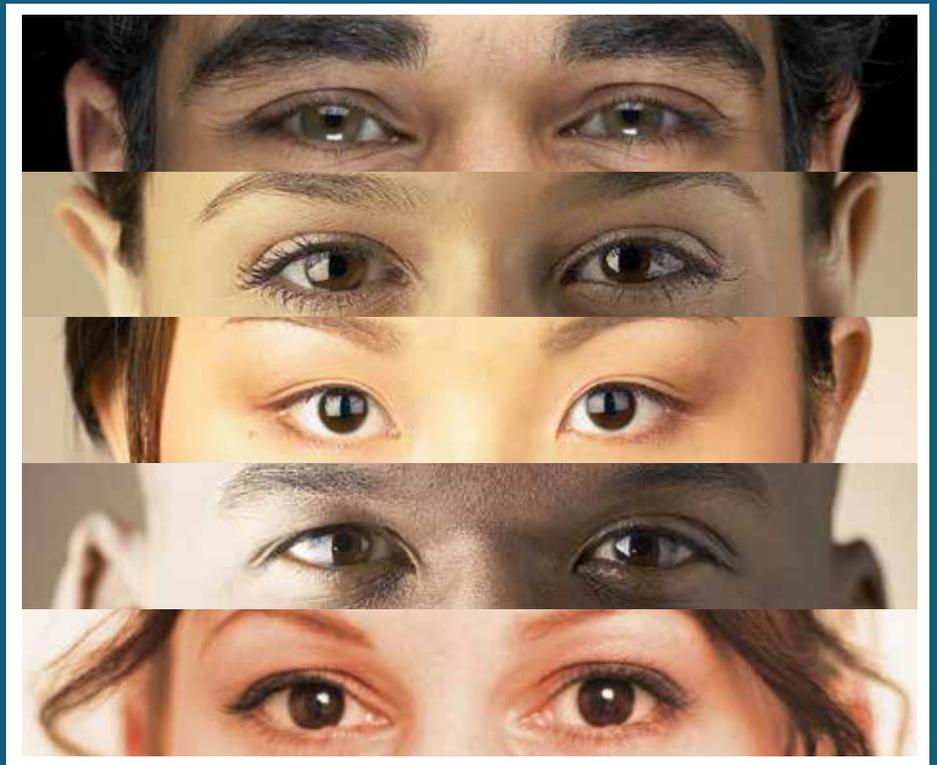




***RACE: Are We So Different?***



# **Educator Guide**

Middle School/High School

[smm.org/SciEd](http://smm.org/SciEd)

# RACE: Are We So Different?



The goal of the *RACE* project is to **help individuals of all ages better understand the origins and manifestations of race and racism in everyday life** by investigating race and human variation through the framework of science.

*RACE* explores three primary themes:

- **The science of human variation** and where current scientific understanding is inconsistent with popular notions of race;
- **The history of the idea of race**, with an emphasis on the role of science in shaping the concept of race; and
- **The contemporary experience of race and racism** in the United States, and the often invisible ways race and racism have infiltrated laws, customs, and institutions.

We strongly encourage teachers to visit the exhibition before they bring their students. The *RACE* exhibition has been designed for middle school age students and above. Some components may be challenging for some students. By previewing the exhibition, you can evaluate what kind of preparation will be most valuable for your students. Please contact us at (651) 221-9444 if you have any questions and to make a reservation to preview the exhibit.

Advance reservations are required to preview the exhibit.

## This guide contains:

- Exhibition overview, pages 2–4
- Supporting programs you can reserve for your students, page 5
- Connecting with the classroom
  - Previsit preparation suggestions, page 6–7
  - After the field trip, page 8
  - Tips for effective facilitation, page 9
- Additional resources, page 10
- Field trip activity page templates ready to copy or adapt for your students and chaperones, pages 11–15
- Minnesota Academic Standards pages 16–20

## When you visit the *RACE* exhibition:

- Share expectations, plans and schedules for the visit with students and chaperones. Give chaperones copies of any activities students will do.
- Do some preparation activities before your visit. Use suggestions in this guide and the resource list for more ideas.
- Divide your class into small groups to work together in the exhibition. Consider rotating groups with time limits per exhibition section (e.g. Group A start in the *History of Race* area for 20 minutes).
- Review this guide for connections to your curriculum. Choose the activities that best meet your needs. Add your own page(s). Use journals or composition notebooks if you use these in classroom work. Bring sturdy cardboard to write on if you plan to use single pages.
- Exhibit components are not sequential. You can start anywhere in the exhibition.
- Ask students to add their own questions and observations that arise during their exhibit explorations.

*This activity is funded, in part, through the Arts and Cultural Heritage Fund as appropriated by the Minnesota State Legislature with money from the Legacy Amendment vote of the people of Minnesota on November 4, 2008.*



## EXHIBITION OVERVIEW

This exhibition explores three broad themes:

- The science of human variation and where current scientific understanding is inconsistent with popular notions of race
- The history of the idea of race
- The experience of race and racism in the United States

Exhibit components provide opportunities to look at each theme in more depth.



### The Science of Human Variation/Challenging Misconceptions about Race

What does current science and scholarship tell us about human variation and its connection to ideas about race.

- **Human Variation Video** Scientists discuss what their research reveals about human variation and how it differs from common conceptions of race.
- **African Origins** Interactive animation uses colored dots to represent geographic distribution of human genetic diversity over time, and illustrates how humans emerged from Africa and spread to populate the world.
- **The Colors We Are** A computer-based interactive inspired by the work of artist Byron Kim. Scan your skin and watch the shade appear as a color “chip” on the screen next to color chips from dozens of other visitors. Think about what skin shade reveals about you and others. Where does one “draw the line” to create categories of people?

Challenging perceived connections between race and biology:

- **Sickle Cell** Learn that this commonly perceived “black” disease is actually related to malaria resistance.
- **Science of Skin** Use a microscope to view your skin close-up and explore the evolutionary story of skin color variation.
- **Independence of Traits Game** Use photos to sort people according to two of the traits that scientists historically tried to use to demarcate races: blood types and fingerprints. Discover how traits vary independently from each other, contrary to our common conceptions about racial types.
- **Who’s Talking?** Try to match a voice to one of the photos of people talking. Discover how cultural markers may define what we consider race.

## History of the Idea of Race

No story of race and human variation in this country is complete without an understanding of how race evolved in the United States.

- **Creating Race** Discover that race emerged as a human creation in the 17th and 18th centuries. As historians have suggested, democracy and race grew up together, side by side.
- **Human (Mis)measure** Track the efforts in the 19th and 20th centuries to pursue “race science” to legitimize racial and ethnic inequalities.
- **Separate and Unequal** Trace the history of inequality and privilege during the second half of the 19th century, when segregation and ideas of distinct racial categories were set firmly in place. Includes examples of laws and social practices that disenfranchised American Indians, immigrants, and people of African descent.
- **The Invention of Whiteness** Consider “white” as a racial category normalized and sustained over many years.



## The Contemporary Experience of Race and Racism in the United States

### Housing, Land, and Wealth

- **Newspaper Box** “News” arrives in the form of video clips highlighting the post-World War II era, when federal, state, and local governments fostered middle-class home ownership, but systematically excluded or “redlined” qualified African Americans.
- **Stealing of Native American lands** Forced acculturation and land confiscation, includes stories of the experiences of other ethnic groups: Japanese Americans, Mexican Americans and Hmong Americans.
- **Wealth Disparities** Explores the history of inequities between whites and other ethnoracial groups

### Health and Medicine

- **BiDiI** Debate about the first “ethnic drug” approved by the FDA
- **Blood Pressure Machine** Test your blood pressure while reading about high blood pressure, a disease disproportionately affecting African Americans, peeling back layers of assumptions, raising questions about data collection and institutional racism to both complicate and potentially explain this statistical “fact.”

### Education, Schools and Young People

- **Youth on Race Video** A multi-racial high school theater troupe from Central High School in St. Paul describes their experiences with race and identity.
- **Student Lockers** Students from Community of Peace Academy in St. Paul fill school lockers with personal objects to express their relationship to race, identity, ethnicity, each other, and the world in which they live.
- **School Desks** School and race stories, such as tracking students, standardized testing biases, affirmative action.

## The U.S. Census

Since 1790, the U.S. Government has collected racial data in a census taken every ten years. Racial categories, rules, and regulations resulting from the census have huge effects on law, policy, medicine, employment, and many other critical realms of American life.

- **Why We Have Race on the Census, Anyway.**  
Overview of how the Census has both reflected and created race and race-based policies over time.
- **Shifting Categories** A large photo of a multiracial group wearing curious t-shirts is the starting point for stories about how population groups have been treated in the U.S. Census throughout our history.
- **The Future Census** A computer asks you to consider and then vote on how future censuses should (or shouldn't) gather data on race.



## Resource Center and Conversation Space

- Children's books about race and racism
- Short videos on race from a variety of sources.
- Books and articles about race in the United States today

## Feedback Station

Opportunities to comment on some aspect of the exhibition and read responses from other visitors. Ask an anthropologist or other scholar questions about race.

## SUPPORTING PROGRAMS

### Science Live Theater programs

**Race to the Finish Line:** Our professional theatre company, Science Live, developed this thought-provoking, conversation-starting presentation to complement the RACE exhibition. This 30 minute program starts with a short play focused on two close colleagues who find their friendship begins to fracture as they start to discuss the topic of race. It's an interaction that will prompt participants to consider and discuss how race impacts their lives.

Science Live shows should prompt your students to consider how race impacts their lives. Use the discussion tips in the *Connecting to the Classroom* section to extend the conversation about the idea of race after the curtain goes down. Schedule your theater reservation when you reserve your visit.

## BEFORE YOUR VISIT

Consider your classroom culture. Are your students comfortable discussing personal reactions to a variety of topics? Do some areas of discussion feel risky to students? Vary your discussion of race and racism by including low risk responses, such as personal journaling, paired discussion, or small group activity and presentations.

Discuss the upcoming field trip and the title. What do students expect they will see or experience in the exhibition? Use as a discussion question or short in-class writing assignment.

### Race and Current Issues

Bring in articles from newspapers or magazines that mention race or use race terms. Ask students to find similar articles. Compile a class library for reference, research, or to spark discussion. Compare how different media sources cover the same story. Is the language the same?

### Survey of Students

Ask students to complete this survey both before and after your visit to the exhibition to give students an opportunity to surface ideas encountered in the exhibits. There are no right or wrong answers.



**After the field trip** to *RACE: Are We So Different?*, ask students to choose one answer that changed because of their exhibit experience and describe why they changed their answer. Ask students to reflect on where they get ideas, how do sources influence ideas. Did the exhibits provide new insights?

SA = STRONGLY AGREE    A = AGREE    D = DISAGREE    SD = STRONGLY DISAGREE

- \_\_\_\_\_ Race is the same as culture.
- \_\_\_\_\_ Ethnicity is the same as race.
- \_\_\_\_\_ We still need to have an African-American history month.
- \_\_\_\_\_ Some racial groups are better at sports than others.
- \_\_\_\_\_ It is a good idea to talk about race.
- \_\_\_\_\_ Skin color says a lot about who you are.
- \_\_\_\_\_ You can tell what race someone is just by listening to them talk.



## Race, Racism, Racial Inequality

Review the following list of terms that students will encounter in the exhibition. Take time to define them for yourself, then ask students to define. Discuss each term as a personal situation and as a phenomenon within a social system or society.

**Suggestion:** Have students fill in Page 13 in the classroom with their own ideas, then bring to the exhibit to add notes or new ideas. (Student page: *What Do You Think?*, page 13)

Race

Culture

Racism

Racist behavior

Antiracism

Oppression

Affirmative action

Mixed race

Ethnicity

Add others appropriate for your classroom

## Share Your Ideas

*RACE: Are We So Different?* covers many topics. In small groups, have students share their ideas and knowledge about some of the topics in the exhibition. Ask each group to share with the entire class.

- Is sickle cell a “black” disease?
- Should sports teams use Indians as mascots?
- Should the U.S. continue to ask a question about race on the U.S. Census?
- What causes the various colors of skin?
- What are “Jim Crow” laws?

(Student page: *Find the Match*, page 14)

## Writing About Race: Writing prompts

Use the *RACE* exhibition to gather notes and write a paragraph about one or more of the following:

1. Give an example of how race has been used in determining where a person could live.
2. Explain why human skin might be different colors.
3. You are a reporter assigned to interview one of the people whose personal story is told in the exhibit about an experience with race or racial categories. Write a summary of their story for a newspaper.
4. Find some answers to the question: “How did the idea of race start in America?” and write five bullet points that you would use in a speech about the history of race in America.

Review these topics and ask students to jot down a few notes on one or more of the questions during the visit to the exhibition.

(Student page: *Writing About Race*, page 11)

## AFTER THE FIELD TRIP

Discuss student pages done at the exhibition.

### Writing About Race

Ask students to write a paragraph to answer the questions that they gathered information about at the museum. Review the writing prompts before the trip. Group students into 4 groups to discuss one of the questions, then write a response incorporating both the exhibit experience and the discussion.

1. Give an example of how race has been used in deciding where a person could live.
2. Explain why human skin might be different colors.
3. You are a reporter assigned to interview one of the people whose personal story is told in the exhibit about an experience with race or racial categories. Write a summary of their story for a newspaper.
4. Write five bullet points that you would use in a speech about the history of race in America. (How did the idea of race get started in America?)

### Timeline

Ask students to put their significant dates from the exhibition, with an explanation, on 3x5 cards or slips of paper, one to a card. Assemble a classroom timeline with all cards. Are there certain dates and events that were mentioned more than others? Discuss some reasons why students may consider these most important. Use web resources listed in this guide to add other important dates to the timeline.  
[www.understandingrace.org/History](http://www.understandingrace.org/History)  
(Student page: Timeline, page 12)

### What Do You Think?

Ask students to write a personal reflection about their reactions to the exhibit or any topic raised in the exhibit. If some students are comfortable with sharing, ask volunteers to share their ideas and thoughts.  
(Student page: *What do you think?*, page 14)  
Discuss the definitions of the word list. Did the exhibit help students think about any of the words in a different way? Compare the definitions in this glossary:  
[www.understandingrace.org/Glossary](http://www.understandingrace.org/Glossary).

### Find the Match

Discuss and clarify the matches students found in the exhibition. Share some of the responses students wrote at each exhibit they found.  
(Student page: *Find the Match*, page 14)

### Read and Discuss

Describe the pros and cons of living in each city (Miami and Havana) for each man. Are there some things that were better in Miami for both men? How did the idea of “racial” identity change in the move from Cuba to the U.S.?  
*Best of Friends, Worlds Apart*  
[nytimes.com/library/national/race/060500ojito-cuba.html](http://nytimes.com/library/national/race/060500ojito-cuba.html)

### Structured Academic Controversy

Since 1790, the U.S. Government has collected population data every ten years. Racial categories, rules, and regulations resulting from the census have effects on law, policy, medicine, employment, and many other realms of American life.

Using discussion strategies of Structured Academic Controversy, have students participate in discussions about future steps for the U.S. Census.

**Topic:** The U.S. Census should eliminate questions about race.

Students can research this topic at the exhibition, as well as use on-line resources or the library.  
[www.census.gov/topics/population/race.html](http://www.census.gov/topics/population/race.html)

### Structured Academic Controversy

The SAC was developed by cooperative learning researchers David and Roger Johnson of the University of Minnesota as a way to provide structure and focus to classroom discussions. Working in pairs and then coming together in four-person teams, students explore a question by reading about and then presenting contrasting positions. Afterwards, they engage in discussion to reach consensus.

The SAC method provides an alternative to the “debate mindset” by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses. The SAC’s structure demands students listen to each other in new ways and guides them into a world of complex and controversial ideas.

[serc.carleton.edu/sp/library/sac/index.html](http://serc.carleton.edu/sp/library/sac/index.html)

## TIPS FOR EFFECTIVE FACILITATION

Educators experience extraordinary pressure, both implicit and explicit, not to talk about race...What is most courageous about interracial conversations about race is mustering the strength to facilitate them. — from **Beginning Courageous Conversations about Race**; G. Singleton and C. Hays, 2008

Engaging in a rich and respectful discussion after common experiences, such as visiting the *Race: Are We So Different?* exhibit, helps students process new knowledge into existing frameworks. The Teacher Resources section (pg. 10) has several excellent online guides for creating a classroom context for conversations about race, racial justice and equity, and experiences of racism.

Here is an abbreviated guide for having an effective and productive discussion:

### Prior to the Discussion

- Use background resources (pg. 10) to develop your understanding of race, institutional racism, and particular issues for your discussion
- Consider your classroom culture and comfort level of your students in discussing personal reactions or experiences. Model trust, open inquiry, respect, and cooperation.
- Integrate lower-risk activities such as reflective journal writing, dyads/pair and share discussions, media viewing and reaction.

### During the Discussion

- Ask participants to develop and maintain group discussion norms. For example:
  - » Maintain confidentiality (“what happens here, stays here”)
  - » Listen with respect, especially to perspectives and experiences that differ from your own;
  - » Speak the truth – your own thoughts and experiences;
  - » Stay engaged but take turns speaking;
  - » Expect to feel discomfort; expect and accept lack of closure – there are no easy solutions.
- Allow for moments of silence and different styles of engagement.
- Ensure the discussion is balanced and reflects the diversity of your classroom.
- Redirect the discussion with concrete examples and questions that focus on outcomes: “What would it mean if this were true?” or “What might we do differently?”

- If misconceptions emerge, use reflective questions such as: “Can you tell me more about...?”; “Have the thoughts you shared been shaped by external sources (media, relatives, etc.) or is this your personal perspective?”; and “Why might others challenge that perspective?”
- Include concepts and outside information as needed to ground the discussion within a broader context.
- Encourage personal empowerment for making a difference. Emphasize that any effort at change is meaningful. What may be easy for one participant may be risky for another. This discussion is but one step in a larger process.
- At the end of the discussion, summarize main points and ask students for a written reflection about the discussion.

*Adapted from What's Race Got to Do With It? newsreel.org/guides/whatsrace/WhatsRace-FacilitatorGuide.pdf and Beginning Courageous Conversations about Race uvm.edu/rsenr/nr6/Readings/SingletonHaysConversations%20About%20Race.pdf*

Explore an idea together. Engage students by focusing on issues that are relevant to students’ neighborhoods, communities, or part of current regional or national conversations (e.g., wealth disparities, environmental justice, incarceration, protests, mascots, or voting access).

### A Sample Discussion on Wealth Disparities

Students are often captivated by the stacks of money in the *RACE* exhibit. Before your field trip, ask students to include information from the “money stack” exhibits in their notes on student pages (Writing About Race pg. 11 or Timeline pg. 12).

#### Prior to the Discussion:

- Establish group norms
- Assign background reading: [p/www.pbs.org/race/000\\_About/002\\_04-background-03.htm](http://p/www.pbs.org/race/000_About/002_04-background-03.htm)
- Pair and Share: Ask students to discuss their responses on the student pages (pg. 11-15) with another student. Ask each pair to contribute at least one comment regarding the wealth gap.
- Create a list of potential questions that balance content-focused and personal responses:
  - » What did you think about the stacks of money in the exhibit? What was that about?
  - » Did the information about wealth disparities (for younger students – the difference between races in the amount of wealth) surprise you? Make you uncomfortable?
  - » Have the laws, policies, and practices that have created racial disparities in wealth affected you or your family or your community? How?
  - » If these laws, policies, and practices went away today, would that stop wealth disparities across race? Explain your thinking.

## TEACHER RESOURCES

The museum admits up to two chaperones free for every ten students. This reservation also includes admission to other exhibit galleries. For more information or to book your visit, call (651) 221-9444 or (800) 221-9444, or visit our Field Trips webpage.

RACE Educator Guides for middle and high school classrooms can be found at the RACE Project website [understandingrace.org](http://understandingrace.org), a project of the American Anthropological Association.

### **Race—The Power of an Illusion video series and website**

Extensive website with many links to articles, classroom activities and other websites about concepts of race in the U. S.

### **Readings for discussion**

*Best of Friends, Worlds Apart*

Very engaging story of two Cuban immigrants, but quite long.  
[nytimes.com/library/national/race/060500ojito-cuba.html](http://nytimes.com/library/national/race/060500ojito-cuba.html)

Minnesota photographer Wing Young Huie.  
His photographs are featured throughout the exhibition.  
[wingyounghuie.com](http://wingyounghuie.com)



*What's Race Got to Do with It?* Facilitator Guide from California Newsreel  
[newsreel.org/guides/WhatsRace/WhatsRace-FacilitatorGuide.pdf](http://newsreel.org/guides/WhatsRace/WhatsRace-FacilitatorGuide.pdf)

*Teaching Tolerance: a Project of the Southern Poverty Law Center*, has numerous resources for educators about diversity, equity and justice.  
[tolerance.org/](http://tolerance.org/)

The Minnesota Center for Social Studies Education has links to many useful resources in facilitating discussions about sensitive issues in the classroom.  
[mncsse.org/instruction/discussion](http://mncsse.org/instruction/discussion)

The Ethics Primer provides classroom-friendly lesson ideas for integrating ethical issues into a science classroom.  
[nwabr.org/teacher-center/ethics-primer#lessons](http://nwabr.org/teacher-center/ethics-primer#lessons)

National Archives Docs Teach site

Many documents at the National Archives illustrate how individuals and groups asserted their rights as Americans. Use this site to explore the topics of slavery, racism, citizenship, women's independence, immigration, and more. Includes primary sources from the National Archives.  
<http://docsteach.org/home/rights>

## WRITING ABOUT RACE

Choose one or more questions and use the exhibit to find some answers.  
Put your notes in the box below the question.

<b>1. How has race been used to determine where a person could live?</b>	<b>2. Why is human skin various colors?</b>
<b>3. What is their story? Write about someone's experience with race or racial categories.</b>	<b>4. How did the idea of race get started in America?</b>

## TIMELINE

Choose five dates from the exhibit that you think are important in understanding the history of the idea of race in America and add them to this chart. Choose one from each century or find five dates that you think are the most interesting or most important.

	1600s	1700s	1800s	1900s	2000s
Date					
Event					

## WHAT DO YOU THINK?

Before your visit to the exhibit, write some ideas about what these words mean. During your visit, add to or edit these definitions.

<b>Race</b>	
<b>Culture</b>	
<b>Racism</b>	
<b>Racist behavior</b>	
<b>Antiracism</b>	
<b>Oppression</b>	
<b>Affirmative Action</b>	
<b>Mixed race</b>	

## FIND THE MATCH

Use the clue or statement to find the exhibit and help you answer the question. Draw a line from the question to the correct photo.

A gene mutation that may cause disease, but also protects against malaria. What did you find? Is this a “black” disease?

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Sports teams have used Indian symbols. What do you think? Should teams use Indians as mascots?

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Categories have changed over the years, from 1790 to 2000. What do you think? Should the U.S. census continue to ask a question about race?

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Race and skin color are often linked, but geography, not race, explains color variation. What causes different colors of skin?

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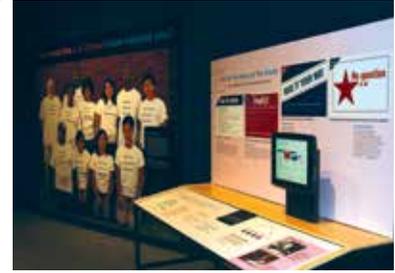
“Jim Crow” laws enforced segregation from the 1880s to 1960s. What changed these laws?

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**A** U.S. Census



**B** Skin color



**C** Jim Crow signs



**D** Sickle cell



**E** Indian mascot



## IDENTITY ACTIVITY: CREATE YOUR LOCKER



Watch the video of students talking about race. Look at the four lockers nearby.

Students filled lockers with personal objects to express their relationship to race, identity, ethnicity, each other, and the world in which they live.

Which objects from these lockers would you put in a locker you create?

What other things would you add?

## MINNESOTA ACADEMIC STANDARDS

The Science Museum of Minnesota provides a field trip destination that allows teachers and students to reinforce Minnesota Academic Standards. Use of the materials in this guide in combination with a field trip to *RACE: Are We So Different?* will help you link learning experiences to the following content standards. Connections are most suited to grades 6-12.

### Grades 6-8

#### SCIENCE

##### Grade 7

##### Nature of Science and Engineering

**7.1.1.1.1** Understand that prior expectations can create bias when conducting scientific investigations.

**7.1.3.4.1** Use maps, satellite images and other data sets to describe patterns and make predictions about natural systems in a life science context.

**7.4.3.2.3** Recognize that variation exists in every population and describe how a variation can help or hinder an organism's ability to survive.

##### Grade 8

##### Nature of Science and Engineering

**8.1.1.1.1** Evaluate the reasoning in arguments in which fact and opinion are intermingled or when conclusions do not follow logically from the evidence given.

**8.1.3.3.2** Understand that scientific knowledge is always changing as new technologies and information enhance observations and analysis of data.

#### SOCIAL STUDIES

##### Grade 6

##### Citizenship and Government

**6.1.1.1.2** Use graphic data to analyze information about a public issue in state or local government.

**6.1.1.1.3** Address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.

**6.1.3.4.1** Describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation, and constitutional amendments.

##### Grade 7

##### Citizenship and Government

**7.1.1.1.1** Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

**7.1.3.4.1** Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political, and economic rights.

**7.1.3.5.1** Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making.

**7.1.4.7.1** Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.

**7.1.4.7.2** Describe the amendment process and the impact of key constitutional amendments.

##### History

**7.4.4.19.1** Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and ultimately, war.

**7.4.4.20.3** Compare and contrast reform movements at the turn of the twentieth century.

**7.4.4.20.4** Analyze the effects of racism and segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations.

**7.4.4.22.6** Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance.

##### Grade 8

##### Citizenship and Government

**8.1.1.1.1** Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

**Geography**

**8.3.3.5.1** Describe the locations of human populations and the cultural characteristics of the United States and Canada.

**History**

**8.4.1.2.1** Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.

**ENGLISH/LANGUAGE ARTS**

Note: the substance of the benchmark is similar for grade levels 6-8, but wording may reflect more sophisticated and increased depth of response in the upper grades. Wording below (the standard) reflects the main ideas. Check full benchmark for details. [education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm](http://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm)

**Grades 6-8** (if standards are relevant for all grades, all are included. If alignment is most appropriate for only one grade, this is indicated)

**Grade 6**

**6.5.7.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**6.9.2.2** 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.

**Grade 7**

**7.4.3.3** Analyze how particular elements of a story or drama interact.

**7.4.4.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

**Reading**

**6.4.1.1; 7.4.1.1; 8.4.1.1 6.5.1.1; 7.5.1.1; 8.5.1.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**6.5.4.4; 7.5.4.4; 8.5.4.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**6.5.8.8; 7.5.8.8; 8.5.8.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Writing**

**6.7.1.1; 7.7.1.1; 8.7.1.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**6.7.2.2; 7.7.2.2; 8.7.2.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**6.7.7.7; 7.7.7.7; 8.7.7.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**6.7.9.9; 7.7.9.9; 8.7.9.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking, Viewing, Listening, and Media Literacy**

**6.9.1.1; 7.9.1.1; 8.9.1.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own ideas clearly and persuasively.

**Language Benchmarks**

**6.11.4.4; 7.11.4.4; 8.11.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**6.11.6.6; 7.11.6.6; 8.11.6.6** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**ELA Literacy in the Disciplines (applicable to grades 6-8)**

**Reading in History/Social Studies**

**6.1.2.4.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**6.12.7.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Reading in Science and Technical Subjects**

**6.13.8.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Writing in History/Social Studies, Science, and Technical Subjects**

**6.14.1.1** Write arguments focused on discipline-specific content.

**6.14.2.2** Write informative/explanatory text, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.

**Grades 9-12**

**SCIENCE**

**9.1.1.1.2** Understand that scientists conduct investigations for a variety of reasons, including: to discover new aspects of the natural world, to explain observed phenomena, to test the conclusions of prior investigations, or to test the predictions of current theories.

**9.1.1.1.3** Explain how the traditions and norms of science define the bounds of professional scientific practice and reveal instances of scientific error or misconduct.

**9.1.1.1.4** Explain how societal and scientific ethics impact research practices.

**9.1.1.1.5** Identify sources of bias and explain how bias might influence the direction of research and the interpretation of data.

**9.1.1.1.6** Describe how changes in scientific knowledge generally occur in incremental steps that include and build on earlier knowledge.

**9.1.1.1.7** Explain how scientific and technological innovations—as well as new evidence—can challenge portions of, or entire accepted theories and models including, but not limited to: cell theory, atomic theory, theory of evolution, plate tectonic theory, germ theory of disease, and the big bang theory.

**9.1.1.2.2** Evaluate the explanations proposed by others by examining and comparing

evidence, identifying faulty reasoning, pointing out statements that go beyond the scientifically acceptable evidence, and suggesting alternative scientific explanations for new scientific knowledge, improved mathematics, and new technologies.

**9.1.3.3.1** Describe how values and constraints affect science and engineering.

**SOCIAL STUDIES**

**Citizenship and Government**

**9.1.1.1.3** Evaluate sources of information and various forms of political persuasion for validity, accuracy, ideology, emotional appeals, bias, and prejudice.

**9.1.2.3.4** Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

**9.1.2.3.5** Analyze the tensions between the government’s dual role of protecting individual rights and promoting the general welfare, the struggle between majority rule and minority rights, and the conflict between diversity and unity.

**Geography**

**9.3.3.7.2** Describe the spatial distribution of significant cultural and/or ethnic groups in the United States and the world and how these patterns are changing.

**History**

**9.4.3.10.5** Assess the social and demographic impact of the Columbian Exchange on Europe, the Americas, and Africa.

**9.4.3.10.6** Compare and contrast the forms of slavery and other non-free labor systems among African, European, and Arab societies; analyze the causes and consequences of chattel slavery in the Atlantic.

**9.4.3.12.5** Describe the causes and consequences of the Nazi Holocaust, including the effects of the Nazi regime’s “war against the Jews” and other groups, and its influence on the 1948 United Nations Declaration of Human Rights and other human rights movements of the post-WW II era.

**9.4.4.16.1** Analyze the consequences of the transatlantic Columbian Exchange of peoples, animals, plants and pathogens on North American societies and ecosystems.

**9.4.4.16.4** Explain the origin and growth of the Atlantic slave trade; describe its demographic, economic, and political impact on West Africa, Europe, and the Americas including the impact on enslaved Africans.

**9.4.4.16.5** Analyze the impact of European colonization within North America on indigenous nations; analyze the impact of indigenous nations on colonization.

**9.4.4.16.6** Compare and contrast the development of regional economies and labor systems in the British North American colonies including regional differences in the experiences of indentured servants, enslaved Africans and indigenous people.

**9.4.4.18.4** Describe the efforts of individuals, communities and institutions to promote cultural, religious and social reform movements.

**9.4.4.18.5** Analyze the strategies, goals and impact of the key movements to promote political, cultural (including artistic and literary), religious and social reform.

**9.4.4.19.6** Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations, and gender roles.

**9.4.4.19.7** Describe the content, context, and consequences of the Thirteenth, Fourteenth, and Fifteenth amendments; evaluate the successes and failures of the Reconstruction, including the election of 1876, in relation to freedom and equality across the nation.

**9.4.4.20.2** Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States population.

**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 indigenous nations.

**9.4.4.20.5** Describe “Jim Crow” racial segregation and disenfranchisement in the South, the rise of “scientific racism,” the spread of racial violence across the nation, the anti-Chinese exclusion movement in the West, and the debates about how to preserve and expand freedom and equality.

**9.4.4.22.6** Identify obstacles to the success of the various civil rights movements; explain tactics used to overcome the obstacles and the role of key leaders and groups.

**9.4.4.22.7** Evaluate the legacy and lasting effects of the various civil rights movements of the 1960s and 70s; explain their connections to current events and concerns.

**9.4.4.22.8** 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.

## **ENGLISH/LANGUAGE ARTS**

Note: the substance of the benchmark is similar for both grades 9-10 (9.x.x.x) and 11-12 (11.x.x.x), but wording may reflect more sophisticated and increased depth of response in the upper grades. Wording below (the standard) reflects the main ideas. Check full benchmark for details.

### **Grades 9-10 (9.x.x.x) and Grades 11-12 (11.x.x.x)**

#### **Reading**

**9.4.1.1; 11.4.1.1; 9.5.1.1; 11.5.1.1** Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**9.4.4.4; 11.4.4.4; 9.5.4.4; 11.5.4.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### **Writing**

**9.7.1.1; 11.7.1.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**9.7.7.7; 11.7.7.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**9.7.8.8, 11.7.8.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**9.9.9.9; 11.9.9.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Speaking, Viewing, Listening, and Media Literacy**

**9.9.1.1; 11.9.1.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**9.9.2.2; 11.9.2.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Grade 9-10 9.5.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient

**Grades 11-12 11.5.7.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **ELA Literacy in the Disciplines**

#### **Grades 9-10, 11-12**

Note: the substance of the benchmark is often similar for grades 9-10, and 11-12, but wording may reflect more sophisticated and increased depth of response in the upper grades. Wording below reflects main ideas. Check full benchmark for details.

### **Reading in History/Social Studies**

**9.12.4.4; 11.12.4.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**9.12.7.7; 11.12.7.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.

### **Reading in Science and Technical Subjects**

**9.13.2.2; 11.13.2.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text.

### **Writing in History/Social Studies, Science, and Technical Subjects**

**9.14.7.7; 11.14.7.7** 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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.

**9.14.8.8; 11.14.8.8** Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources using advanced searches effectively; assess the usefulness of each source in answering the research question.