

- 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.