

Objects of the Fur Trade Primary Source Packet: Grades 6-12 Standards Connections

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Grade	Code	Minnesota K-12 Academic Standards in Social Studies
6	6.2.11.1	Describe the movement of goods and services, resources and money through markets at the community, national and global level.
	6.4.18.2	Describe the varied and diverse interactions of Indigenous people, European/American traders and settler-colonists in the upper Mississippi River region. Examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.
	6.5.24.1	Examine how and why the Minnesota landscape has been shaped by people.
7	7.2.8.1	Explain different ways that goods and services can be allocated when scarcity exists.
	7.2.9.1	Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.
	7.2.12.1	Distinguish between groups that benefit and that are hurt by a specific trade policy.
	7.3.13.2	Investigate spatial questions to make claims and support them with evidence from maps.
	7.3.15.1	Analyze patterns of movement concerning migration of peoples, movement of goods and ideas, trade networks and interconnections between places that impacted life in the American colonies.
8	7.5.23.1	Examine the benefits and consequences of power and privilege on issues associated with poverty, income and the accumulation of wealth.
	8.2.7.1	Evaluate the impact of different economic systems on socioeconomic development.
	8.2.10.1	Explain how the individual decisions of consumers, producers and government can impact the whole society in both positive and negative ways.
	8.2.12.1	Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.
	8.3.14.1	Explain how physical and human characteristics influence how people live in different places.

9-12	8.3.17.1	Ask and answer questions about how physical and human characteristics influence their sense of place and that of others.
	8.4.18.2	Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps.
	9.1.6.2	Compare trust relationships between Tribal Nations and Minnesota's state and local governments, United States government and governments of other nations.
	9.2.7.1	Use economic analysis to explore an economic question.
	9.2.8.1	Describe the opportunity cost of a choice and analyze the consequences of a specific choice, both intended and unintended.
	9.2.10.1	Use economic models to explain how resources, money and goods and services are exchanged in an economy.
	9.3.14.3	Describe patterns of production and consumption of agricultural commodities that are traded among nations.
	9.4.19.8	U.S. History Era 2: Settler Colonialism and Atlantic Slavery. Identify how Indigenous people built new coalitions and developed a diverse set of strategies in response to European settler colonialism. Examine how Indigenous perspectives and strategies may have changed over time.
	9.4.20.7	U.S. History Era 1: Indigenous Histories. Interpret a variety of historical sources (including objects, artistic works, written accounts and oral narratives) in order to develop a nuanced understanding of the multiple, diverse and complex societies in North America before European colonialism.
	9.4.20.8	U.S. History Era 2: Settler Colonialism and Atlantic Slavery. Investigate historical sources about colonialism, religion and slavery, asking who created them and whose interests were articulated or excluded. Analyze the ways in which the perspectives of those recording history shaped the history that they produced.
	9.4.21.4	World History Era 4: The First Global Age (1400–1800). Examine how new connections between the hemispheres resulted in biological, cultural and technological exchanges. Evaluate who benefitted from these changes and who did not.
	9.4.21.9	U.S. History Era 2: Settler Colonialism and Atlantic Slavery. Describe the ways that Indigenous peoples managed the environment before European colonialism. Examine the impact of capitalism on those ways of environmental management as well as global trade networks.
	9.5.23.3	Investigate the connection between language and power and how it has benefitted or been used against various racialized and ethnic groups.

Grade	Code	Minnesota K-12 Academic Standards in ELA
6	6.2.4.1	Write to argue, articulating both an argument and a counter-argument, building on skills from previous years.
	6.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.
	6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).
	6.2.6.1	Write to create, portraying complexity in characters or self-expression in various literary forms (e.g., complex emotions, motivations, experiences and characters who change over time).
	6.2.7.1	Formulate self-generated questions that guide inquiry and refocus inquiry when appropriate.
	6.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.
	6.3.1.2	Ask and respond to questions, both prepared in advance and in response to comments of others, demonstrating preparation for the discussion.
	6.3.3.2	Create and share, individually or in a collaborative group, an informative multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.

7	7.1.4.4 7.2.4.1 7.2.4.2 7.2.5.1 7.2.6.1 7.2.7.1 7.3.1.1 7.3.1.2 7.3.3.2	Analyze the interactions between individuals, events or concepts in informational text. Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years. Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years. Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years. Write to create, establishing context and narrator perspective, applying literary techniques to impact style, tone and plot in various literary forms (e.g., poetry, plays, autobiography, biography, story, myth). Formulate self-generated questions that narrow or broaden the inquiry when appropriate. Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Acknowledge and elaborate on others' ideas. b. Use tools to collaborate with others both synchronously and asynchronously. c. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion. Ask questions that elicit elaboration and respond to questions with relevant observations and ideas, demonstrating preparation for the discussion. Create and share, individually or in a collaborative group, an artistic or entertaining multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
8	8.2.4.1 8.2.4.2 8.2.5.1 8.2.6.1 8.2.7.1 8.3.1.1 8.3.3.2	Write to argue, clarifying the relationship among claims and evidence in both argument and counterargument, building on skills from previous years. Write to persuade, clarifying the relationship between opinions and supporting facts, building on skills from previous years. Write to inform or explain, integrating factual information to convey understanding about a topic, incorporating correctly-cited summary, paraphrase, and quotation, and using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, building on skills from previous years. Write to create, applying advanced literary techniques including complicated plots, pacing, rhythm and rhyme to develop mood and tone in various literary forms. Formulate self-generated questions that guide inquiry, generating additional questions for further research and investigation. Exchange ideas through storytelling, discussion and collaboration, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Elaborate on others' ideas, and, when warranted, qualify or justify their own views based on the evidence presented. b. Use tools to collaborate with others both synchronously and asynchronously. c. Work toward a shared goal. Create and share, individually or in a collaborative group, a persuasive multi-media work or digital communication, choosing tools to meet the task, purpose and audience, demonstrating understanding of digital footprint.
9	9.2.4.1 9.2.4.2 9.2.5.1 9.2.7.1 9.3.1.1	Write to argue, basing argument and counterargument, with evidence, on personally relevant and authentic issues, building on skills from previous years. Write to persuade, considering and addressing other perspectives, building on skills from previous years. Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic; clearly explain connections and distinctions between key ideas and concepts and use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, building on skills from previous years. Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation. Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives. a. Exchange ideas on grade 9 topics, texts and issues from social studies and science.

		b. Elaborating on others’ ideas and summarizing points of agreement and disagreement. c. Work toward a shared goal by building consensus and integrating divergent views. d. Use teacher-provided models of conflict resolution.
	9.3.1.2	Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.
	9.3.3.2	Create and share, individually or in a collaborative group, a piece of digital work or digital communication designed for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property.
10	10.2.4.1	Write to argue, basing argument and counterargument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.
	10.2.4.2	Write to persuade, demonstrating an understanding of the relevant and authentic issues connected to the position, building on skills from previous years.
	10.2.5.1	Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic. Use precise, domain-specific vocabulary and utilize organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.
	10.2.6.1	Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes in various literary forms.
	10.2.6.2	Use structure appropriate to task and purpose in written narratives, poetry or other creative text.
	10.2.7.1	Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.
	10.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 10 topics, texts and issues from social studies and science. b. Acknowledge and elaborate on others’ ideas, and promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. d. Develop conflict resolution strategies.
	10.3.1.2	Extend conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions, demonstrating preparation for the discussion.
11-12	11.2.4.1	Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.
	11.2.4.2	Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.
	11.2.5.1	Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
	11.2.6.1	Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, but not limited to, personal or autobiographical essays, building on skills learned in previous years.
	11.2.7.1	Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.
	11.3.1.1	Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. Exchange ideas on grade 11–12 topics, texts and issues from social studies and science. b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas. c. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. d. Develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or

		countries). e. Employ conflict resolution strategies.
	11.3.1.2	Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.
	11.3.3.2	Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.

Grade	Code	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History
8		(By the end of Grade 8)
	D1.5.6-8	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
	D2.Eco.1.6-8	Explain how economic decisions affect the well-being of individuals, businesses, and society.
	D2.Eco.3.6-8	Explain the roles of buyers and sellers in product, labor, and financial markets.
	D2.Eco.6.6-8	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
	D2.Eco.14.6-8	Explain barriers to trade and how those barriers influence trade among nations.
	D2.Geo.4.6-8	Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.
	D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
	D2.Geo.8.6-8	Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
	D2.His.1.6-8	Analyze connections among events and developments in broader historical contexts.
	D2.His.2.6-8	Classify series of historical events and developments as examples of change and/or continuity.
	D2.His.3.6-8	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
	D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
	D2.His.5.6-8	Explain how and why perspectives of people have changed over time.
	D2.His.10.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
	D2.His.13.6-8	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
	D2.His.14.6-8	Explain multiple causes and effects of events and developments in the past.
	D2.His.15.6-8	Evaluate the relative influence of various causes of events and developments in the past.
	D2.His.16.6-8	Organize applicable evidence into a coherent argument about the past.
	D3.1.6-8	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	D3.4.6-8	Develop claims and counterclaims while pointing out the strengths and limitations of both.

12		(By the end of Grade 12)
	D1.5.9-12	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
	D2.Civ.7.9-12	Apply civic virtues and democratic principles when working with others.
	D2.Civ.9.9-12	Use appropriate deliberative processes in multiple settings.
	D2.Eco.1.9-12	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
	D2.Eco.3.9-12	Analyze the ways in which incentives influence what is produced and distributed in a market system.
	D2.Eco.4.9-12	Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
	D2.Geo.5.9-12	Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	D2.Geo.6.9-12	Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
	D2.Geo.10.9-12	Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
	D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
	D2.His.2.9-12	Analyze change and continuity in historical eras.
	D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
	D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
	D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people’s perspectives.
	D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
	D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
	D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
	D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
	D2.His. 16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
	D3.4.9-12	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
	D4.1.9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Grade	The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	
6	Writing Standards	
	1. Write arguments to support claims with clear reasons and relevant evidence.	
	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	

	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
7	Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
8	Writing Standards 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 4. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (Grades 6-8) 1. Write arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

9-10	Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Speaking and Listening Standards 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 1. Write arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 4. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
11-12	Writing Standards 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 4. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Speaking and Listening Standards 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 1. Write arguments focused on discipline-specific content. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 3. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.