

Dred and Harriet Scott Multimedia Curriculum Kit Standards Alignment

The Dred and Harriet Scott Multimedia Curriculum Kit helps address the following national and state standards.

	Video & Slideshow	Lesson 1: Slavery in Minnesota	Lesson 2: Freedom Suits	Lesson 3: Understanding the Decision	Lesson 4: Newspaper Reaction to the Decision
National Curriculum Standards for Social Studies, Grades 5-8 (National Council for Social Studies)					
Culture Learners will study how human beings create, learn, share, and adapt to culture.	X	X	X	X	X
Time, Continuity, and Change Through the study of the past and its legacy, learners examine institutions, values, beliefs, and experiences of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.	X	X	X	X	X
Individual Development and Identity. Personal identity is shaped by family, peers, culture, lived experience, and institutional influences. In order for learners to be aware of their own individual development and identity, they should study the influence of various times, cultures, groups, and institutions on shaping individual and shared identity.	X				
Individuals, groups, and institutions. Institutions such as families, and civic, educational, governmental, and religious organizations exert great influence on daily life. Organizations embody the core social needs, values and interests of the individuals and groups who comprise them.	X	X	X	X	X

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Power, authority, and governance. Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine the how power and authority are or have been obtained in various systems of government.	X		X	X	X
Civic ideals and practices. An understanding of civic ideals and practices is a fundamental goal of education for citizenship in a democratic society.	X		X	X	X
The College, Career and Civic Life (C3) Framework for Social Studies State Standards					
Dimension 1: Constructing Supporting Questions: By the end of grade 8, individually and with others, students construct supporting questions, and (D1.4.6-8) explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	X	X	X	X	X
Dimension 1: Constructing Supporting Questions: By the end of grade 12, individually and with others, students construct supporting questions, and (D1.4.9-12) explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	X	X	X	X	X
Dimension 1: Determining Helpful Sources: By the end of grade 8, individually and with others, students (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.					X

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Dimension 1: Determining Helpful Sources: By the end of grade 12, individually and with others, students (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.					X
Dimension 2: Civic and Political Institutions: By the end of grade 8, individually and with others, students (D2.Civ.1.6-8) distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	X	X	X	X	X
Dimension 2: Civic and Political Institutions: By the end of grade 12, individually and with others, students (D2.Civ.1.9-12) distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.	X	X	X	X	X
Dimension 2: Civic and Political Institutions: By the end of grade 8, individually and with others, students (D2.Civ.3.6-8) examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	X			X	X
Dimension 2: Civic and Political Institutions: By the end of grade 12, individually and with others, students (D2.Civ.3.9-12) analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.	X			X	X

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Dimension 2: Civic and Political Institutions: By the end of grade 8, individually and with others, students (D2.Civ.4.6-8) explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.				X	
Dimension 2: Civic and Political Institutions: By the end of grade 12, individually and with others, students (D2.Civ.4.9-12) explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.				X	
Dimension 2: Processes, Rules, and Laws: By the end of grade 8, individually and with others, students (D2.Civ.11.6-8) differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	X		X	X	X
Dimension 2: Processes, Rules, and Laws: By the end of grade 12, individually and with others, students (D2.Civ.11.9-12) evaluate multiple procedures for making governmental decision at the local, state, national, and international levels in terms of the civic purposes achieved.	X		X	X	X
Dimension 2: Processes, Rules, and Laws: By the end of grade 8, individually and with others, students (D2.Civ.12.6-8) assess specific rules and laws (both actual and proposed) as means of addressing public problems.	X		X	X	X

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Dimension 2: Processes, Rules, and Laws: By the end of grade 12, individually and with others, students (D2.Civ.12.9-12) analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	X	X	X	X	X
Dimension 2: Processes, Rules, and Laws: By the end of grade 8, individually and with others, students (D2.Civ.14.6-8) compare historical and contemporary means of changing societies, and promoting the common good.	X	X	X	X	X
Dimension 2: Processes, Rules, and Laws: By the end of grade 12, individually and with others, students (D2.Civ.14.9-12) analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	X	X	X	X	X
Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.1.6-8) analyze connections among events and developments in broader historical contexts.	X	X	X	X	X
Dimension 2: Change, Continuity, and Context: By the end of grade 12, individually and with others, students (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.	X	X	X	X	X
Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (D2.His.2.6-8) classify series of historical events and developments as examples of change and/or continuity.	X		X		
Dimension 2: Change, Continuity, and Context: By the end of grade 12, individually and with others, students (D2.His.2.9-12) analyze change and continuity in historical eras.	X		X		

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Dimension 2: Change, Continuity, and Context: By the end of grade 8, individually and with others, students (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.	X	X	X	X	X
Dimension 2: Change, Continuity, and Context: By the end of grade 12, individually and with others, students (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.	X	X	X	X	X
Dimension 2: Perspectives: By the end of grade 8, individually and with others, students (D2.His.4.6-8) analyze multiple factors that influenced the perspectives of people during different historical eras.	X	X	X	X	X
Dimension 2: Perspectives: By the end of grade 12, individually and with others, students (D2.His.4.9-12) analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	X	X	X	X	X
Dimension 2: Historical Sources and Evidence: By the end of grade 8, individually and with others, students (D2.His.12.6-8) use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	X	X	X	X	X
Dimension 2: Historical Sources and Evidence: By the end of grade 12, individually and with others, students (D2.His.12.9-12) use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	X	X	X	X	X

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Dimension 2: Causation and Argumentation: By the end of grade 8, individually and with others, students (D2.His.16.6-8) organize applicable evidence into a coherent argument about the past.		X	X	X	X
Dimension 2: Causation and Argumentation: By the end of grade 12, individually and with others, students (D2.His.16.9-12) integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.		X	X	X	X
Dimension 4: Communicating and Critiquing Conclusions: By the end of grade 8, individually and with others, students (D4.5.6-8) critique the structure of explanations.				X	X
Dimension 4: Communicating and Critiquing Conclusions: By the end of grade 12, individually and with others, students (D4.5.9-12) critique the use of the reasoning, sequencing, and supporting details of explanations.				X	X