

## **History Day and the Revised Social Studies/ELA Standards**

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.

### **Historical Skills Benchmarks in Grades 6-12**

#### Grade 6:

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.

7.4.2.4.1. Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries.

#### 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:

9.4.1.2.1. 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.

## **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.