



K-5 Social Studies Unit Map (Bundle 1)

Materials produced by the Minnesota Humanities Center in partnership with K-5 educators, social studies experts, and curriculum and instruction leaders.

	Kindergarten Family and Community	Grade 1 Communities and Cultures	Grade 2 People and the Environment	Grade 3 Ancient World	Grade 4 Contemporary World	Grade 5 Early American Studies
Unit 1	K.1 Our Community How do we make our classroom a place where we all belong?	I.1 Classroom Community What do we need to learn in different spaces?	2.1 School Community How do communities organize themselves?	3.1 Information How does access to information impact the decisions we make?	4.1 Cooperation How do we cooperate to solve problems?	5.1 Indigenous Nations and Ways of Life How do cultural values and beliefs impact interactions between Indigenous nations?
Unit 2	K.2 Our Identity What makes me special?	I.2 Care and Conflict How do communities show care for each other when there is problem?	2.2 Community and Democracy How do communities make decisions?	3.2 Exchange of Goods and Ideas How does the exchange of goods and ideas impact culture?	4.2 Identity and Place How do people's identities connect to the places they live?	5.2 Colonization How does settler colonialism reshape life, land, and power?
Unit 3	K.3 Our History Why do we learn about the past?	I.3 Belonging and Traditions How do Dakota and Ojibwe communities pass down culture?	2.3 Community and Culture How does culture impact the way communities interact with the natural world?	3.3 Natural World How does the natural world impact how we live together?	4.3 Distribution of Resources Why do people and governments make different choices about resources?	5.3 Revolution Was the American Revolution revolutionary?
Unit 4	K.4 Our Cultures and Traditions How do different groups share traditions?	I.4 Meeting Our Needs How do we cooperate to get what we need?	2.4 Community and the Natural World How do government rules and decisions affect the way communities interact with the environment?	3.4 Technology How does technology influence the way people live?	4.4 Climate How does climate change impact our communities?	5.4 Founding Values and Citizenship Why is our government organized the way it is?
Unit 5	K.5 Our Minnesota How have different communities shown responsibility for the land?	I.5 Fairness and Equality How do communities work for greater fairness and equality?	2.5 Caring for Our World How can communities care for the environment?	3.5 Stewardship What does it mean to be a steward of the land?	4.5 Sense of Place What do place names tell us about the people who live(d) there over time?	5.5 Freedom and Unfreedom How do people resist?
Unit 6	K.6 Our Shared Past What were the relationships between Ojibwe people and fur traders?	I.6 Community Solutions How do communities solve problems?			4.6 Environmental Justice How can we make sure every neighborhood in our city is healthy?	5.6 Sovereignty How do Indigenous people maintain sovereignty?



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Kindergarten Family and Community						
Unit Title Compelling Question	K.1 Our Community How do we make our classroom a place where we all belong?	K.2 Our Identity What makes me special?	K.3 Our History Why do we learn about the past?	K.4 Our Cultures and Traditions How do different groups share traditions?	K.5 Our Minnesota How have different communities shown responsibility for the land?	K.6 Our Shared Past How do communities get what they need, both today and in the past?
Supporting Question 1	Why is it important to have rules? Citizenship and Government (K.1.4.1)	Who am I? Ethnic Studies (K.5.23.1)	How do we describe when something happens? History (K.4.21.1)	What does it mean to belong to a group? Citizenship and Government (K.1.3.1)	Why is land important to the Ojibwe? Ethnic Studies (K.5.25.1)	Why do people trade? Economics (K.2.12.1)
Supporting Question 2	How do we make a decision? Economics (K.2.7.1)	What is my history? History (K.4.18.1)	How do we describe a place? Geography (K.3.14.1)	How do different communities meet needs and wants? Economics (K.2.9.1)	How do we show courage as we care for the land? History (K.4.22.1)	How do we know what happened in the past? History (K.4.20.1)
Supporting Question 3	How can we work together to get what we need in our classroom? Citizenship and Government (K.1.1.1)	Why is your favorite place important to you and your family? Geography (K.3.17.1)	How can you sort terms to best match related pictures? Reading (0.1.8.2)	How do we learn about each other's cultures? History (K.4.19.1)	What do maps show us about the land? Geography (K.3.13.1)	How do we meet our needs and wants? Economics (K.2.10.1)
Supporting Question 4	What does it mean to belong? Citizenship and Government (K.1.2.1)	What makes you proud? Writing (0.2.2.2)		How do the groups I belong to shape the traditions I celebrate? Writing (0.2.2.2)	How does the text show the perspective of the Anishinaabe people? Reading (0.3.13.1)	What makes a fair trade? Ethnic Studies (K.5.24.1)
Supporting Question 5	How do you write an opinion? Writing (0.2.4.1)					What information does the text share about the types of trades happening at this location? Listening, Speaking, Viewing and Exchanging Ideas (0.3.1.2)



1st Grade Studies Unit Map (Bundle 1)

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Grade 1 Communities and Cultures						
Unit Title Compelling Question	1.1 Classroom Community What do we need to learn in different spaces?	1.2 Care and Conflict How do communities show care for each other when there is problem?	1.3 Belonging and Traditions How do Dakota and Ojibwe communities pass down culture?	1.4 Meeting Our Needs How do we cooperate to get what we need?	1.5 Fairness and Equality How do communities work for greater fairness and equality?	1.6 Community Solutions How do communities solve problems?
Supporting Question 1	What makes a space unique? Geography (1.3.14.1)	What should we do when we don't have enough to give everyone the things they need? Economics (1.2.8.1)	How is identity defined in Dakota and Ojibwe communities? Citizenship and Government (1.1.6.1)	Where do the things we use come from? Economics (1.2.12.1)	Why do we choose our leaders through voting? Citizenship and Government (1.1.4.2)	How do we address a goal as a community? Citizenship and Government (1.1.1.1)
Supporting Question 2	What makes something a good rule? Citizenship and Government (1.1.4.1)	How do people show care for each other as they work for change? Ethnic Studies (1.5.24.1)	What traditions are important in Dakota and Ojibwe communities? Citizenship and Government (1.1.2.1)	Why do goods move from one place to another? Geography (1.3.15.1)	What kinds of questions do historians ask? History (1.4.18.1)	How do we use timelines to build understanding? History (1.4.21.1)
Supporting Question 3	How can we use sketch maps to represent a place? Geography (1.3.13.1)	Why might people view the same event differently? History (1.4.19.1)	How do we use sources to learn about the past? History (1.4.20.1)	How do markets help communities get goods and services? Economics (1.2.11.1)	How did people in the past work to make things fairer? History (1.4.22.1)	How do we decide between two options? Economics (1.2.7.1)
Supporting Question 4	How do people work together to understand and uphold rights? Citizenship and Government (1.1.3.1)		How can we share our knowledge with others in our community? Listening, Speaking, Viewing and Exchanging Ideas (1.3.3.1)	How do we inform others about something important? Writing 1.2.5.1	Why do some people have more power than others? Ethnic Studies (1.5.23.1)	What is the most effective way to address single use plastics? Writing (1.2.4.1)
Supporting Question 5	What are some ways kids can speak up for their rights? Reading (1.1.4.1)				What can we learn from historical events? Reading (1.1.4.2)	



2nd Grade Studies Unit Map (Bundle 1)

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Grade 2 Family and Community					
Unit Title Compelling Question	2.1 School Community How do communities organize themselves?	2.2 Community and Democracy How do communities make decisions?	2.3 Community and Culture How does culture impact the way communities interact with the natural world?	2.4 Community and the Natural World How do government rules and decisions affect the way communities interact with the environment?	2.5 Caring for Our World How can communities care for the environment?
Supporting Question 1	Why do we need rules? Citizenship and Government (2.1.3.1)	How do diverse groups make decisions together? Ethnic Studies (2.5.25.1)	How does Dakota culture influence daily life? History (2.4.19.1)	How does a community shape its environment, and how does the environment shape the community? Geography (2.3.16.1)	How have different cultural groups in Minnesota interacted with the land? Ethnic Studies (2.5.23.1)
Supporting Question 2	How do maps help us meet our needs? Geography (2.3.13.1)	How do we make decisions in a democratic way? Citizenship and Government (2.1.2.1)	How do government decisions shape life in a community? Citizenship and Government (2.1.6.1)	How do decisions made by the Minneapolis City Council shape our community? Citizenship and Government (2.1.4.1)	How has our relationship to the environment changed over time? History (2.4.20.1)
Supporting Question 3	How does currency work? Economics (2.2.7.1)	How do we make sure voting is fair? Citizenship and Government (2.1.1.1)	How has life for Dakota people changed over time? History (2.4.18.1)	How can we take care of the natural world? Ethnic Studies (2.5.23.2)	What is an opportunity cost, and why is it important when making decisions? Economics (2.2.8.1)
Supporting Question 4	How does a community organize time? History (2.4.21.1)		How do Dakota communities interact with the natural world? Ethnic Studies (2.5.25.2)	How can we keep our city's water clean? Economics (2.2.9.1)	How do maps help us understand our environment? Geography (2.3.14.1)
Supporting Question 5	How can I best present my ideas to my classmates? Listening, Speaking, Viewing and Exchanging Ideas (2.3.3.1)				What can we do to care for the environment? Ethnic Studies (2.5.24.1)



3rd Grade Studies Unit Map (Bundle 1)

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Grade 3 Ancient World					
Unit Title Compelling Question	3.1 Information Can people make fair decisions without access to all viewpoints?	3.2 Exchange of Goods and Ideas How does the exchange of goods and ideas impact culture?	3.3 Natural World What shapes societies more, people or the natural world?	3.4 Technology How does technology influence the way people live?	3.5 Stewardship What does it mean to be a steward of the land?
Supporting Question 1	How can we learn about public issues and different viewpoints, and how do we tell facts from opinions? Citizenship and Government (3.1.1.1)	What can surviving sources teach us about African trading kingdoms? History (3.4.20.1)	How did governments in ancient civilizations help people live together? Citizenship and Government (3.1.4.1)	How do resources and tools affect where people live? Geography (3.3.15.1)	How does the Lower Sioux Indian Community exercise its rights as a nation? Citizenship and Government (3.1.6.1)
Supporting Question 2	How do minority rights and civil discourse help ensure all viewpoints are heard? Citizenship and Government (3.1.3.1)	What can a map tell us about how people traveled and connected in the ancient world? Geography (3.3.13.1)	How did the environment influence where people moved in ancient civilizations? History (3.4.21.1)	What did the Inca, Dakota, and Egyptians make, and how did they make it? Economics (3.2.8.1)	How does the concept of Mitakuye Owas'in shape the Dakota worldview and relationship with the land? History (3.4.22.1)
Supporting Question 3	What should we consider when making choices as a group or as individuals? Economics (3.2.9.1)	How did the African trading kingdoms express concepts of space and time? History (3.4.18.1)	How did people in ancient civilizations adapt to and change their environment? Geography (3.3.14.1)	What happens when new technologies are introduced into a society? History (3.4.21.1)	How has the Lower Sioux Indian Community worked to preserve and revitalize Dakota culture, language, and traditions? History (3.4.18.2)
Supporting Question 4	How have different groups advocated for self-determination and representation in the media? Ethnic Studies (3.5.24.1)	What role do markets play in how goods, resources, and ideas moved between communities? Economics (3.2.10.1)		How did technology shape daily life for the Inca, Dakota, and Egyptians? History (3.4.19.1)	How can a community's values inform the way they solve a problem? Citizenship and Government (3.1.5.1)
Supporting Question 5		How do our immediate and ancestral origins impact the way a place makes us feel? Geography (3.3.17.1)			



4th Grade Studies Unit Map (Bundle 1)

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Grade 4 Contemporary World						
Unit Title Compelling Question	4.1 Cooperation How do we cooperate to solve problems?	4.2 Identity and Place How do the places we live influence our identity and sense of belonging?	4.3 Distribution of Resources Why do people and governments make different choices about resources?	4.4 Climate How does climate change impact our communities?	4.5 Sense of Place What do place names tell us about the people who live(d) there over time?	4.6 Environmental Justice How can we make sure every neighborhood in our city is healthy?
Supporting Question 1	How do communities build consensus to identify and respond to problems? Citizenship and Government (4.1.1.1)	How do the places we live affect how we use resources? Economics (4.2.11.1)	How do cultural values impact resource use? Economics (4.2.11.1)	How do we make decisions about resources? Economics (4.2.7.1)	Why are tribal lands important to Indigenous people of Minnesota? Citizenship and Government (4.1.6.1)	What do maps tell us about inequality in Minneapolis? Geography (4.3.13.2)
Supporting Question 2	How do democratic values show up in our classroom? Citizenship and Government (4.1.2.1)	How do stereotypes affect how people see themselves and others? Ethnic Studies (4.5.23.2)	How do incentives change the way people act? Economics (4.2.8.1)	How can resources meet our needs responsibly? Economics (4.2.10.1)	What kind of information do maps communicate? Geography (4.3.13.1)	How do our identities shape how we respond to community problems? Citizenship and Government (4.1.5.1)
Supporting Question 3	How have people in the past used democratic values to create change? Ethnic Studies (4.5.25.2)	How does our community help people feel they belong when they are new? Ethnic Studies (4.5.23.1)	How do resources impact human movement? Ethnic Studies (4.5.23.1)	How do choices humans make impact the environment? Geography (4.3.16.1)	What factors impact what a place is named? Geography (4.3.17.1)	How can we use historical sources to understand a problem today and where it began? History (4.4.20.1)
Supporting Question 4	How do we choose leaders in our community and what responsibilities do they have? Citizenship and Government (4.1.4.1)		How does the environment influence what people produce? Geography (4.3.14.2)			Why do people in the Phillips neighborhood want to turn the Red Roof Depot into an urban farm? History (4.4.18.1)
Supporting Question 5						How have different groups resisted oppression over time? Ethnic Studies (4.5.25.1)



5th Grade Studies Unit Map (Bundle 1)

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Grade 5 Early American Studies						
Unit Title Compelling Question	5.1 Indigenous Nations and Ways of Life How do cultural values and beliefs impact interactions between Indigenous nations?	5.2 Colonization How does settler colonialism reshape life, land, and power?	5.3 Revolution Was the American Revolution revolutionary?	5.4 Founding Values and Citizenship Why is our government organized the way it is?	5.5 Freedom and Unfreedom How do people resist?	5.6 Sovereignty How do Indigenous people maintain sovereignty?
Supporting Question 1	What social, political, and economic systems guide Pamunkey and Haudenosaunee societies? History (5.4.18.1)	How were Indigenous peoples affected by European settlement in New England, and why did Europeans come? History (5.4.21.1)	Why did the American Revolution impact groups differently? History (5.4.18.2)	Who benefits from the Bill of Rights and who is excluded? Citizenship and Government (5.1.3.1)	How did enslavers put in place a system of surveillance and control? Ethnic Studies (5.5.25.1)	How did the Indian Removal Act impact Tribal Nations? Citizenship and Government (5.1.6.1)
Supporting Question 2	How did Indigenous nations organize themselves, and what connections can we see to the growth and patterns of U.S. society? Geography (5.3.15.1)	How did land, people, and power influence how New England was divided into distinct colonies? Geography (5.3.14.1)	How do primary sources show who was included in or excluded from the benefits of the American Revolution? History (5.4.20.2)	How is the federal government organized? Citizenship and Government (5.1.4.1)	How did enslaved people resist oppression and preserve their cultural identities individually and as communities? History (5.4.19.1)	What can maps tell us about perspectives on Indian removal? Geography (5.3.13.1)
Supporting Question 3	What was everyday life like in Wampanoag communities? Writing (5.2.5.2)	How did people in New England govern themselves? History (5.4.20.1)	How did different groups respond to British taxes and the formation of the Continental Congress? History (5.4.19.2)	How did the Framers of the Constitution handle the tension between individual rights and the well being of the community? Economics (5.2.11.1)	What strategies did Indigenous and free Black communities use to resist oppression and sustain themselves? Ethnic Studies (5.5.24.1)	How do people's choices shape the environment? Geography (5.3.16.1)
Supporting Question 4		How did Haudenosaunee views and use of land influence their interactions with settlers? Geography (5.3.13.2)	How did the values in the Declaration of Independence include or exclude different groups? Citizenship and Government (5.1.2.1)		What made chattel slavery distinct? History (5.4.21.2)	Why do place names change over time? Geography (5.3.17.1)
Supporting Question 5		How did daily life for Indigenous people change during early encounters with settlers? Reading (5.1.4.4)	Why did some colonists participate in boycotts of British goods? Economics (5.2.10.1)		What did some enslaved people choose to self-emancipate? Economics (5.2.9.1)	Why do names hold power? Ethnic Studies (5.5.23.1)
Supporting Question 6			How did government trade policies affect different groups in New England communities? Economics (5.2.12.1)			How are Indigenous communities working to preserve language, culture, and sovereignty? History (5.4.22.1)