

## Decisions by the Committee for the First Draft

1. The Career, College, and Civic Life Readiness Statement (see below) guided the writing of standards and benchmarks and led the committee to emphasize a more inclusive approach to social studies education.
2. Standards will be written as anchor standards (statements that span the K-12 grade range), and will be based on the C3 Framework's Dimensions.
3. Benchmarks will be revised consistent with the review of the current standards through the lens of the C3 Framework, other state standards, previous feedback on the current standards and benchmarks, and experience of the committee.

The Standards Committee will delay, until the second draft, the full consideration of the following areas called for in the Assumptions:

- a. Contributions of Minnesota American Indian tribes and communities
- b. Refinement and alignment of benchmarks within the standards
- c. Technology and Information literacy Standards
- d. Computer science concepts and skills
- e. Alignment with Minnesota K-12 Academic Standards in ELA
- f. Full attention to issues of diversity and equity
- g. Balancing the specificity of the standards and benchmarks ("grain size")
- h. Horizontal alignment within grade levels

The Standards Committee will plan to add the following to the benchmarks in later drafts: further clarifications, connections to local contexts, and/or examples.

It is important to note that the draft does not direct or imply a particular curricular or instructional model. It also reflects initial work of the committee and is being presented for initial feedback. It is not complete nor final.

## Career, College, and Civic Life Readiness Statement

Minnesota is the contemporary and ancestral home of the Anishinaabe and Dakota peoples, and social studies education on this land will acknowledge and honor their contemporary and historical voices.

Social studies engages students in the disciplinary and interdisciplinary practices of political scientists, economists, geographers, and historians in order to examine and address societal problems. Social studies empowers learners to acquire, evaluate and apply knowledge; to practice critical thinking, reasoning, inquiry, and literacy skills; to be conscious and critical of their own biases and those of larger society; and develop the dispositions needed to become inquisitive, informed, empathetic, and engaged members of our global community.

Social studies prepares students to live and interact in diverse communities through examining their identities, respectfully engaging with different perspectives, and addressing powerful social, cultural, and political inequities, as well as their connections to other axes of stratification, including gender, race, class, sexuality, and legal status.

- 5.5.1 Investigate how people use and challenge public policies by identifying a public problem, analyzing the issue from multiple perspectives, and creating a plan to address the identified public problem.
- 5.6.1 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.
- 5.7.1 Explain the impact of changes in voting and election processes on public policy formation.
- 5.7.2 Explain the role of interest groups, various types of media and public opinion on the political process and public policy formation.
- 5.8.1 Explain why governments belong to different types of economic alliances and international and regional organizations.
- 5.9.1 Evaluate the impact of political parties on elections and public policy formation.
- 5.9.2 Evaluate the role of interest groups, various types of media and public opinion on the political process and public policy formation.
- 5.9.3 Examine a public policy issue by defining the problem, developing alternative courses of action, evaluating the consequences of each alternative, selecting a course of action, and designing a plan to implement the action and resolve the problem.

**6. Evaluate the unique status, relationships and governing structures of indigenous nations and the United States.**

- 6.K.1 None
- 6.1.1 None
- 6.2.1 None
- 6.3.1 None
- 6.4.1 None
- 6.5.1 None
- 6.6.1 Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.
- 6.7.1 Describe diplomacy and other foreign policy tools; cite historical or contemporary cases in which the United States government and Indigenous Nations used or use these tools.
- 6.8.1 None

- 6.9.1 Explain the unique status of indigenous nations and the United States.
- 6.9.2 Compare relationships between indigenous nations and Minnesota’s state and local governments, United States government and governments of other nations.
- 6.9.3 Compare governing structures of indigenous nations and the United States.
- 6.9.4 Examine contemporary challenges and successes between indigenous nations and the U.S. government (local, state, federal).

**7. Use economic models/reasoning and data analysis to construct an argument or propose a solution related to an economic question.**

- 7.K.1 Use cost-benefit (pro/con) analysis as a group to solve a problem.
- 7.1.1 Use cost-benefit (pro/con) analysis individually to solve a problem.
- 7.2.1 Investigate what characteristics make an item useful as money.
- 7.3.1 Use resources to see what different kinds of products can be made.
- 7.4.1 Examine and explain a resource use decision made in your community.
- 7.5.1 Analyze a historical event, the decisions that were chosen, and the alternative choices (opportunity cost) not chosen.
- 7.6.1 Evaluate a current debatable policy question from an economic perspective, using cost-benefit analysis.
- 7.7.1 Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war.
- 7.8.1 Evaluate the impact of different economic systems on socioeconomic development.
- 7.9.1 Use economic analysis to explore an economic question. (Example: How are incentives influenced by ethics, religious beliefs or cultural values? How does scarcity impact our decision making, whether individually or collectively? How might policy makers incentivize responsible personal financial behavior? What are the costs and benefits of embracing a market system as the basic allocation mechanism for a society? What are the pros and cons of various tax systems? How do economics and policies intermingle when policymakers attempt to stabilize the economy? How desirable are economic growth and improvements in productivity for a society? What interventions are appropriate when individual decisions have negative impacts on others? How defensible are the criticisms of free trade?)

**8. Analyze how scarcity forces individuals, organizations and governments to make choices and incur opportunity costs, and how competing goals like equity and efficiency can influence these choices.**

- 8.K.1 Describe choices people make about how to use the money they have.

- 16.4.1 Describe different agricultural practices as examples of human environment interaction.
- 16.4.2 Explain how changes in climate may result in changes to places from local to global scales.
- 16.4.3 Describe how the choices people make impact local and distant environments.
- 16.5.1 None
- 16.6.1 Evaluate how two (or more) different cultures address the issues related to climate change in Minnesota.
- 16.7.1 Describe how changes in technology have altered the methods and amount of travel and therefore the effects on the physical environment.
- 16.8.1 Describe past and present changes in physical systems, such as seasons, climate, and weather, in both national and global contexts.
- 16.8.2 Examine how scientific knowledge of alternative forms of energy, such as wind and solar, have changed energy production in the United States over the past 20 years.
- 16.9.1 Explain migration patterns, including forced migration, displacement and effects of climate change in the modern era at a range of scales, local to global.
- 16.9.2 Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.
- 16.9.3 Describe patterns of production and consumption of fossil fuels that are traded among nations and the impact it has on climate change.

**17. Explore spatial ways of thinking, ways of knowing (culture) and ways of being (identity) from different perspectives, including indigenous voices.**

- 17.K.1 Identify surface and deep characteristics of different ways of being (identity).
- 17.K.2 Examine one’s own ways of being (identity) and how these characteristics fit within one’s family and classroom community.
- 17.1.1 Identify surface and deep characteristics of different ways of knowing (culture).
- 17.1.2 Explain how Dakota and Anishinaabe nations use storytelling to pass on ways of knowing (culture).
- 17.2.1 Describe landmarks representing different cultures in a community.
- 17.2.2 Analyze why different groups consider landmarks as significant or traumatic.
- 17.3.1 Examine one’s own ways of knowing (culture) and how these characteristics fit within different groups at school and with local and tribal communities.

- 17.3.2 Explain that many ways of thinking about geographic space exist, including Dakota and Anishinaabe perspectives.
- 17.4.1 Describe how one's ways of being (identity) and biases influence decisions about how to use a space.
- 17.4.2 Analyze how different perspectives have influenced decisions about where to locate places.
- 17.5.1 Compare and contrast the relationship to land between indigenous peoples and colonizers.
- 17.5.2 Analyze how different perspectives influenced past decisions to name places and impact changing place names today.
- 17.6.1 Examine surface and deep characteristics of both ways of being (identity) and ways of knowing (culture) from Dakota and Anishinaabe voices.
- 17.6.2 Define political, economic, spatial and historical perspectives and apply them to the boundary disputes and genocide that occurred in the past within the land that is Minnesota today.
- 17.7.1 Define race and ethnicity from different perspectives and make connections to one's own ways of being (identities).
- 17.7.2 Evaluate political, economic, spatial and historical perspectives used to justify the displacement/removal of indigenous peoples throughout the past in the United States.
- 17.8.1 Describe types of wayfinding (navigation) from the perspectives of indigenous peoples.
- 17.8.2 Analyze spatial decisions to recognize power and its impact on Indigenous peoples from local to global scales.
- 17.9.1 Investigate one's own intersecting ways of being (multiple identities) based on location, place, culture and in relation to others.
- 17.9.2 Examine resources that are indigenous to the land and determine who has control and access to them.
- 17.9.3 Explain the social construction of race and how it was used to oppress people of color and assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, economic and spatial opportunities.
- 17.9.4 Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and indigenous nations and take action to affect policy.

**18. Evaluate multiple narratives about change and continuity over time, taking into account historical context, i.e. how and why individuals and communities created those narratives.**

- 18.9.1 Explore how human migration from Africa to other regions in the world led to environmental changes and human adaptation. (*Example:* Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments.)
- 18.9.2 Evaluate how the post-World War II geopolitical reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines.
- 18.9.3 Describe the response of the world community to human rights violations, and efforts to how to think about new awareness of Human Rights.
- 18.9.4 Identify how Europeans and Euro-Americans developed new legal justifications for slavery and settler colonialism in the Americas by creating new racial categories (i.e. Whiteness), and new ideas about gender (i.e. partus sequitur ventrem).
- 18.9.5 Identify the characteristics of democratic government and develop historical questions about how, when, and why access to freedom and the democratic process (including voting) has changed over time in the United States.
- 18.9.6 Describe the tactics used by the United States government to claim indigenous and Mexican land, including but not limited to an analysis of the ideology of Manifest Destiny and its relationship to whiteness, Christianity, and capitalism; and analyze the strategies used by Native Americans and Mexicans to respond to US settler colonialism. (*Example:* Louisiana Purchase; multiple treaty negotiations with and wars against Indigenous nations and Native alliances; negotiated annexation of Texas; United States-Mexican War.)
- 18.9.7 Describe the content, context, and consequences of the 13th, 14th and 15th amendments and evaluate the successes and failures of the Reconstruction, including successful efforts to disenfranchise newly freed Black Americans, making sure to connect this history to persistent discrimination and inequity in the present.
- 19. Recognize diverse points of view and develop an informed and empathetic awareness of how identity (i.e. gender, race, religion, and culture), class, and geography influence historical perspective.**
- 19.K.1 Engage in respectful conversation about traditions within one's family and those of other families/communities.
- 19.1.1 Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others, both today and in the past.
- 19.2.1 Learn about daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today, and today.

- 19.3.1 Evaluate multiple different accounts of an event, including a consideration of identity and history in shaping perspective. (*Example:* Event—a playground conflict, current event, historic event.)
- 19.3.2 Identify and analyze daily life for people living in ancient times in at least three different regions of the world. (*Example:* Civilizations from the Mediterranean region—Greece, Rome, Egypt. Civilizations from Asia—Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas—Inca, Aztec, Cahokia, Pueblo. Civilizations from Africa—Aksum, Great Zimbabwe, Songhai, Mali, Fulani, Kongo.)
- 19.4.1 None
- 19.5.1 Explain a historical event from multiple perspectives, including a consideration of identity and history in shaping perspective.
- 19.5.2 Describe the social structures, political systems, and economic and trading activities of indigenous nations in North America.
- 19.6.1 Understand the diverse and conflicting ways that Dakota, Anishinaabe, and European peoples understood their relationship to the land, particularly regarding property and ownership, and examine the long-term implications of these divergent approaches to the environment today.
- 19.6.2 Explain reasons for the United States-Dakota War of 1862; compare and contrast the perspectives of settlers and Dakota people before, during and after the war.
- 19.6.3 Describe Minnesota and federal American Indian policy of the late nineteenth and twentieth centuries and its impact on Anishinaabe and Dakota people, especially in the areas of education, land ownership and citizenship.
- 19.7.1 Describe Native American history before and during European colonialism by using oral narratives, written accounts, and other historical sources in order to understand how indigenous people, including the Dakota and Anishinaabe, as well as other tribal nations today understand their history.
- 19.8.1 Assess the influence of television, the Internet and other media on cultural identity, gender identity, and social and political movements.
- 19.9.1 Examine how the development of complex societies facilitated the emergence of domestication and agriculture, causing far-reaching social and cultural effects. (*Example:* Locate on a map and describe when and how humans began to domesticate wild plants and animals and develop agricultural societies.)
- 19.9.2 Analyze two or more conflicting narratives about global conflict, considering how different individuals, communities, or nations have presented and narrated global conflicts, such as World War II, the Korean War, or the Vietnam War.

- 19.9.3 Identify how Native Americans built new coalitions and developed a diverse set of strategies in response to European settler colonialism.
- 19.9.4 Identify how enslaved and freed people of color resisted slavery, built coalitions, and navigated discrimination and bias in the United States.
- 19.9.5 Describe significant individuals, groups and institutions involved in the struggle for rights for African-Americans and analyze how black and white abolitionists successfully pressured the US government to end slavery.
- 19.9.6 Use primary sources in order to understand the experiences of immigrants to the United States, and use secondary sources to understand how immigration and internal migration changed the demographic and settlement patterns of the United States population.
- 19.9.7 Evaluate the economic impact of the war, including its impact on the role of women and disenfranchised communities in the United States.

**20. Evaluate historical sources and evidence by A) identifying a variety of primary and secondary sources, such as written accounts, oral narratives, objects, and artistic works, B) Considering what perspectives and narratives are absent from the available sources, and C) interpreting the historical context, intended audience, purpose, or author's point of view of these sources.**

- 20.K.1 Describe how people learn about the past by identifying different types of historical sources and asking what we can learn from those sources. (*Example:* Learning from elders, photos, artifacts, buildings, diaries, stories, videos.)
- 20.1.1 Describe how people lived at a particular time in the past, based on information found in historical sources; introduce the concept of an absent narrative, and consider how some voices and perspectives are not represented in historical sources.
- 20.2.2 Use historical sources to describe how people's lives have changed over time; consider whose voices and perspectives are represented in the sources, and whose are absent.
- 20.3.1 Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.
- 20.4.1 Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.
- 20.5.1 Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States and identify what narratives are absent. (*Example:* Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.
- 20.6.1 Use multiple historical sources, including but not limited to oral narratives, in order to learn about the Dakota and Anishinaabe nations before European settler colonialism

- 20.6.2 Describe Dakota and Anishinaabe interactions with each other and other indigenous peoples; and understand how their people understand their own history today.
- 20.6.3 Identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian and other immigrants and refugees to Minnesota; compare and contrast their experiences with those of earlier Minnesota immigrant groups in the nineteenth and early twentieth centuries.
- 20.7.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources.
- 20.7.2 Analyze historical documents in order to understand why the United States government embarked on imperial ventures, and examine the consequences of US imperial activity.
- 20.8.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.
- 20.9.1 Utilize oral narratives as historical sources in order to understand immigrant experiences, and use secondary sources to contextualize individual experiences within larger migration patterns. (*Example: Syrian Civil War refugees, Hmong, Somali or Karen migration to Minnesota, Central American immigration.*)
- 20.9.2 Utilize a variety of historical sources (including objects, artistic works, written accounts, and oral narratives) and interpretive methods (including an analysis of Native languages) in order to develop a nuanced understanding of the multiple, diverse, and complex societies in North America before European colonialism.
- 20.9.3 Analyze the founding documents of the United States, including the Declaration of Independence and the Constitution, as historical sources, asking who created them, whose voices were absent, and whose interests were articulated.
- 20.9.4 Analyze multiple historical sources related to the Civil War, including but not limited to the Fugitive Slave Act or 1850, the Dred Scott decision, and the Constitution of the Confederacy, in order to understand how the American political system broke down in the 1850s and why several slave states made the decision to secede from the Union to ensure the preservation and expansion of slavery.
- 20.9.5 Analyze historical sources created by Native Americans in order to examine how indigenous people responded to changes in federal Indian policy, especially regarding forced removal, sovereignty, land ownership, education and assimilation.

20.9.6 Apply multiple historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.

**21. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument and/or compelling narrative about the past.**

21.K.1 None

22.1.1 Tell a meaningful story about the past by identifying events from one’s own life or one’s family/community.

21.2.1 None

21.3.1 Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.

21.3.2 Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

21.3.3 Explain how the environment influenced the settlement of ancient peoples in three different regions of the world.

21.4.1 None

21.5.1 Describe how rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation and genocide of indigenous peoples and theft of indigenous lands.

21.5.2 Explain how colonial imperialism evoked varied responses by indigenous nations, and produced regional societies and economies that depended on the labor of abducted and enslaved Africans and distinct forms of local government.

21.6.1 Examine how and why the United States government claimed Native land in the Upper Mississippi River Valley through negotiating treaties

21.6.2 Assess whether the US government abided by the terms of their treaties with the Dakota and Anishinaabe nations; use this assessment to describe the process of how Minnesota became a territory and state; and examine the long-term effects of the treaties, using oral narratives to understand the meaning of the treaties today, especially for Dakota and Anishinaabe peoples.

21.6.3 Describe how the debate over slavery and abolition played out in Minnesota. (*Example:* Events related to debate over slavery—Dred Scott at Fort Snelling, role of free blacks in early Minnesota.)

- 21.6.4 Analyze how the rise of big business, the growth of industry, the use of natural resources, and technological innovation influenced Minnesota's economy.
- 21.6.5 Analyze the causes and impact of migration and immigration on Minnesota society during the late nineteenth and early twentieth centuries.
- 21.6.6 Describe the effects of reform movements on the political and social culture of Minnesota in the early twentieth century.
- 21.7.1 Identify causes and consequences of Antebellum reform movements including abolition and women's rights.
- 21.7.2 Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development.
- 21.7.3 Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the 20th century.
- 21.7.4 Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods.
- 21.8.1 Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors.
- 21.8.2 Describe how movements and social conditions have affected the lives of women in different parts of the world.
- 21.9.1 Evaluate the impact of how interregional systems of communication and trade facilitated new forms of social organization, led to new belief systems, and caused environmental changes.
- 21.9.2 Identify major developments in science, medicine, and technology; analyze their benefits and dangers for society and the environment; and reflect upon one's own experiences related to technological change.
- 21.9.3 Examine the effects of globalization, new technologies, and the spread of capitalism on wealth distribution and global politics, including post-colonial Independence movements.
- 21.9.4 Examine the intended and unintended consequences of European colonialism in the Americas, including environmental changes, the spread of disease, and the influence of animals (pigs, cows, horses, etc.) on political, social, and environmental change.
- 21.9.5 Develop an argument based on multiple historical sources about how rebellions in the Americas, including but not limited to the American Revolution and the Haitian revolution, were connected to political, cultural, and intellectual developments in Africa and Europe.

- 21.9.6 Examine how Indigenous people participated in and were affected by the Civil War, including the connection between the US Civil War and the US-Dakota War of 1862.
- 21.9.7 Explain how technological innovation, heavy industrialization, and intensified boom-bust cycles of an unregulated capitalist economy led to changes in the nature of work, economic scale and productivity, the advent of the modern corporation, and the rise of national labor unions; and evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption.
- 21.9.8 Analyze how the United States became a world power via trade and the imperialist acquisition of new territories, and use that analysis to examine the implications of United States involvement in World War I on domestic and foreign policy.
- 22. Use historical methods and sources in order to reflect upon the roots of contemporary social and environmental problems, and draw on lessons from the past in order to imagine and work toward an equitable and caring future.
  - 22.K.1 Develop positive social identities based on membership in multiple groups in society by sharing and discussing stories about diverse individuals and groups in the past that illustrate honesty, courage, friendship, respect, and responsibility.
    - 22.1.1 Learn to recognize unfairness, stereotypes, and bias on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g. discrimination),
    - 22.1.2 Explore how individuals and groups in the past have fought against bias and discrimination through social justice movements.
    - 22.2.1 Describe how the culture of a community reflects the history, daily life or beliefs of its people.
    - 22.3.1 None
    - 22.4.1 Identify and locate on a map or globe the origins of multiple groups of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.
    - 22.5.1 Evaluate who benefitted or did not benefit from colonists's goals for independence, desire for self-government, and liberty.
    - 22.6.1 Describe civil rights and conservation movements in post- World War II Minnesota, including the role of Minnesota leaders, and their connection with contemporary movements in Minnesota.
    - 22.6.2 Describe the goals of activists in their quest for their voice to be heard, especially anti-war, racial minorities, immigrants/refugees, women, LGBTQ, and indigenous people.
    - 22.6.3 Identify individuals, community organizations, businesses, and corporations that have shaped or continue to shape Minnesota and the United States today.

- 22.7.1 Investigate the ways in which individuals and groups have built communities of respect, equity, and diversity throughout U.S. history.
- 22.7.2 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations.
- 22.8.1 Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization.
- 22.8.2 Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam.
- 22.8.3 Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights.
- 22.9.1 Develop a respectful awareness about how ideas and norms about gender have changed over time, and how members of the LGBTQ+ community have responded to persecution or marginalization by building coalitions in order to promote gender equality/equity.
- 22.9.2 Identify successful strategies in the environmental movement of the 20th and 21st centuries in order to make a plan in order to develop, organize local community action.
- 22.9.3 Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform.
- 22.9.4 Understand how some forms of slavery continued even after emancipation, and explore the abolitionist movement from the eighteenth-century until today, examining how it has been utilized in different times and places in order to fight for social justice.
- 22.9.5 Analyze how resistance movements in the US have organized and responded to oppression and the infringement of civil liberties, evaluate the impact of their responses, and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.
- 22.9.6 Trace the roots of modern Civil Rights Movements (including but not limited to African-American, Native American, women, Latinx-America, Asian-American, and Queer American), identify leaders and tactics, and analyze why changes were or were not made.