

# National History Day ties to the *Wisconsin Standards for Social Studies*



*National History Day can help you implement individualized, project-based learning opportunities for students.*

Students may choose to enter regional contests throughout Wisconsin. To learn more visit [wisconsinhistory.org/nhd](http://wisconsinhistory.org/nhd) or email [historyday@wisconsinhistory.org](mailto:historyday@wisconsinhistory.org)



Students ask their own questions and form a thesis statement.

- Inq1: Construct meaningful question that initiate an inquiry
- Inq3: Develop claims using evidence to support reasoning

Students act as historians, discovering how to uncover primary sources, build historical context, and form historical interpretations.

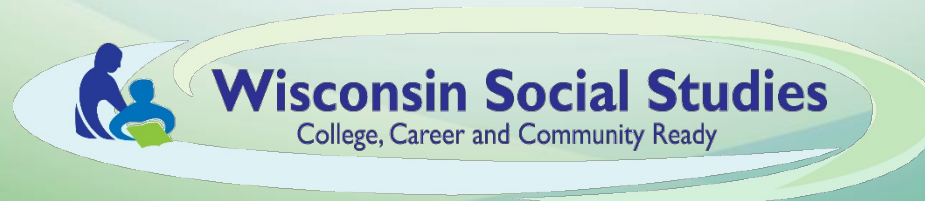
- Inq2: Gather and evaluate resources
- Hist1: Use historical evidence for determining cause & effect
- Hist2: Analyze, recognize, and evaluate ... contextualization of historical events
- Hist3: Connect past events, people, and ideas to the present..
- Hist4: Evaluate a variety of primary and secondary sources to interpret the historical context...

Students choose their own method of communicating their research results.

- Inq4: Communicate and critique conclusions

Students present their research to teachers, students, and historians.

- Inq4: Communicate and critique conclusions
- Inq5: Be civically engaged



# Wisconsin Standards for Social Studies

## At-A-Glance: Wisconsin Standards for Social Studies

### Wisconsin students will...

#### Social Studies Inquiry Practices and Processes

1. Construct meaningful questions that initiate an inquiry.
2. Gather and evaluate sources.
3. Develop claims using evidence to support reasoning.
4. Communicate and critique conclusions.
5. Be civically engaged.

#### Behavioral Science

1. Examine individual cognition, perception, behavior, and identity (Psychology).
2. Investigate interactions between individuals and groups (Sociology).
3. Assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
4. Examine the progression of the specific forms of technology and their influence within various societies.

#### Economics

1. Use economic reasoning to understand issues.
2. Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
3. Analyze how an economy functions as a whole (Macroeconomics).
4. Evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

#### Geography

1. Use geographic tools and ways of thinking to analyze the world.
2. Analyze human movement and population patterns.
3. Examine the impacts of global interconnections and relationships.
4. Evaluate the relationship between identity and place.
5. Evaluate the relationship between humans and the environment.

#### History

1. Use historical evidence for determining cause and effect.
2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.
4. Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

#### Political Science

1. Identify and analyze democratic principles and ideals.
2. Examine and interpret rights, privileges, and responsibilities in society.
3. Analyze and evaluate the structures and purposes of political and civic institutions.
4. Develop and employ skills for civic literacy.

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Find the revised Social Studies standards with supporting resources at  
<https://dpi.wi.gov/social-studies/standards>

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