

## History Day and the Minnesota Social Studies/ELA Standards

Civics and Historical Skills standards and benchmarks are embedded in every grade level of the revised social studies standards. National History Day emphasizes the learning and mastering of historical skills, and engaging students in the program can help teachers meet these standards at all age levels.

### Historical Skills Substrands and Standards in Grades 6-12

#### **Substrand 1: Historical Thinking Skills**

**Standard 1.** Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

**Standard 2.** Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed.

#### **Substrand 2: Peoples, Cultures and Change Over Time**

**Standard 3.** Historical events have multiple causes and can lead to varied and unintended outcomes.

**Standard 4.** The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

**Standard 5.** History is made by individuals acting alone and collectively.

### Civics and Historical Skills Benchmarks in Grades 6-12

#### **Grade 6:**

**6.1.1.1.1.** Evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses and consequences associated with the decision made on each issue.

**6.4.1.2.1.** Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.

#### **Grade 7:**

**7.4.1.2.1.** Pose questions about a topic in United States 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; present supported findings, and cite sources.

#### **Grade 8:**

**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.

#### **Grades 9-12:**

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

**9.4.1.2.1.** Pose questions about topics in history; suggest possible answers and write a thesis; locate and organize primary and secondary sources; analyze them for credibility and bias; corroborate information across the sources; use sources to support or refute the thesis; and present supported findings.

**9.4.1.2.2.** Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

*Additionally, most students will meet standards in the government, economics, geography and history substrands through their project, sometimes reaching into the strands from other grade levels.*

## Minnesota Standards for Literacy in History/Social Studies: English Language Arts

The Common Core standards for English/Language Arts, adopted by Minnesota in 2010, include a section on literacy in history and social studies. These anchor standards focus on reading and writing skills. National History Day can help teachers meet these standards for students at all age levels.

### **ELA: College and Career Readiness Anchor Standards for Reading**

**Key Ideas and Details.** 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. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure.** 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. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas.** 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\* 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. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity.** 10. Read and comprehend complex literary and informational texts independently and proficiently. \*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

### **ELA: College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes.** 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 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.

**Writing Process: Production and Distribution of Writing.** 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge.** 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing.** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

National History Day can help teachers meet standards in other areas of the 2011 Social Studies standards, as well as in national frameworks such as those proposed in the Framework for 21st Century Learning and in the Social Justice Standards from Teaching Tolerance.

## **Framework for 21st Century Learning, including the “4Cs”: Critical Thinking, Communication, Collaboration, Creativity** (Partnership for 21st Century Learning, Batelle for Kids, 2019)

### **Critical Thinking and Problem Solving:**

- Use various types of reasoning (inductive, deductive, etc)
- Use systems thinking
- Make judgements and decisions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Identify and ask significant questions that clarify various points of view and lead to better solutions

### **Communication:**

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Use multiple media and technologies and know how to judge their effectiveness as well as assess their impact.

### **Information, Media and Technology Tools:**

- Access information efficiently (time) and effectively (source)
- Evaluate information critically and competently
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- Understand both how and why media messages are constructed and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Use technology as a tool to research, organize, evaluate and communicate information

## **Teaching Tolerance Social Justice Standards: Anchor Standards and Domains**

### **Diversity:**

- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding and connection.
- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

### **Justice:**

- Students will recognize stereotypes and relate to people as individuals rather than as representatives of groups.
- Students will recognize unfairness on the individual level (e.g. biased speech) and injustice at the institutional or systemic level (e.g. discrimination).
- Students will analyze the harmful impact of bias and injustice in the world, historically and today.
- Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.