

9-12 U.S. History Resources

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General Resources for Social Studies:	csse.mnhs.org Center for Social Studies Education (CSSE)
MN Organizations:	http://www.mcass.org/ -- Minnesota Council for the Social Studies (MCSS)
	http://www.teachingcivics.org/ - Learning, Law & Democracy
	http://www.mcee.umn.edu/ - Minnesota Council on Economic Education
	http://lt.umn.edu/mage/ -Minnesota Alliance for Geographic Education
	http://education.mnhs.org/educators - Minnesota Historical Society
	http://mnche.wordpress.com/ - Minnesota Council for History Education
	http://mnhum.org/ - Minnesota Humanities Center
	http://www.hrusa.org/ - Minnesota Human Rights Center at the U of M
US History:	http://edsitement.neh.gov/subject/history-social-studies - resources from the National Endowment for the Humanities
	Stanford History Group - Reading Like A Historian, Lesson Plans and Primary Sources
	Teaching History.org – Materials (including videos), content and best practices for history education
	“America Story of Us” History Channel Videos: https://www.youtube.com/watch?v=Wk1nrgm55gQ&list=PLB92D7CE61B314DA0
	US History Crash Course Videos: https://www.youtube.com/watch?v=6E9WU9TGrec&list=PL&dPuuaLjXtMwmepBjTSG593eG7Ozb07s
	http://www.dbqproject.com/ - “Helping all students to read smart, think straight and write clearly” (commercial)

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****NOTE:** Based on data collected from a survey on Standards Implementation, the list of Resources below contains the benchmarks identified by classroom teachers are being most needed; a complete list of Resources for all 9-12 U.S. benchmarks is being developed.

Code	Benchmark	Resources with annotation	Lesson Plans
9.4.4.15.1	Compare and contrast selected examples of diverse societies that existed in North America prior to contact with Europeans; analyze their life ways, social organizations, political institutions, and the effect of their religious beliefs on environmental adaptations. (Before European Contact)	<p>Britannica Academic Edition: encyclopedic resource of Native Americans</p> <p>Chart of Tribes and Civilization Characteristics: no citations for information</p> <p>Best of Native American History Websites: Repository of websites, lesson plans and teacher guides. Hosted by edtechteacher.</p> <p>The First Americans Website with links, information, and teacher resources. Addresses misconceptions of American Indians. Hosted by Digital History.</p> <p>Bloomington Public Schools (Native American History Resources): List of resources, websites and curriculum links.</p> <p>First Nations Histories Brief descriptions of various tribes.</p> <p>Washington State Tribes, Time Immemorial: Information on tribes found in Washington state.</p>	<p>Native American Society on the Eve of British Colonization: Website with inquiry based questions and links for documents and readings for students to answer the questions. Hosted by ushistory.org</p>

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		<p>MN Humanities Center, Absent Narratives Resources Ready to use videos, information and lesson plans of voices absent from textbooks.</p> <p>Bdote Memory Map - A beginning resources for understanding more about the Dakota people's relationship to Minnesota.</p> <p>Why Treaties Matter – Includes resources for educators including seven educator guides.</p> <p>500 Nations, Episode 1 (20:00 is the Anasazi) Series has three episodes which span different eras.</p> <p>We Shall Remain, American Experience Episode 1, Chapter 2 "People of the First Light". This chapter from Episode 1 focuses on the Wampanoag. (PBS)</p>	<p>We Shall Remain Teacher's Guide, Episode 1, Chapter 2 post viewing questions</p>
9.4.4.16.7	Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization. (Colonization and Settlement: 1585-1763)	<p>Library of Congress Teacher's Guide: A massive list of resources and lesson plans from a variety of aspects contained in the benchmark.</p> <p>PBS: Colonial Settlement Interactive: An opportunity for students to ask questions and have discussion about a Copley portrait from the colonial era.</p> <p>Gilder Lehrman- Collection of Primary Sources on the Era</p> <p>Howard Zinn's Education Project- Possibly politically charged lessons due to the source, but this lesson is on colonial laws and African Americans.</p>	<p>Library of Congress: Colonial Differences: A lesson plan on the differences between New England, the Middle Colonies, and Southern Colonies.</p> <p>PBS: Colonization of the United States Lesson Plan: Lesson plan using <i>Finding Your Roots</i> Video clips. Focused on the Spanish and their interactions with the native peoples they encountered.</p> <p>Edsitement: Empire and Identity in the American Colonies Lesson plan that focuses on the English colonization.</p>

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		<p>North West Fur Trade Post Site and historical information about the fur trade in Minnesota</p>	<p>Edsitement: The First Great Awakening lesson.</p> <p>Stanford History Group: King Philips War lesson plan examining different perspectives on the same conflict.</p> <p>Stanford History Group: Passenger Lists lesson plan examining immigration patterns to different parts of North America.</p>
9.4.4.18.1	Analyze the differential impact of technological change and innovation on regional economic development and labor systems. (Expansion and Reform: 1792-1861)	<p>General Overview of early industrial America.</p> <p>Library of Congress Teacher Guide: This lesson moves far passed the time period for this benchmark.</p> <p>Student Hand-out on early industrialism and Lowell Mills: Reading and list of questions for students to answer.</p> <p>Reading on the Market Revolution</p>	<p>The Cotton Gin and its unintended effects on slavery- this lesson plan needs some editing, but the primary sources are solid and readable.</p> <p>Mill Girls vs. Farm Girls- Lesson on changes in early industrialism at Lowell Mills in Massachusetts.</p> <p>Transportation Revolution lesson plan</p> <p>Edsitement: Lesson Plan Was There An Industrial Revolution?</p>
9.4.4.20.4	Explain changes in federal Indian policy, especially in the areas of removal, sovereignty, land ownership, education and assimilation; describe the impact of the federal policies and responses by	<p>Overview of Federal Indian Policy *Teacher Resource: PowerPoint on changes in Federal Indian Policy</p> <p>Bloomington Public Schools (Native American History Resources): A large repository of resources on Native Americans from a multitude of time periods.</p> <p>Indian Ed.org For Washington State: Lessons on aspects of Native American Life; link is specific to allotment.</p>	<p>Native American Lesson Plan~ Chief Joseph: Lesson plan on Chief Joseph and interpretations of Native Americans</p> <p>Federal Indian Policy: Historical Roots and 19th Century Policies Unit Plan: Lesson 3 and 4 most directly relate to the benchmark</p>

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	<p>indigenous nations. (Development of an Industrial United States: 1870-1920)</p>	<p>Minnesota Humanities Center’s <i>Absent Narratives Resource Collection</i> – search Dakota & Ojibwe resources http://humanitieslearning.org/resource/</p> <p>Videos: We Shall Remain 500 Nations</p>	<p>The Nez Perce and the Dawes Act Lesson Plan from PBS series <i>The West</i></p> <p>Teaching with Documents Dawes Act National Archives Lesson Plan</p> <p>Native American Boarding School Model Lesson Plan: Lesson specific to Boarding Schools</p> <p>Why Treaties Matter – See Educator Guides and Resources.</p>
<p>9.4.4.20.7</p>	<p>Evaluate the effectiveness of political responses to the problems of industrialism, monopoly capitalism, urbanization and political corruption. (Development of an Industrial United States: 1870-1920)</p>	<p>General Overview of the Gilded Age</p> <p>Digital History: Overview of the Gilded Age</p> <p>Best History Resources: Gilded Age biographies</p>	<p>Haymarket Riot Activity: 1.) Thesis writing 2.) Step Two 3.) What a Thesis Statement Does</p> <p>Robber Baron or Captain of Industry Project</p> <p>Robber Baron or Captain of Industry Essay Reflection</p> <p>Teaching American History Project, Photographic Analysis of the working class</p> <p>Unit on Gilded Age including robber barons, working class problems, labor strife, the Depression of 1893, and the Progressive Response to Problems</p>

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9.4.4.22.4	Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war. (Post-World War II United States: 1945-1989)	<p>Documentary: Most Secret Place on Earth</p>	<p>POV documentary & activity PBS: The Betrayal. A film about a Laotian families experiences in the Secret War</p> <p>Possible Lessons/Resources (See Appendix of Paper): Hmong Student’s curriculum on Hmong role in the Secret War</p>
9.4.4.23.3	Explain the difference between an immigrant and a refugee; describe various immigrant, migrant and refugee groups including Hmong, Somali and Latinos who have come to the United States; analyze their contributions to United States society. (The United States in a New Global Age: 1980-present)	<p><u>Basic Resources-</u> What is a Refugee: http://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf</p> <p>Universal Declaration of Human Rights: http://learningtogive.org/lessons/unit189/lesson4_attachments/2.html</p> <p><u>Discovery Box (POD Activity)-</u> History Center Discovery Box Activity: Hmong History: https://drive.google.com/file/d/0B6Py6rKizYNNQ0xJejVvYVRGd2s/edit?usp=sharing</p> <p><u>General Literature-</u> Book Series (Great for Struggling Readers): Journey Between Two Worlds.</p>	<p>History Center Narrative for Lesson Plan: https://drive.google.com/file/d/0B6Py6rKizYNNRXh2MldMaXdIcW8/edit?usp=sharing</p> <p>MN Humanities Center: Digital Suitcase Project-Similarities & Difference Between an Immigrant & Refugee: www.humanitieslearning.org/resource</p>

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		<p>PBS Video Lesson: http://www.communityeducationcenter.org/sites/default/files/h5_immigrantsvsrefugees.pdf</p> <p>Recommended Resource/Lesson- *Lesson Plans: Immigration (Stories, Struggles, & Debates): http://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf</p>	
9.4.4.23.4	Analyze the impact of twenty-first century technological innovations on society. (The United States in a New Global Age: 1980-present)	<p>Topics to Consider: Impact of Computer, Internet, Satellite Technology, Social Media, Cellular Technology and... the impact on society. (e.g. Arab Spring, NSA, Wiretap, etc.)</p>	
9.4.4.28.8	Identify the changes over time in federal American Indian policy in terms of sovereignty, land ownership, citizenship, education and religious freedom; analyze the impact of these policies on indigenous nations. (Post-World War II United States: 1945-1989)	<p>US Department of India Affairs Tribal Treaties FAQs Background resources: http://www.bia.gov/FAQs/</p> <p>Why Treaties Matter Exhibit: http://treatiesmatter.org/exhibit/</p> <p>Civil Rights: http://www.civilrights.org/indigenous/tribal-sovereignty/</p> <p>Bloomington Public Schools (Native American History Resources): http://www.bloomington.k12.mn.us/node/306489</p>	<p>Lesson Plan(s): http://learning.blogs.nytimes.com/2002/11/25/declarations-of-independence/?_php=true&_type=blogs&_r=0</p> <p>*Lessons of Our Land (Content & Lessons): http://www.lessonsofourland.org/lessons?f[0]=im_field_grade_level_start%3A43&f[1]=im_field_subject%3A24</p> <p>MDE Tribal Sovereignty Lesson Plans: http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=003704&RevisionS_electionMethod=latest&Rendition=primary</p>

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		Indian Ed.org: http://www.indian-ed.org/curriculum/high-school-curriculum/ Videos: We Shall Remain & 500 Nations	Why Treaties Matter – Includes resources for educators including seven educator guides.
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