



Minnesota State Standards for History

Middle School Grades (6-8) Correlation for MN History Strand Standards and CTP History Books

NB: CTP is aware that Minnesotans are currently in the process of revising the Minnesota state standards for social studies, including standards for history. This correlation is presented with the current standards indicated in the left column (with references to relevant textbook chapters in bold) and the third and latest draft of the revised standards is in the right column. The suggested CTP resource for the grade appears in the middle, with commentary regarding how a Minnesota Catholic school may envision implementation of our textbooks while remaining keyed into state standards.

While there are distinctions of focus between the chosen historical eras for the 2011 standards and our suggested texts, the CTP textbooks provide a robust and appropriate middle-school coverage of all but the most contemporary historical developments. The 2021 revised standards indicate a greater emphasis on historical skills development, and our textbooks are well suited for fostering critical reading and thinking skills (a few brief examples for selected standards are provided in the right-hand columns in bold).

5th Grade - Standards and Proposed Resource(s)

Standards for History Strand (2011) with CTP chapter connections in BOLD

In grade five, the “lead discipline” is history supplemented by a strong secondary emphasis on citizenship and government. Students explore the history of North America in the period before 1800. They learn about complex societies that existed on the continent before 1500, and subsequent interactions between Indigenous peoples, Europeans and Africans during the period of colonization and settlement. They examine regional geographic factors and learn that profit motivates entrepreneurs (such as early American fur traders). They trace the development of self-governance in the British colonies and identify major conflicts that led to the American Revolution. They analyze the debates that swirled around the creation of a new government and learn the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. Students become immersed in historical inquiry, learning to “think like a historian.” They weigh the costs and benefits of decisions (such as the decision of some colonists to sever ties with the British) and analyze the contributions of historically significant people to the development of American political culture.

15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
See FSTSS Ch 1-3; AYL Ch 15; AV Ch 1

16. 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 of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)
See FSTSS Ch 3-5; AYL Ch 15; AV Ch 2-3

17. The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)
See FSTSS Ch 5-9; AYL Ch 15; AV Ch 3-7

From Sea to Shining Sea Journey Across America: The Great Plains States (optional, for 4th or 5th grade)

From Sea to Shining Sea presents a narrative history of North America, written and designed for fifth-graders.

The 2011 5th-grade standards focus on precolonial and United States history to 1800. An overview of North American geography is interwoven with the narrative content. This method provides students with memorable ‘hooks’ for contextualizing the historical and contemporary significance of geographical realities.

A school may opt to implement *Journey Across America: The Great Plains States* during 5th grade, after covering content prior to 1800 (through **Chapter 11 of FSTSS**), or utilize this textbook for 4th grade. Students on this suggested track will cover, well in advance, the Minnesota state history standards which are indicated for 6th grade.

Proposed Standards for History Strand Nov 2021 draft with selected example content from FSTSS

18. Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

19. Historical Perspectives: Identify diverse points of view and describe how one’s frame of reference influences historical perspective.

Example:

Chapter 20 of FSTSS, “Catholics in America” provides students in a Catholic school with a unique opportunity to see specific and focused coverage of how Catholic Christians lived and shaped our nation’s history and understanding of itself. A particular focus on the contributions of American Catholics (such as Mother Cabrini, Bishop Neumann, JFK, and Dorothy Day) gives young students of history the opportunity to see their own perspective represented in their nation’s history.

20. Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.

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

22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.

6th Grade - Standards and Proposed Resource(s)

Standards for History Strand (2011) with CTP chapter connections in BOLD

In the middle grades, the “lead discipline” approach continues, but with added emphasis on interdisciplinary connections (as the word “Studies” in the title “Minnesota Studies” suggests). Grade six features history as the lead discipline, but the focus includes geographic, economic and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues and individuals significant to Minnesota history, beginning with the early indigenous people of the upper Mississippi River region to the present day. They examine the relationship between levels of government, and how the concept of sovereignty affects the exercise of treaty rights. They analyze how the state’s physical features and location of resources affected settlement patterns and the growth of cities. Drawing on their knowledge of economics, students analyze the influence of a market-based economy at the local and national levels. They learn about the unique role Minnesota played, and continues to play, in regional, national and global politics.

15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
See FSTSS Ch 1-3; AYL Ch 15; AV Ch 1

16. 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 of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)
See FSTSS Ch 3-5; AYL Ch 15; AV Ch 2-3

18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)
See FSTSS Ch 10-15; AYL Ch 15

All Ye Lands OR *Light to the Nations I*

All Ye Lands covers world history and culture from prehistory through the Greeks, the rise of Christianity, up through the Middle Ages, as well as developments in China, Japan, Russia, Europe, Africa and the Americas up to the mid 1800’s.

Light to the Nations, Part I: The History of Christian Civilization takes the coming of Jesus Christ as its chronological beginning and its fulcrum. This book combines narrative accounts with the necessary facts, dates, short biographies, and concept definitions needed for a Christian cultural understanding.

Per the 2011 standards (left) students would focus on honing skills in the context of MN history. However, students at a Catholic school following a CTP-suggested track will have already received instruction and skills training in Minnesota and United States history, during 4th and/or 5th grades. For these students, the way is clear for examining broad themes in a more global context, and exercising academic skills in preparation for junior high and high school.

Both *All Ye Lands* and *Light to the Nations I* offer the student a robust narrative which is attractive, yet rigorously academic. Both provide frequent, varied opportunities to hone the historical thinking skills indicated for the upcoming standards, and either book would be an appropriate 6th-grade choice.

Proposed Standards for History Strand Nov 2021 draft with selected example content from FSTSS

18. Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

Example:

Chapter 5 of *All Ye Lands* provides students with an examination of the rise and fall of the Roman Empire, with thorough coverage of the rise of the Roman Republic, the transition to empire under the rule of the Caesars, and the variety of factors that led to decline. The effects of the downfall of Rome played out for centuries in European history and the text references various events and historical phenomena that are associated with Rome’s downfall in subsequent chapters. By focusing on multiple causes and effects of the fall of Rome, the text allows students to consider the complexities of history, which lays the foundation for their consideration of historical argumentation in later grades.

19. Historical Perspectives: Identify diverse points of view and describe how one’s frame of reference influences historical perspective.

Example:

The background and context-setting for the rise of Islam and its effects on European and world history is illustrative here. *Light to the Nations I*, Chapter 7 (p 167-192) begins by describing in detail the political and religious milieu in which the Prophet Muhammad appeared. The dynamic changes that occurred during the Prophet’s life and the reigns of the first caliphs are vivified for students with maps, photographs of Muslim holy sites, and memorable anecdotes. Students are thus prepared with context and key knowledge of this religious group and its political goals as the book proceeds through the religious wars of the Middle Ages.

20. Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.

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

19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)
See FSTSS Ch 16-7; AV Ch 10-13

20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)
See FSTSS Ch 19-20; AV 14-18

21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (Great Depression and World War II: 1920-1945)
See AV Ch 19-22

22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)
See AV Ch 22-23

23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)

7th Grade - Standards and Proposed Resource

Standards for History Strand (2011) with CTP chapter connections in BOLD

American Venture

Proposed Standards for History Strand

Nov 2021 draft with selected example content from FSTSS

Grade seven features history as the “lead discipline” with a strong secondary emphasis on citizenship and government. The interdisciplinary “studies” approach is further enhanced with important economics and geography content that round out the study of United States history. Students learn about people, issues and events of significance to this nation’s history from 1800 to the current era of globalization. They examine the Declaration of Independence, the Constitution and the Bill of Rights, and Supreme Court decisions for their lasting impact on the American people, economy and governance structure. Students study civics and economic principles in depth, drawing connections between these disciplines and history to explain the impact of various policies on how people lived, worked and functioned in society. They create and use detailed maps of places in the United States and conduct historical inquiry on a topic in the nation’s history.

18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792-1861)

See FSTSS Ch 10-15

19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations’ territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)

See FSTSS Ch 16-7; AV Ch 10-13

20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)

See FSTSS Ch 19-20; AV 14-18

21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)

See: AV Ch 19-22

American Venture presents students with a vibrant narrative of the story of our nation, from the precolonial era through the tumultuous years of the Cold War. The developments and challenges of our emerging nation are examined from a deeply Christian perspective, without compromising on the academic rigor appropriate for junior high school students. This text provides an ideal choice for satisfying both current standards and the language that is likely to be adopted for the revised standards.

The 2011 7th grade standards indicate United States history from 1792-present day. The 2021 draft standards indicate that a wider range of US history will be indicated (from the founding to the present day). *American Venture* provides a narrative of US history from precolonial days through 1973, affording a broader scope to cover both current and upcoming standards. A solid historical foundation is thus laid for teachers to build upon, if any supplementary material is desired for benchmarks covering 1973-present.

18. Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

19. Historical Perspectives: Identify diverse points of view and describe how one’s frame of reference influences historical perspective.

20. Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author’s point of view of these sources.

Example:

Chapter 10 of *American Venture* opens by quoting a record of a sermon by Fray Magín Catalá, in which he seemed to foresee the contentious future of what is now the American West. Using this quotation as a jumping-off point, the text explores life, culture, and politics in this region prior to the Mexican-American War. The chapter closes by rounding out the significance of Fray Magín’s words, as well as including another contemporary passage, an 1845 letter to the editor, likely the first time the phrase ‘Manifest Destiny’ appeared in print. By framing the content of the chapter with the words of men who lived through it (and who likely disagreed on many issues), the student examines history through multiple lenses as he searches for the truth.

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

22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.

22. Post-World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)

See AV Ch 22-23

23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980-present)

8th Grade - Standards and Proposed Resource(s)

Standards for History Strand (2011)
with CTP chapter connections in BOLD

Light to the Nations Part II: The Making of the Modern World

Proposed Standards for History Strand
Nov 2021 draft with selected example content from FSTSS

Grade eight features geography as the "lead discipline" with a strong secondary emphasis on contemporary world history. Content drawn from citizenship and government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary "studies" approach. Students in grade 8 explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry, and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. They learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

13. Post-World War II political reorganization produced the Cold War balance of power and new alliances that were based on competing economic and political doctrines. (The World After World War II: 1950-1989)

See: AV Ch 22-23

14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

Light to the Nations Part II presents the history of the modern era in story form, giving proper emphasis to dates, central characters, and key concepts in each era. The central focus is how modern ideas, institutions, and culture have developed from the high centuries of Christian culture.

Since geography is indicated for 8th grade as the 'lead discipline' in both the 2011 and draft 2021 standards, history has a more muted emphasis in the standards. However, a rigorous history resource, even coupled with geography instruction, remains appropriate for students preparing for high school at a Catholic institution. *Light to the Nations II* is a text geared for 8th to 9th grade students, and provides multifaceted and varied opportunities for students to employ valuable historical thinking skills that can be applied in a global context. Students are provided with a sound and enduring historical foundation from the Enlightenment through the end of WWII. The critical skills developed along the way are essential for the Christian student as she engages with, and analyzes, modern global situations as listed in the standards. The prepared, well-rounded Catholic student of history understands contemporary global problems in context and with the rich background of a vibrant Christian history.

18. Change, Continuity and Context: Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.

19. Historical Perspectives: Identify diverse points of view and describe how one's frame of reference influences historical perspective.

Example:

The text's treatment of the Galileo Galilei conflict (covered in the Introduction to *Light to the Nations II: The Making of the Modern World*) is representative of this Catholic approach to perspectives in history. Galileo's personality and early life and accomplishments are given even treatment prior to covering his disagreements with the Pope. The text aims to provide wider context regarding the majority opinions and established science of Galileo's day. The text content also describes the ways in which the incident has been leveraged to serve the ends of other groups, long after Galileo's death.

20. Historical Sources and Evidence: Investigate a variety of historical sources by a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; c) interpreting the historical context, intended audience, purpose and author's point of view of these sources.

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

22. Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue and design a plan to address it.