</li> <li>5. Students will explain the sovereignty of American Indian Nations as stated by the United States Constitution.</li> <li>6. <u>Students will evaluate policies and actions of the executive branch of government, bills and laws, and decisions of the courts.</u></li> </ol>	

<sup>10</sup> One problem is that the government standards focus so much on the federal level of government that state and local government are ignored, and students might receive no instruction on state courts, how they work, and how they relate to federal courts, to say nothing of how they relate to the lives of citizens.

<b>Grades 9-12 Government and Citizenship</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	C. The Rights and Responsibilities of Citizenship	The student will understand the American political system and be prepared to participate.	<ol style="list-style-type: none"> <li>1. Students will <del>examine</del> <u>explain</u> the evolution of American political parties and analyze their impact.</li> <li>2. Students will describe the procedures involved in the voting process at local, state, and national levels, including the Electoral College.</li> <li>3. Students will analyze how <del>changing technology</del> <u>hast</u><del>technologies have</del> <u>shaped and led to changes in political development</u>, campaigns and <del>voters</del> <u>voting</u>.</li> <li>4. Students will identify the influences of interest and voter groups and analyze how they work with and against each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. Washington’s election; Jackson; the Depression; FDR (including impact of New Deal on voters’ future expectations of federal government role); 15<sup>th</sup> and 19<sup>th</sup> Amendments; Earl Warren court; Nixon and Watergate; Reagan; and judicial activism, Civil War, Woodrow Wilson, LBJ and the Great Society <u>[Much of the content listed here does not relate well to Benchmark 1.]</u></li> <li>3. Newspapers and print media, telephone, transportation, radio, television and Internet</li> <li>4. Commercial media; trade, industry and labor groups; grassroots activists; political party units; and social structures, such as religion and pop culture</li> </ol>
	C. The Rights and Responsibilities of Citizenship	The student will understand current constitutional and political controversies.	<ol style="list-style-type: none"> <li>1. Students will describe the controversies over the changing role of the Supreme Court in United States government.</li> <li>2. Students will describe <del>controversy over state rights vs. federal rights</del> <u>and analyze controversies pertaining to the power of the federal government vis-à-vis state and local governments.</u></li> <li>3. Students will analyze current events <u>and issues, applying the values expressed in the Declaration of Independence and principles found in the U.S. Constitution and Supreme Court rulings in their analyses</u> <del>in relation to their impact on world and national issues.</del></li> </ol>	<ol style="list-style-type: none"> <li>1. Strict constructionism vs. judicial activism</li> <li>2. Public land use, unfunded federal mandates on state government</li> </ol>

<b>Grades 9-12 Government and Citizenship</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
IV. GOVERNMENT AND CITIZENSHIP	D. Other forms of government, past and present.	The student will demonstrate knowledge and understanding of the origins, characteristics, and development of different political systems.	<b>1.</b> Students will compare <del>and contrast</del> <u>the ideals and practices of the American system-political system to those of other political systems with the different philosophies and structures of, socialism, communism, monarchies and parliamentary systems; in terms of their economic, social structure and human rights practices.</u> <u>Students will also assess the practices of the American political system in the light of the ideals of that system, as expressed in the Declaration of Independence and Preamble to the Constitution.</u>	

**Warren Solomon’s Comments on the Standards and Benchmarks for Grades 9-12 Government and Citizenship**

The content emphasized in the Standards and Benchmarks seems appropriate for the high school level. At the same time, I recommend some topics get focus that are given little if any emphasis:

- The focus mainly on the national government should be extended to include more study of local and state government. Students are not being asked to compare, for example, the powers of Minnesota government, for example, to those of the U.S. government. One interesting area for study to consider related to that topic pertains to the governance and funding of public schools and to issues of how much federal, state, and local levels of government should control what is emphasized in school programs. I recommend such study because the students are in public schools, they will become parents of students who will likely be in public schools, they will vote on school issues when they get older, and such studies could be used as a case study for building an understanding of the concept of federalism and of how there are controversies in that area.
- The study of the rights of citizens needs to explore court cases involving those rights and how in some cases Constitutional principles may conflict with each other. To give one example, the “free exercise of religion” clause of the First Amendment may in some cases conflict with the “establishment of religion” clause of the First Amendment. Students need to learn how to analyze and discuss such cases objectively.
- Another matter that should be added pertains to helping students learn how they can monitor their governments and try to influence it. I notice that nowhere in the standards and benchmarks is there any focus on helping students learn how to analyze products of the media and be critical consumers of the media. Perhaps, in Grades 9-12 Government and Citizenship such an emphasis might be added.



Grades 9-12 Geography				
Strand	Sub-Strand	Standard	Benchmark	Examples
V. GEOGRAPHY	D. Interconnections	The student will be able to describe how humans influence the environment and in turn are influenced by it.	<ol style="list-style-type: none"> <li>1. Students will provide <del>a range of</del> examples <del>illustrating how of decisions types</del> of government <del>systems</del> and <del>technology technologies may have a profound</del> impact <del>upon the ability to change the</del> environment <del>or adapt to it</del>.</li> <li>2. Students will <del>analyze the advantages and drawbacks of several common</del> assess costs and benefits of proposals to change the human use of environmental resources.</li> <li>3. Students will <del>understand and</del> analyze <del>examples of the impacts-impact</del> of natural hazards on human activities and land use.</li> </ol>	<ol style="list-style-type: none"> <li>1. <del>Support of railroads and mass transit, support of Interstate highways, passage of the Homestead Act, support of or the abolition of slavery, Construction construction</del> of dams, <del>Soviet Union vs. United States, industrial North vs. agricultural South, Iran vs. Great Britain, Somalia vs. Israel</del> and the establishment of national parks and national forests.</li> <li>2. Recycling, limiting energy consumption, new fuels</li> <li>3. Wildfires in southern California, tornados, hurricanes</li> </ol>
V. GEOGRAPHY	E. Essential Skills	The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.	<ol style="list-style-type: none"> <li>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</li> <li>2. Students will make inferences and draw conclusions about the character of places based on <del>a comparison</del> interpretations of maps, aerial photos, and other images.</li> <li>3. Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior. <del>[What does "examine voting behavior" mean here?]</del></li> </ol>	<ol style="list-style-type: none"> <li>1. Atlas, World Wide Web, topographic maps, Geographic Information Systems, databases, aerial photos</li> <li>2. Make a land use map of a local area</li> <li>3. Fast food restaurant in local community, a good place to found a city, put a church, or military installation, locate a solid waste disposal site, locate a feedlot, voting in presidential elections</li> </ol>
V. GEOGRAPHY	F. Spatial Organization	The student will understand the regional distribution of the human population at local to global scales and its patterns of change.	<ol style="list-style-type: none"> <li>1. Students will describe <del>the and explain</del> pattern of human population density in the United States and major regions of the world.</li> <li>2. Students will <del>provide examples that illustrate</del> predict the impact of <del>changing changes in</del> birth and death rates <del>have on the growth of the human population</del> people's lives in the <del>major different</del> regions of the world.</li> <li>3. Students will use population pyramids and birth and death rates to compare <del>and contrast</del> the characteristics of regional populations at various scales <del>and predict consequences</del>.</li> <li>4. Students will use the concepts of push and pull factors to explain <del>the general</del> patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. Concentrations in East Asia, South Asia and Europe; in United States, Northeast, Southwest</li> <li>2. Slowing growth rate in Europe, rapid growth rate in Kenya, negative rates Eastern Europe</li> <li>3. Compare Sweden with Kenya, suburban and inner city census tracts</li> <li>4. Migration to the United States from Europe Africa and Asia; migration within the United States; refugee movements, and labor migrations to North America, Northern Europe, and the Middle East, with special focus on current migration from Mexico</li> </ol>

Grades 9-12 Geography				
Strand	Sub-Strand	Standard	Benchmark	Examples
V. GEOGRAPHY	F. Spatial Organization	The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.	<ol style="list-style-type: none"> <li>1. Students will use <u>the concept of region regions</u> to analyze the locational patterns of culture groups at various scales.</li> <li>2. Students will use concepts and models of the process of diffusion to interpret the spread of culture traits.</li> <li>3. Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change.</li> <li>4. Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Patterns of language and religion, subsistence agriculturists</li> <li>2. Spread of English language, fashions, technology</li> <li>3. Native Americans, African Americans, Hispanics, Asian Americans</li> <li>4. Suburban developments, urban developments, agricultural communities, retirement communities, New England, California</li> </ol>
V. GEOGRAPHY	F. Spatial Organization	The student will explain how the regionalization of space into political units affects human behavior.	<ol style="list-style-type: none"> <li>1. Students will understand the concept of nationalism and of sovereign political states, <u>and how sovereignty is impacted by international agreements, and how Americans differ on the extent to which this nation should become involved in international agreements which might limit U.S. sovereignty.</u><sup>11</sup></li> <li>2. Students will provide examples of the impact of political boundaries on human behavior and economic activities.</li> <li>3. <u>Students will describe tensions in modern times that result when boundaries of political units do not correspond to nationalities of people living within them.</u></li> <li>34. Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America <u>and conflicts within those regions.</u></li> <li>45. Students will evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.</li> </ol>	<ol style="list-style-type: none"> <li>1. Restrictions on migration, free trade zones, Law of the Sea, WWII, Peloponnesian War</li> <li>2. NATO, the European Union and the North American Free Trade Agreement, school districts, city boundaries, Mexican border with California and Arizona, Cuban border and proximity to Florida</li> <li>3. Division of Africa and Asia into colonies, Development of Malaysia, South Africa, Somalia</li> <li>4. Minnesota, North Carolina, California, Texas, Congressional Districts, State Legislative Districts, City Council Districts</li> </ol>

<sup>11</sup> See Clyde Prestowitz, *Rogue Nation: American Unilateralism and the Failure of Good Intentions*, New York: Basic Books, 2003, pp. 156-61.

<b>Grades 9-12 Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
V. GEOGRAPHY	F. Spatial Organization	The student will be able to analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.	<ol style="list-style-type: none"> <li>1. Students will describe <del>the</del> contemporary patterns of large cities.</li> <li>2. Students will describe the processes that have produced <del>this pattern</del><u>these patterns</u> of cities.</li> <li>3. Students will describe how changes in transportation and communication technologies <u>and government policies related to transportation and communication have</u> affected the urbanization of the United States.</li> <li>4. Students will describe how changes in transportation technology, government policies, lifestyles, and cycles in economic activity impact the suburbanization of the United States.</li> <li>5. Students will explain the internal spatial structure of cities in the United States.</li> <li>6. Students will provide examples of how the internal structure of cities varies around the world.</li> <li>7. <u>Students will assess how well cities are meeting human needs.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Cities of more than 5 million around the world, metro areas of more than 1 million in the United States</li> <li>2. Industrialization and colonization, globalization</li> <li>3. Steamboats, railroad development, highway building, construction of airports</li> <li>4. Freeway, federal mortgage insurance, importance of family</li> <li>5. Central business and service district, industrial zones, residential districts</li> <li>6. Latin American, Southeast Asian, North American, and South Asian cities</li> </ol>

<b>Grades 9-12 Geography</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
V. GEOGRAPHY	F. Spatial Organization	The student will use regions and the interaction action among them to analyze the present patterns of economic activity in the United States and around the world at various scales.	<ol style="list-style-type: none"> <li>1. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States.</li> <li>2. Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world.</li> <li>3. Students will describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production.</li> <li>4. Students will <del>understand-describe</del> how <del>the</del>-transportation and communication systems have <del>impacted-affected</del> the development of regions.</li> <li>5. Students will describe patterns of consumption and production of the agricultural commodities that are traded among nations.</li> <li>6. Students will describe patterns of consumption and production of fossil fuels that are traded among nations <u>and the profound consequences of those patterns.</u></li> <li>7. Students will describe how geographic models can help to explain the location of commercial activities and land use patterns in the United States and the world.</li> <li>8. Students will explain the variations in economic activity and land use within the state of Minnesota, <u>analyze issues related to land use,</u> and reach conclusions about the potential for change in various regions.</li> <li>9. Students will describe changes in common statistical measures of population or economy that occur as countries develop economically.</li> <li>10. Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Patterns of agriculture, industrialization, de-industrialization</li> <li>2. Global division of labor, rise of newly industrial countries</li> <li>3. Poultry production, genetically modified crops, the role of Norman Borlaug in the Green Revolution</li> <li>4. Railroads in Africa, fiber optic networks in California</li> <li>5. Coffee trade between South America and the United States, grain trade between the United States and the People's Republic of China</li> <li>6. Oil trade between the Middle East and Europe, aluminum manufacturing in United States, clothing manufacturing in China</li> <li>7. Soft drink bottling plants in large American cities, auto assembly plants, clothing manufacturing plants, store locations</li> <li>8. Dairy farming in central Minnesota, Iron Range, sugar beets</li> <li>9. Life expectancy, fertility, average income, rates of women's participation in labor force</li> <li>10. The industrialization of China, or the establishment of international call centers in India</li> </ol>

### **Warren Solomon's Comments on Grades 9-12 Geography Standards and Benchmarks**

If a major function of social studies is to help students develop the knowledge and competence to exercise the office of citizen competently, these standards and benchmarks, which do include much solid geography content, need to go further. They need to be expanded to have students learn about, analyze, and grapple with issues of a geographic nature. Because there are many such issues about which citizens do have an impact in their voting and in their everyday behavior, we should not have our high school students leave school ignorant about such matters. Here are a few of the many such issues: How will this nation meet its massive energy needs without remaining so dependent upon oil from the world's most volatile region? How will this nation provide adequate funding of education for all students when communities differ so much in their wealth? How should our rivers and lakes be used? How healthy are our cities? How can we meet the needs of a growing population while remaining stewards of our environment for future generations? How adequate are our energy and transportation infrastructures? Do they need major changes? These are a few of the many questions that students should explore and in the process be helped in developing skills in problem solving, in rational decision making, and in debate. (Incidentally, it is important for schools to help students analyze such issues in depth and to learn how to formulate their own positions based on their studies and logical reasoning.) Such issues challenge students to apply knowledge from other social studies fields, such as history, as they try to develop historical perspective on geographic issues; economics, as they deal with matters of distribution of income and trade; and civics, as they deal with the impact of government upon geographic issues and as they also apply values found in such documents as the Declaration of Independence and Constitution (freedom, justice, concern for the common good, and so on). There is much solid geography content in the Minnesota draft standards; yet I also see important missed opportunities to provide the kind of education in geography a state needs for its young people.

<b>Grades 9-12 Economics</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand the implications of the economic problem of scarcity.	<ol style="list-style-type: none"> <li>1. Students will <u>illustrate with examples</u> how limited productive resources and unlimited human wants <u>cause-require</u> individuals, governments and nations to choose some things and give up others.</li> <li>2. Students will list and give examples of the factors of production – land, labor, capital, and entrepreneurship.</li> <li>3. Students will <del>explain that</del><u>apply the concept of</u> opportunity cost (<del>is</del><u>the highest valued alternative forgone when an economic choice is made</u>) <u>to the analysis of economic decision situations.</u></li> <li>4. Students will <u>predict which has</u> both present and future consequences <u>of economic decisions.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Study vs. work; student loan program vs. military spending</li> <li>2. Labor, machinery, equipment; land, raw materials; entrepreneurship, business owners</li> <li>3. Buying a car vs. saving money vs. going on a trip</li> </ol>
VI. ECONOMICS	A. The Market Economy (Micro Economics)	The student will understand the basic principles of economic decision-making.	<ol style="list-style-type: none"> <li>1. Students will recognize that effective economic decision-making typically requires comparing the additional costs of alternatives with the additional benefits <u>and assessing these with explicit criteria.</u></li> <li>2. Students will analyze how career choice, education, and skills affect future income.</li> <li>3. Students will construct a personal budget.</li> <li>4. Students will <del>compare and contrast</del><u>assess</u> the advantages and disadvantages of using credit <u>in various situations.</u></li> <li>5. Students will analyze investment and risk management options.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cost-benefit analysis</li> <li>2. Lifetime earnings across occupations and educational attainment</li> <li>3. Income, committed expenses, necessary expenses, discretionary expenses</li> <li>4. Finance charges, building a credit history, purchasing earlier than otherwise would be possible, spending beyond means</li> <li>5. Stocks, bonds, insurance, mutual funds</li> </ol>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand how households, firms, and governments interact in an economic system..	<ol style="list-style-type: none"> <li>1. Students will identify the <del>role-roles</del> and interdependence of households, <u>businesses,</u> and <del>the government</del><u>governments.</u></li> <li>2. Students will <del>recognize that</del><u>how</u> money <u>has advantages over barter in facilitating</u> trade <del>more efficient.</del></li> <li>3. Students will compare <del>and contrast the</del> basic elements of different economic systems.</li> <li>4. Students will describe how <u>different groups of</u> people and <u>different</u> nations are affected by trade.</li> <li>5. Students will analyze the <del>effects-consequences and costs and benefits of</del> <u>free trade and of</u> trade barriers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Circular flow of economic activity</li> <li>2. Currency vs. barter</li> <li>3. Traditional, command, market and mixed systems</li> <li>4. Comparative advantage: compare the costs and benefits of global trade and global trade agreements</li> <li>5. Tariffs and quotas</li> </ol>

<b>Grades 9-12 Economics</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand the basic characteristics of markets and the role of prices in modern market economies.	<p><b>1.</b> <u>Students will explain factors causing changes in supply and in demand using examples related to their everyday lives.</u></p> <p><b>2.</b> Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services.</p> <p><b>23.</b> Students will identify the direct and indirect effects of price floors and price ceilings.</p> <p><b>34.</b> Students will identify <del>several</del> factors that lead to variation in market prices and quantities <u>of goods and services</u> exchanged by changes in supply and/or demand.</p> <p><b>45.</b> Students will explain how interest rates and exchange rates are influenced by market conditions <u>and how changes in interest rates affect individual and business decision making.</u></p>	<p><b>1.</b> Market for wheat</p> <p><b>2.</b> Minimum wage, rent control</p> <p><b>3.</b> Change in income, population, number of sellers, technology</p> <p><b>4.</b> Canadian vs. United States' dollar exchange rate, car loan interest rates</p>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand that firms in a market economy experience varying degrees of competition for the good or service that they sell.	<p><b>1.</b> Students will explain how competition among sellers often results in lower prices, higher product quality, better customer service and a more efficient allocation of scarce resources.</p> <p><b>2.</b> Students will analyze how the level of competition in an industry is affected by the ease with which new producers can enter the industry, by consumers' information, and by the availability, price, quality and quantity of substitute goods and services.</p> <p><b>3.</b> Students will compare <del>and contrast</del> the characteristics of firms in market settings with <u>varying degrees of competitive forces.</u></p>	<p><b>1.</b> Evolution of telecommunications</p> <p><b>2.</b> Fast food industry</p> <p><b>3.</b> Monopoly, perfect competition</p>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	The student will understand the risks and opportunities associated with entrepreneurship.	<p><b>1.</b> Students will explain that entrepreneurs accept the risks associated with organizing productive resources to produce goods and services, with the hope to earn profits.</p> <p><b>2.</b> Students will explain that, in addition to profit and loss, entrepreneurs respond to other incentives and disincentives.</p> <p><b>3.</b> Students will describe the role of innovation and profit motive in helping to reduce problems associated with scarcity.</p>	<p><b>1.</b> "Famous Dave" Anderson, Bill Gates, local business person</p> <p><b>2.</b> Be your own boss, long hours</p> <p><b>3.</b> Plastics replacing steel, petroleum developed to replace whale oil</p>

<b>Grades 9-12 Economics</b>				
<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
VI. ECONOMICS	C. The Market Economy (Micro Economics)	<p>The student will understand the economic role of government in a free market economy.</p> <p><u>THERE ARE IMPORTANT ISSUES RELATED TO THE ECONOMIC ROLE OF GOVERNMENT IN A FREE MARKET ECONOMY; YET THE BENCHMARKS RELATED TO THIS STANDARD ARE FOCUSED ON TEACHING SUCH CONTENT IN A MANNER THAT WILL NOT LIKELY ENGAGE STUDENTS IN SUCH ISSUES. THE BENCHMARKS ARE INADEQUATE IF WE WANT TO PREPARE STUDENTS TO THINK RATIONALLY ABOUT SUCH MATTERS.</u></p>	<ol style="list-style-type: none"> <li>1. Students will identify that <del>an</del><u>one</u> important role for government in the economy is to secure and enforce property rights.</li> <li>2. Students will analyze <del>the appropriate role of government</del><u>various actions a government might take</u> in cases where third party effects are known to exist <u>and take reasoned positions with regard to issues in this domain.</u></li> <li>3. Students will identify <del>and explain examples of</del> public goods, <u>explain their functions, and identify issues related to how much government should provide in the way of public goods.</u></li> <li>4. Students will recognize that, in the United States, the federal government enforces antitrust laws and regulations to try to maintain effective levels of competition in as many markets as possible.</li> <li>5. Students will recognize that <u>government policies often have an impact upon the distribution of income, that some government policies attempt to redistribute income, and that there is much debate over government policies in this domain. (Some people advocate that the government should take an active role in redistributing income, whereas others want to have a market system with minimal government activity. These questions involve conflicting democratic values, such as freedom [economic freedom], justice, and concern for the common good. They might also involve economic values of economic growth and efficiency.)</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Protection from trespassers and thieves, protection from foreign invaders, enforcement of legal contracts</li> <li>2. Pollution, flu shots, computer virus protection, <u>health department inspections of restaurants</u></li> <li>3. <u>Highways, public schools, public libraries, National-national</u> defense, fireworks displays, light houses</li> <li>4. Sherman Antitrust Act, break up of AT&amp;T</li> <li>5. Progressive income taxes, exemption of food and clothing in sales taxes, Medicaid</li> </ol>



Grades 9-12 Economics				
Strand	Sub-Strand	Standard	Benchmark	Examples
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand and explain that the U.S. economy is primarily a free market system <sup>12</sup> .	1. Students will understand and explain that free market economies are regulated primarily by supply and demand, and that competition is essential to a free market economy.	
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand basic measures of overall economic performance.	1. Students will analyze <del>the inter-relationship</del> interrelationships among <del>the</del> unemployment <del>raterates</del> , <del>the</del> inflation <del>raterates</del> , and <del>the raterates</del> of economic growth. 2. Students will describe how the concept of the balance of trade is used to measure the international flow of goods and services.	1. CPI, GDP 2. Imports and exports

<sup>12</sup> I would call the United States economy “a mixed economic system with much private enterprise.” Because there is so much in the way of government activities providing goods and services (public schools, national highways, national defense, police forces, etc.) and there is also much government regulation in our economy, I think it might be inaccurate to say that the U.S. economy is primarily a free market system.

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<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Examples</b>
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will analyze the causes and consequences of overall economic fluctuations.	<ol style="list-style-type: none"> <li>1. Students will describe the basic characteristics of economic recessions and economic expansions.</li> <li>2. Students will understand some of the reasons for fluctuations in economic activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Changes in unemployment and/or income</li> <li>2. Natural disasters, oil prices in the 1970s, changes in consumer confidence</li> </ol>
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand the influence of federal government budgetary policy and the Federal Reserve System's monetary policy. <u>HERE AGAIN IS AN AREA WHERE THERE IS MUCH DEBATE, BUT WHERE THE BENCHMARKS SEEM TO IGNORE THAT FACT.</u>	<ol style="list-style-type: none"> <li>1. Students will identify that fiscal policies are decisions to change spending and/or tax levels by the federal government.</li> <li>2. Students will <del>explain the predict</del> direct and indirect effects of fiscal <del>policy-policies</del> on employment, output, and interest rates <u>and evaluate those policies in the light of democratic and economic values.</u><sup>13</sup></li> <li>3. Students will explain the relationship between federal budget deficits and the national debt.</li> <li>4. Students will identify the functions of the Federal Reserve System and its influence on economic activity.</li> <li>5. Students will identify the ways in which monetary policy influences employment, output, inflation, and interest rates.</li> <li>6. Students will explain <del>that how</del> higher interest rates reduce business investment spending and consumer spending on housing, cars, and other major purchases.</li> <li>7. <u>Students will evaluate economic policies using economic goals, such as economic freedom, economic efficiency, economic equity, economic security, full employment, price stability, and economic growth, with awareness of how economic policies that advance one or may goals may restrict one or more other goals.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Tax cuts</li> <li>2. Multiplier effect of government spending, crowding out</li> <li>3. Debt clock, federal government budget</li> <li>4. control money supply, regulate banks</li> <li>5. Interpretation of news item covering federal reserve policies</li> <li>6. Refinance mortgages, interest rate incentives on new automobiles</li> </ol>
VI. ECONOMICS	D. The National Economy (Macro Economics)	The student will understand that economic growth is the primary means by which a country can improve the future economic standard of living for its citizens.	<ol style="list-style-type: none"> <li>1. Students will explain that Gross Domestic Product (GDP) per capita is a measure that permits comparisons of material living standards over time and among people in different nations.</li> <li>2. Students will <del>identify that the explain the meaning and importance of productivity-of workers is measured by dividing the output of goods and services by the number of hours worked.</del></li> <li>3. Students will recognize that standards of living <del>increase usually</del> <u>increase</u> as <del>the</del> productivity <del>of workers</del> rises.</li> <li>4. Students will understand that investments in physical capital (machinery, equipment, and structures), human capital (education, training, skills), and new technologies commonly increase productivity and contribute to an expansion of future economic prosperity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bangladesh vs. Singapore vs. United States</li> <li>2. Productivity simulation</li> <li>3. Computers</li> <li>4. Automation , calculators</li> </ol>

<sup>13</sup> Democratic values include (and are not limited to) freedom, justice, general welfare, and equality. Economic values include (and are not limited to) efficiency, stability, economic growth. These values are often in conflict in specific cases, and different people will have different priorities among those values, which is a First Amendment right that schools need to respect.

Grades 9-12 Economics				
Strand	Sub-Strand	Standard	Benchmark	Examples
VI. ECONOMICS	E. Essential Skills	The student will be able to understand and use economic concepts, theories, principles and quantitative methods to analyze current events.	<ol style="list-style-type: none"> <li>1. Students will use tables, graphs, equations, diagrams, and charts to interpret economic information.</li> <li>2. Students will evaluate the economic implications of current issues as found in such sources as magazine articles, radio and television reports, editorials, and Internet sites. <u>[This is a very important benchmark.]</u></li> <li>3. Students will be able to analyze <u>and predict</u> the economic impact of government intervention so that the costs and benefits and unintended consequences can be assessed. <u>[This is also a very important benchmark.]</u></li> <li>4. Students will be able to distinguish among the contributions to economic thought made by leading theorists including but not limited to, Adam Smith, John Malthus, Karl Marx, David Ricardo, <del>and</del> John Maynard Keynes, <u>and Milton Friedman.</u></li> </ol>	<ol style="list-style-type: none"> <li>1. Inflation rate, unemployment rate, the level of national output, interest rates, trade deficit, budget deficit, and the rate of economic growth, trade deficits and budget deficits</li> <li>2. Stadium issues, highway construction, local economic development</li> <li>3. Increasing luxury tax on yachts crippled the yacht industry causing unemployment, reducing tax collections</li> </ol>

### Warren Solomon's General Comments on the Grades 9-12 Economics Standards and Benchmarks

There is much solid content in the draft standards and benchmarks. I have two major suggestions:

1. Consider having some benchmarks relate more to high school student needs and experiences. For example, have them predict price changes of goods or services *they consume* as supply or demand change, have them predict consequences of them investing more or less in their own education, have them take reasoned positions on matters affecting them, such as whether to increase property taxes in support of schools or whether to invest in new capital goods in some business they might have or could identify with, or have them predict short- and long-term consequences of economic decisions they would be likely to make. It is possible for teachers to give such an emphasis with the given standards; yet the benchmarks might do more to give a nudge in that direction.
2. Encourage more issue analysis and more in the way of encouraging students to take reasoned positions on issues. I am happy to say that Benchmarks 2 and 3 on this page give such an emphasis. I would suggest giving more emphasis yet in earlier parts of the Grades 9-12 Economics Standards and Benchmarks.