**Grade Six: Minnesota Studies**

| **Strands diagram** | In the middle grades, the “lead discipline” approach continues, but with added emphasis on interdisciplinary connections (as the word “Studies” in the title “Minnesota Studies” suggests). Grade six features history as the lead discipline but the focus includes geographic, economic and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state’s physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels. They learn about the unique role Minnesota played, and continues to play, in regional, national and global politics. |
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| **Gr.** | **Strand** | **Sub strand** | **Standard**  Understand that... | **Code** | **Benchmark** | **Resources** |
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| 6 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 6.1.1.1.1 | Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.  *For example:* Historical issues—women’s suffrage, treaties with indigenous nations, Civil Rights movement, New Deal programs. Strengths might include—expanded rights to new group of Americans, established tribal sovereignty, collaborative effort of multiple groups in American society, provided a financial safety net for individuals. Weaknesses might include—too expensive, unintended consequences, caused more problems than it solved. | <http://teachingcivics.org/programs/project-citizen/> Minnesota Project Citizen Program, with standards alignment, examples, state event  National Project Citizen Information: <http://new.civiced.org/programs/project-citizen>  <http://new.civiced.org/pc-program/resources/resource-center/public-policy-on-display> clear description of the student work  <http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/> Hunger Games |
| 6.1.1.1.2 | Use graphic data to analyze information about a public issue in state or local government.  *For example:* Graphic data—charts, graphs, maps, surveys, political cartoons. | <http://congress.indiana.edu/interactive-learning-modules> The Importance of Voting  <http://teachingcivics.org/programs/project-citizen/> Minnesota Project Citizen Program, with standards alignment, examples, state event  National Project Citizen Information: <http://new.civiced.org/programs/project-citizen>  <http://new.civiced.org/pc-program/resources/resource-center/public-policy-on-display> clear description of the student work |
| 6 | 1. Citizenship and Government | 1. Civic Skills | 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | 6.1.1.1.3 | Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.  *For example:* State and local policy issues—land use, human services, hunting or fishing regulations, school levy, labor unions. | <http://teachingcivics.org/programs/project-citizen/> Minnesota Project Citizen Program, with standards alignment, examples, state event  National Project Citizen Information: <http://new.civiced.org/programs/project-citizen>  <http://new.civiced.org/pc-program/resources/resource-center/public-policy-on-display> clear description of the student work  <http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/> Hunger Games |
| 3. Rights and Responsibilities | 5. Individuals in a republic have rights, duties and responsibilities. | 6.1.3.5.1 | Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation and constitutional amendments.  *For example:* Key court cases and state legislation—the Minnesota Human Rights Law, Brown v. Board of Education, Miranda v. Arizona. | <http://www.texaslre.org/animation_sov.html> Popular sovereignty (we the people) expansion through amendments  <http://www.texaslre.org/downloads/bore.pdf> Bill of Rights chart  <http://www.texasbar.com/iwasthefirst/index.html> Fun activity that focuses on people who made a difference. Includes American and Texan heroes. (Don't need to use all).  <http://www.annenbergclassroom.org/page/the-first-amendment-tinker-v-des-moines> great coverage of Tinker, first amendment analysis and description of court process  <http://www.icivics.org/games/supreme-decision> based on facts of Tinker v Des Moines  <http://www.icivics.org/games/do-i-have-right> students create law firm that applies constitutional rights  <http://www.icivics.org/games/argument-wars> Cases: Texas v. Johnson (flag burning), TLO v New Jersey (backpack search)  <http://www.icivics.org/teachers/lesson-plans/re-gault-1967> lesson on In Re Gault, Supreme Court case that said juvenile offenders have a right to due process  <http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/> Hunger Games |
| 6. Citizenship and its rights and duties are established by law. | 6.1.3.6.1 | Define citizenship in the United States and explain that individuals become citizens by birth or naturalization. | <http://www.icivics.org/games/immigration-nation> game, students apply knowledge to specific cases  <http://www.icivics.org/teachers/lesson-plans/citizen-me> lesson covers different levels of citizenship and rights and responsibilities at each level  <http://www.youtube.com/watch?v=PIf7uFAKkJc> Video celebrates "We the People" |
| 4. Governmental Institutions and Political Processes | 7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.7.1 | Explain the relationship among the three branches of government: making laws by the legislative branch, implementing and enforcing laws by the executive branch, and interpreting laws by the judicial branch. | <http://ed.ted.com/lessons/how-is-power-divided-in-the-united-states-government-belinda-stutzman> (Find the errors)  <http://texaslre.org/branches_game/branches_game.html> Students places powers (leaves) on the branches of a tree  <http://www.texaslre.org/lessonplans/lessonplans.php> 5th grade Who's Got the Power  <http://www.icivics.org/games/branches-power> game that has students playing all three branches.  <http://teachingcivics.org/lesson/claim-your-powers-elementary/> Students must decide if their branch of government has power to act  <http://www.icivics.org/games/executive-command> students exercise power of the president  <http://www.icivics.org/games/lawcraft> games that has students acting as member of congress trying to get bill passed  <http://www.youtube.com/watch?v=tyeJ55o3El0> I am Just a Bill Video  <http://www.youtube.com/watch?v=ZCB8EOY5d48> |
| 6.1.4.7.2 | Define federalism and describe the relationship between the powers of the federal and state governments. | <http://www.icivics.org/games/power-play> a team of players competing to win power for state or federal government!  <http://www.icivics.org/games/court-quest> game that deals with types and levels of courts, including state and federal courts  <http://teachingcivics.org/lesson/federalism-and-lawmaking-claim-your-powers-state-v-federal-government/> |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.7.3 | Identify the purpose of Minnesota's Constitution; explain how the Minnesota Constitution organizes government and protects rights. | <http://www.mncourts.gov/?page=1811> includes comparison of Minnesota and US Constitutions  <http://www.youtube.com/watch?v=NrC9GLilZlE> MN Chief Justice  <http://teachingcivics.org/lesson/minnesota-v-hershberger-freedom-of-religion/> includes illustrations from actual case  <http://www.minnpost.com/data/2012/03/interactive-history-constitutional-amendments-minnesota>  <http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/> Theodore Boone  <http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/> Hunger Games  <http://www.icivics.org/teachers/lesson-plans/comparative-constitutions> lesson that compares state and US Constitution |
| 6.1.4.7.4 | Identify the major state and local (county, city, school board, township) governmental offices; describe the primary duties associated with them.  *For example:* State governmental offices—attorney general, secretary of state. Local governmental offices—city council, county board. | <http://www.annenbergclassroom.org/page/the-role-of-the-governor> video with interviews, selection of topics  <http://www.annenbergclassroom.org/page/executive-branch-mayors> students interview city officials  <http://www.icivics.org/games/counties-work> game, students decide what programs and services to offer and try to get re-elected.  <http://teachingcivics.org/lesson/%E2%80%9Ccity-government-omaha-nebraska%E2%80%9D/> local government lesson by PBS includes 7 min video and activities  <http://www.econedlink.org/lessons/index.php?lid=281&type=educator> Who Pays for City Hall lesson |
| 6.1.4.7.5 | Describe how laws are created; explain the differences between civil and criminal law; give examples of federal, state and local laws.  *For example:* Federal laws—immigration. State laws—drivers’ licenses. City ordinances—gun control. | <http://www.icivics.org/teachers/lesson-plans/sources-law> lesson teaches students about the sources and types of laws  <http://www.icivics.org/games/lawcraft> games that has students acting as member of congress trying to get bill passed  <http://www.youtube.com/watch?v=tyeJ55o3El0> I am Just a Bill Video  <http://teachingcivics.org/lesson/crimes-and-consequences/> students learn types of crimes, includes juvenile status offenses  <http://www.congresslink.org/print_lp_charting.htm> students learn the steps of a bill becoming a law and use this information to write a story about “the life of a bill.  <http://teachingcivics.org/lesson/teaching-civics-through-childrens-literature/> Theodore Boone |
| 6.1.4.7.6 | Describe the goals, offenses, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile justice system.  *For example:* Juvenile status offenses (laws that regulate behavior because the offender is under age)—truancy, tobacco use by minor, curfew violations. Goal—rehabilitation. (The adult system is more punitive.) Penalties—treatment, restorative justice, probation, deferred penalty. (Adult penalties are primarily fines and incarceration.) Long-term consequences—go beyond penalties imposed by the court system and predict future problems with the law. Privacy concerns—Juvenile proceedings are not open to the public. (Adult trials are public.) | <http://teachingcivics.org/lesson/legalways-introduction-to-juvenile-system/> Lesson about history and goals  <http://teachingcivics.org/lesson/introduction-to-the-juvenile-justice-system/> Powerpoint and lesson, terms comparison, what do you think case studies  <http://www.icivics.org/teachers/lesson-plans/re-gault-1967> lesson on In Re Gault, Supreme Court case that said juvenile offenders have a right to due process. Students learn about 14th Amendment due process, fairness, and the specific rights afforded juveniles in the justice system.  <http://teachingcivics.org/lesson/crimes-and-consequences/> students learn types of crimes, includes juvenile status offenses  <http://teachingcivics.org/lesson/minnesota-juvenile-justice-jeopardy-game-for-elementary-classroom/> jeopardy game that reviews juvenile justice content  <http://teachingcivics.org/wordpress/wp-content/uploads/2013/06/Arnie-and-the-Stolen-Markers.pdf> Literature Guide |
| 6 | 1. Citizenship and Government | 4. Governmental Institutions and Political Processes | 7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | 6.1.4.7.7 | Compare and contrast the basic structures, functions and ways of funding state and local governments.  *For example:* Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks. | <http://www.icivics.org/games/counties-work> what government does, costs, taxes, serving as elected official  <http://pbskids.org/democracy/parents-and-teachers/my-government/budget-making/> lesson helps students identify local, state, and federal government services, their cost and the income that pays for them.  <http://www.econedlink.org/lessons/index.php?lid=281&type=educator> Who Pays for City Hall lesson |
| 11. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | 6.1.4.11.1 | Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.  *For example:* Organization of tribal government, gaming rights, hunting and fishing rights. | <http://education.state.mn.us/MDE/EdExc/StanCurri/Curri/> American Indian Sovereignty Curriculum, from MDE Gaming, treaties, land, nation inside a nation, sovereignty, taxation laws.  <http://americanindiantah.com/lesson_plans/FederalIndianPolicy.html> Content and teaching ideas related to the 19th Century. |

