

- 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- 20.7.2 Analyze historical documents in order to understand why the United States government embarked on imperial ventures, and examine the consequences of US imperial activity.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.