



NHD and the Standards: Minnesota

National History Day in Minnesota

National History Day emphasizes the learning and mastering of historical skills, and engaging students in the program can help teachers meet these standards in Social Studies and English Language Arts at multiple grade levels.

History Anchor Standards

Strand 4: History

No matter the topic, History Day students look at the past through the following lenses while researching and interpreting their project.

1. **Context, Change, and Continuity:** Ask historical questions about context, change and continuity in order to identify and analyze dominant and non-dominant narratives about the past.
2. **Historical Perspectives:** Identify diverse points of view, and describe how one's frame of reference influences historical perspective.
3. **Historical Sources and Evidence:** Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.
4. **Causation and Argumentation:** Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.
5. **Connecting Past and Present:** Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.

Depending on their topic, students may address specific History benchmarks in addition to standards and benchmarks in other Social Studies strands.

English Language Arts Standards

Career and College Readiness Statement

The literacy skills inherent in History Day also support the Career and College Readiness skills outlined in the English Language Arts Standards:

- **...demonstrate their understanding, value and respect of other perspectives, identities and cultures.** They understand their own perspectives, identities and cultures in relation to those of others; they engage with a wide variety of texts with a diverse representation of perspectives, identities and cultures like and unlike their own; they are inclusive of others. They are conscious and critical of their own biases and those of larger society.
- **...become self-directed learners who value expanding knowledge, skills and understanding through literacy.** They are able to express themselves clearly and creatively; they reflect on their learning and revise their own thinking; they persevere in the face of educational challenges; they read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise; they read a wide variety of self-selected texts for personal fulfillment; and they are lifelong learners who value knowledge.
- **...possess effective learning and work behaviors.** They advocate for themselves; they are able to problem-solve; they comprehend as well as critique texts; they make informed decisions; they give and utilize constructive criticism; and they communicate and collaborate with others.
- **...build and communicate strong content knowledge.** They adjust to, interact with and interpret a wide variety of texts, including, but not limited to, informational, fictional, technical and procedural; they synthesize information to articulate their thinking; they refine and share their knowledge; and they respond to the varying demands of audience, task, purpose and discipline.
- **...become responsible digital citizens.** They are critical consumers of information; they analyze and evaluate sources; they honor intellectual property; they find, use and value credible evidence; they create and interact with content intentionally; they demonstrate safe and responsible use of technology; and they identify and articulate the strengths and limitations of various technological tools and mediums to select and use those best suited to their communication goals.

Reading:

- R2 **Read and comprehend independently** A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.
- R4 **Read critically to comprehend, interpret and analyze themes and central ideas** in complex literary and informational texts.
- R5 Apply knowledge of text structure to **understand and evaluate a wide variety of complex literary and informational texts.**
- R6 Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.
- R7 **Evaluate arguments and specific claims** from complex informational texts.
- R8 Examine the **impact of vocabulary**, including words and phrases, on content, style and meaning of complex literary and informational texts.
- R9 Media Literacy in Reading: **Access and gather information** from a variety of sources, representing diverse perspectives, and **assessing relevancy and credibility** of information.

Writing:

- W2 **Write routinely** for various purposes and disciplines, representing one's own personal perspective, identity and voice.
- W3 Develop and strengthen writing by **using a writing process** including planning, drafting, revising, editing and publishing.
- W4 **Write arguments to support claims** and to persuade in an analysis of topics or texts, **using valid reasoning and evidence** while considering audience.
- W5 Write informative or explanatory texts to **examine and convey complex ideas and information** clearly and accurately through use of informational and literary text, considering audience.
- W7 **Engage in inquiry-based learning and research** processes to **create texts and presentations** for a variety of purposes and audiences.
- W8 Media Literacy in Writing: **Support writing with evidence from sources**, correctly **citing** those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.

Listening, Speaking, Viewing and Exchanging Ideas:

- LSVEI 1 **Exchange ideas in discussion and collaboration**, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences.
- LSVEI 2 **Communicate with others**, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context.
- LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely **access, analyze, and create written, oral and digital content** applicable to task, purpose, audience and discipline.



NHD and the Standards: National Frameworks

National History Day in Minnesota

National History Day can help teachers meet standards in other areas of standards, as well as in national frameworks such as those 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

Learning for Justice 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.