

Minnesota Academic Standards in History and Social Studies

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be . . . I know of no safe depository of the ultimate powers of the society but the people themselves. And if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education. - Thomas Jefferson

Public education in Minnesota must help students gain the knowledge and skills that are necessary to, in Jefferson's view, protect and maintain freedom. The Social Studies Standards on the following pages attempt to do just this by specifying the particular knowledge and skills that Minnesota students will be required to learn in the disciplines of U.S. History, World History, Geography, Economics and Civics as required by Minnesota statutes.

These standards are written with the recognition that additional academic disciplines, Psychology, Sociology, and Anthropology, have strong traditions of instruction in Minnesota schools. Schools may choose to continue teaching in these academic disciplines as local traditions, interest, and school priorities dictate.

GEOGRAPHY

What is Geography?

Geography is the science of space and place on Earth's surface. It is an integrative discipline that brings together the physical and human dimensions of our world. Geography's subject matter is the spatial arrangement of the physical and human phenomena that make up the world's environments and gives character to places, large and small. Geography describes the changing patterns of places in words, maps, numbers and graphics, explains how these patterns come to be, and unravels their meaning.

Geography captures the imagination. It stimulates curiosity about the world and the world's diverse inhabitants and places as well as about local regions and global issues. It enables us to understand our home by opening windows on the rest of the world.

Why study Geography?

To be successful contributors to a democratic society, all individuals need to have an understanding of geography, which means that they need to have an understanding of the spatial context of people, places and environments on Earth.

The geographically literate person knows where important things are, why they are located in those places and the significance of the locational patterns of the world. Furthermore, she comprehends the nature and significance of multiple connections between people and places around the world.

This statement on the nature of geographic education is based on Geography for Life: National Geography Standards developed by the Geography Education Standards Project on behalf of the American Geographical Society, Association of American Geographers, National Council for Geographic Education and the National Geographic Society.

GEOGRAPHY – GRADES 4-8

Strand (Grades 4-8)	Sub-Strand	Standards	Benchmarks	Examples
V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of the United States.	<p>1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.</p> <p>2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.</p>	<p>1. Great Lakes, Mississippi River, Appalachian Mountains, Rocky Mountains, Northwest territory, District of Columbia</p> <p>2. Ireland, Germany, China</p>
V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.	1. Great Lakes, Mississippi River, pine forests, iron ranges, St. Anthony Falls, prairies and hardwood forests
V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.	<p>1. Students will locate on a map or globe the major empires of the late 19th Century and their largest overseas territories.</p> <p>2. Students will locate the major source countries for immigration to the United States during the years 1877-1916.</p> <p>3. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.</p>	<p>1. England and the British Empire, China, Germany, France and the French Empire, Spain, the Philippines, Cuba, Puerto Rico, Columbia, Suez Canal</p> <p>2. Italy, Poland, Austro-Hungarian Empire</p> <p>3. Rectangular survey in Midwest, long lots, metes and bounds in former colonies</p>
V. GEOGRAPHY	B. Maps and Globes	The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.	<p>1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.</p> <p>2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.</p> <p>3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</p>	<p>1. Locate continents and oceans, use legends to decode symbols, use map scale to measure distances, understand elevation and relief, locate places using latitude and longitude</p> <p>3. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.</p>

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			4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.	4. Isoline (climate), dot (population), choropleth (income), bounded area (vegetation), etc.
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.	1. Students will create a variety of maps to scale. 2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.	1. Isoline (climate), dot (population), choropleth (income), bounded area (ethnic groups) 2. Evaluate maps in print media that depict events in other parts of the world
V. GEOGRAPHY	C. Physical Features and Processes	The student will 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 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, plains 2. Rivers, bluffs, lakes, forests, farm land
V. GEOGRAPHY	C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of the United States.	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.	Mohawk Depression, Ohio River, Appalachian Mountains, California gold fields
V. GEOGRAPHY	C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States. 2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact. 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 th Century. 4. Students will identify physical features that either hindered or promoted the industrialization of the state.	1. Eastern and southern states, mountain states 2. Wild rice beds, long grass prairie, rivers, forests 3. Great Lakes, river systems, confluence of Mississippi and Minnesota Rivers 4. Mississippi river system, Red River Valley, forests and prairies, Falls of St. Anthony, smaller water power sites, Iron Range, pine forests

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V. GEOGRAPHY	C. Physical Features and Processes	The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.	<p>1. Students will describe the major physical features of the United States and the regions of the world they study.</p> <p>2. Students will describe physical systems in the atmosphere and Earth's crust, and the regional patterns of climate and landforms associated with them.</p> <p>3. Students will describe patterns of vegetation and landforms in the United States and around the world.</p>	<p>1. Great Plains, Sahara, Amazon Basin</p> <p>2. Topographic patterns, tectonic and erosion cycles</p> <p>3. Grassland, rain forest, Taiga</p>
V. GEOGRAPHY	C. Physical Features and Processes	The student will give examples of physical systems and describe their role in shaping life on Earth.	<p>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.</p> <p>2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.</p>	<p>1. Monsoons, El Nino</p> <p>2. Flood plains, earthquake zones, hurricanes</p>
V. GEOGRAPHY	D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	<p>1. Students will identify factors that drew people to their local communities.</p> <p>2. Students will analyze how the physical environment influences human activities.</p>	<p>1. Mining activity, political freedom</p> <p>2. Influence of the land and climate on people who live in various areas</p>
V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.	<p>1. Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States.</p> <p>2. Students will analyze how changes in transportation affected settlement of the country.</p>	<p>1. Invention of the sod-breaking steel plow or blast furnace that uses coal instead of charcoal; 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</p> <p>2. Canals in early 1800s; steamboats in the mid-1880s, westward expansion, settlement of Minnesota, areas people moved from and to</p>

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V. GEOGRAPHY	D. Interconnections	The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.	<p>1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.</p> <p>2. Students will analyze how changes in transportation affected settlement of the state.</p> <p>3. Students will explain the importance of site features in the establishment of Minnesota’s largest cities.</p> <p>4. Students will explain the changing situation of Minnesota’s largest cities and suburbs and analyze associated effects.</p> <p>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.</p> <p>6. Students will describe the settlement pattern of Minnesota’s largest immigrant groups.</p> <p>7. Students will use regions to analyze modern agriculture in Minnesota.</p>	<p>1. Water power sites, river crossings, ports on Lake Superior and river systems</p> <p>2. Steamboats in the mid-1800s, railroads in the 19th Century, highway system in first half of 20th Century, air transportation in last half of 20th Century</p> <p>3. Water power sites, river crossings, access from Mississippi to the upland via heads of navigation, ports</p> <p>4. Fiber optic networks, freeways, development of airports</p> <p>5. War and dislocation, economic opportunity, opening of treaty lands for settlement, Northern Europeans, Mexico, Laos</p> <p>6. Swedes, Norwegians, Finns, Germans, Hmong, Mexicans, Hispanics</p> <p>7. Corn-hog-soybean region, sugar beet and wheat in Red River Valley, market gardening</p>
V. GEOGRAPHY	D. Interconnections	The student will 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 world through international 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
V. GEOGRAPHY	D. Interconnections	The student will describe how humans influence the environment and in turn are influenced by it.	1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.	1. Forest and farm land being replaced by housing

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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"> 1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change. 2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change. 3. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change. 4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change. 5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change. 6. Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change. 7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography. 	<ol style="list-style-type: none"> 1. Refugees, rural to urban, suburbanization, migration of labor 2. Language families, word usage in English, expansion of English 3. Christianity, Islam, Hinduism, Judaism, Buddhism, Confucianism, indigenous religions 4. Communism, democracy, kingdoms, dictatorships 5. Industrial regions, patterns of commercial and subsistence agriculture 6. Western Europe, Arab World, Southeast Asia, Latin America 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
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"> 1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture. 2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society. 3. Students will describe how physical processes affect different regions of the world. 4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms. 	<ol style="list-style-type: none"> 1. Property values in a city, attitudes toward wilderness 2. Local community or neighborhood, the American West, Chinatowns 3. Desertification of the Sahel, soil degradation in the tropics 4. Rain shadow deserts, rainforests

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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 data-bbox="947 147 1486 228">1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources. <li data-bbox="947 261 1486 375">2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images. <li data-bbox="947 407 1486 456">3. Students will locate major political and physical features of the United States and the world. 	<ol style="list-style-type: none"> <li data-bbox="1516 147 1950 196">1. Atlases, online databases, topographic maps <li data-bbox="1516 261 1950 310">2. Thematic, topographic, aerial photos, satellite images. <li data-bbox="1516 407 1950 456">3. Countries, rivers, topographic features, largest cities.