

The U.S.-Dakota War of 1862 Website

A Comprehensive
Educational Tool







Audience


- General public
- Teachers
- Students in grades 6-12 (opens with a 6th grade perspective)
- Parents
- Scholars
- Journalists
- Tribes and tribal entities

Goals

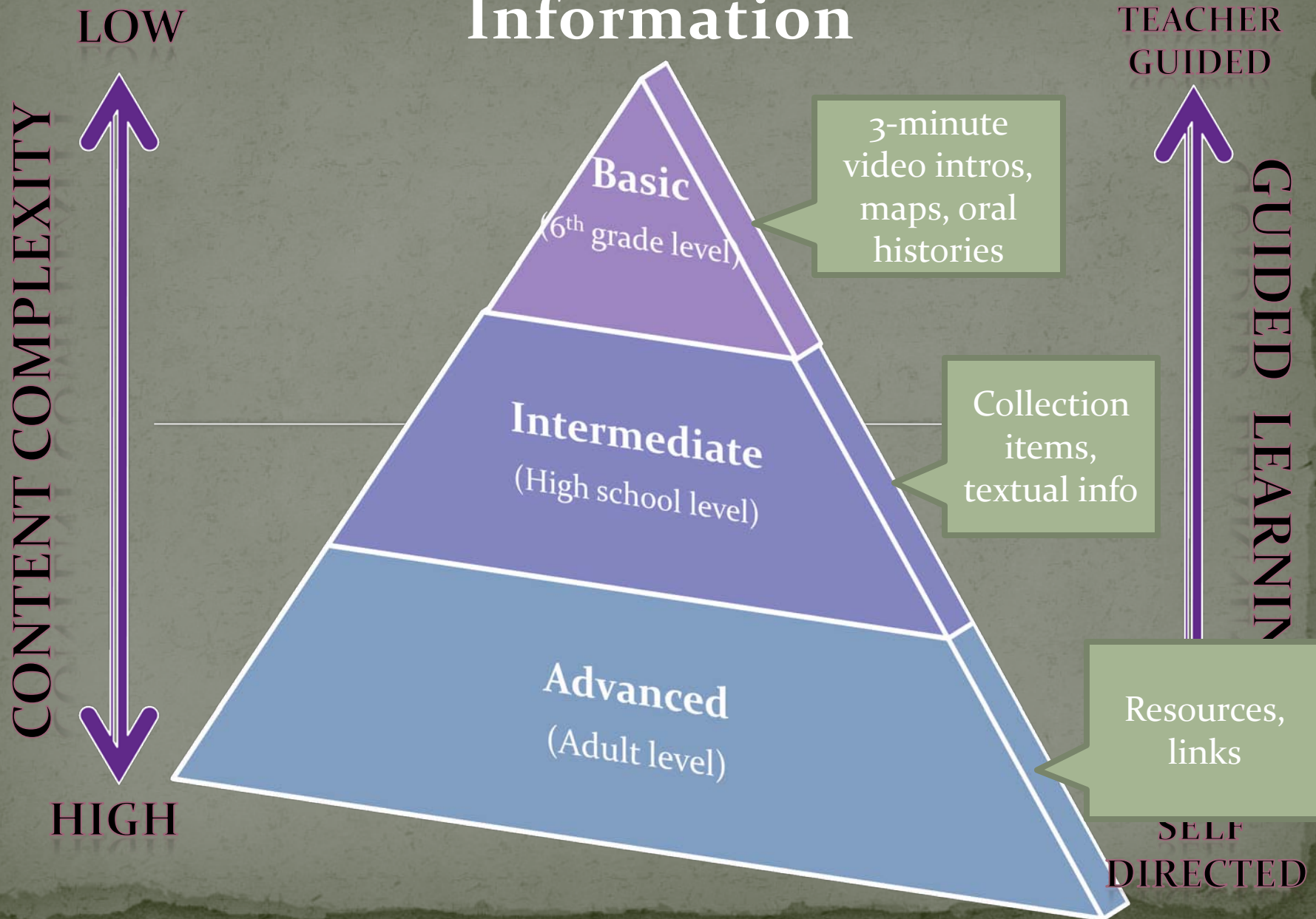
- Provide a framework of facts and resources about the events leading up to the U.S.-Dakota War of 1862 and its outcome so that people have a better understanding of the historical context and its far-reaching consequences.
- Present info about the human experience in MN during the 19th century.
- Present info about Dakota life today and their contributions to MN
- Allow people to share their stories and perspective on this history.

Minnesota k-12 social studies STANDARDS

Grade	Strand	Substrand	Standard	Code	Benchmark
6	1. U.S. History	3. Beginnings to 1620	1. The original inhabitants of the upper Mississippi River region and their cultures are distinct from one another.	6.1.3.1.1	Describe indigenous people of the upper Mississippi River region based on artifacts, oral histories and other archeological evidence. 
6	1. U.S. History	4. Colonization and Settlement, 1585-1763	1. The land that became Minnesota was and is home to two distinct indigenous nations.	6.1.4.1.1	Compare and contrast the Dakota and Anishinaabe nations.
6	1. U.S. History	5. Revolution and a New Nation, 1754-1800	1. The founding of the colonies and development of colonial North America affected people and culture in the upper Mississippi River region.	6.1.5.1.1	Describe European exploration and trade in the upper Mississippi River region and analyze how this interaction affected Dakota and Anishinaabe people and culture. 
6	1. U.S. History	6. Expansion and Reform, 1792-1861	1. Territorial expansion, conflict, and reform in the United States affected Indigenous people and the settlement of Minnesota.	6.1.6.1.1	Describe the United States' settlement in the upper Mississippi River region and its impact on the cultural and physical landscapes. <i>For example: Daily life, gender roles, boundaries, land</i> 
				6.1.6.1.2	Explain tribal sovereignty, and analyze how and why the United States and the Dakota and Anishinaabe negotiated treaties. 
				6.1.6.1.3	Analyze the consequences of treaties for the Anishinaabe, Dakota, and settlers in the upper Mississippi River region. 
				6.1.6.1.4	Describe the process of how Minnesota became a territory and a state; identify the key individuals and groups involved in the process. 

Code	Benchmark
6.1.7.1.1	Describe the events that led to the Civil War including how the debate over slavery and abolition played out in Minnesota. <i>For example: Dred Scott at Fort Snelling and role of free blacks in early Minnesota.</i>
6.1.7.1.2	Identify key events and political and military people of the era and describe the experiences of Minnesota soldiers and civilians.
6.1.7.1.3	Understand the reasons for the U.S.-Dakota War of 1862 and compare the perspectives of settlers and Dakota people before, during, and after the war. 

3 Levels of Scaffolding for Website Information



Website Input

