

**MHD & C3 Framework**

**Developing Questions & Planning Inquires**

*Constructing Compelling Questions*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</b>			
D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a question represents key ideas in the field.	D1.1.9-12. Explain how a question reflects an enduring issue in the field.	<ul style="list-style-type: none"> <li>• Students must form thesis statements based on self-directed compelling questions</li> </ul>
D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<ul style="list-style-type: none"> <li>• Students need to conduct balanced research to ensure that they are considering multiple viewpoints while gathering sources to answer compelling questions related to their topic.</li> </ul>

*Constructing Supporting Questions*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</b>			
D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	<ul style="list-style-type: none"> <li>• Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability, and applicability to their research question.</li> </ul>
D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	<ul style="list-style-type: none"> <li>• An exploration of sources may lead to revisions of the thesis and additional compelling or supporting questions to answer.</li> </ul>

*Determining Helpful Sources*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b>			
D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	<ul style="list-style-type: none"> <li>• Students are expected to use primary and secondary sources. Those sources should come from multiple points of view and be a variety of types of sources (letters, pictures, newspapers, oral histories, interviews, diaries, etc.)</li> </ul>

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**Applying Disciplinary Concepts & Tools—History**

*Change, Continuity, and Context*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...			
D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> <li>• An entry should place the topic into historical context—the intellectual, physical, social, and cultural setting.</li> </ul>
D2.His.2.3-5. Compare life in specific historical time periods to life today.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	D2.His.2.9-12. Analyze change and continuity in historical eras.	<ul style="list-style-type: none"> <li>• An entry should reflect historical perspective—the causes and consequences of an event, for example, or the relationship of a local topic to larger events.</li> </ul>
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	<ul style="list-style-type: none"> <li>• Students are required to demonstrate the significance of their topic in history and draw conclusions.</li> <li>• Students should explore the impact and significance both during the time of the event and today.</li> </ul>

*Perspectives*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...			
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	<ul style="list-style-type: none"> <li>• Students should understand the intellectual, physical, social, and cultural setting of their topic.</li> </ul>
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.	
D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.	<ul style="list-style-type: none"> <li>• Students may use speeches, diaries/journals, or newspaper articles as sources for their project. To use these types of sources, students must analyze the perspectives of the authors of the sources.</li> </ul>
<i>Begins in grades 9-12</i>	<i>Begins in grades 9-12</i>	D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.	<ul style="list-style-type: none"> <li>• Students should consider multiple points of view, bias, and hindsight when reviewing sources.</li> <li>• Students should question how an individual's ideas and perceptions might impact the analysis of an event or topic.</li> </ul>

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<i>Begins in grades 9-12</i>	<i>Begins in grades 9-12</i>	D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	<ul style="list-style-type: none"> <li>• Students should analyze sources from multiple points of view. If there are sources lacking from a specific group of people, they should examine why those sources do not exist.</li> </ul>
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### *Historical Sources and Evidence*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b>			
D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.	<ul style="list-style-type: none"> <li>• Students must understand the difference between a primary and secondary source.</li> <li>• Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability, and applicability to their research question (connection to the theme).</li> </ul>
D2.His.10.3-5. Compare information provided by different historical sources about the past.	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.	
D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.	
D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.	D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	<ul style="list-style-type: none"> <li>• An exploration of sources may lead to revisions of the thesis and additional compelling or supporting questions to answer.</li> </ul>
D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	<ul style="list-style-type: none"> <li>• Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability, and applicability to their research question.</li> </ul>

### *Causation and Argumentation*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b>			
D2.His.14.3-5. Explain probable causes and effects of events and developments.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.	<ul style="list-style-type: none"> <li>• Students use key steps, details, and cause/effect to both deconstruct and synthesize relationships between events of their topic to create greater understanding and critically evaluate consequences.</li> </ul>

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<i>Begins in grades 6-8</i>	D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.	<ul style="list-style-type: none"> <li>Students must look at the immediate causes and effects of an event, as well as the impact of the event or topic on the world today.</li> </ul>
D2.His.16.3-5. Use evidence to develop a claim about the past.	D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.	<ul style="list-style-type: none"> <li>Students must make a coherent argument for their thesis through the use of their chosen primary and secondary sources.</li> </ul>
D2.His.17.3-5. Summarize the central claim in a secondary work of history.	D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	<ul style="list-style-type: none"> <li>In the annotated bibliography, students summarize the source and explain how the source was used in the project. This requires that students critique the sources for relevance to the project and historical accuracy.</li> </ul>

### **Evaluating Sources & Using Evidence**

#### *Gathering and Evaluating Sources*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b>			
D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<ul style="list-style-type: none"> <li>Students must use multiple resources, including both primary and secondary historical sources, and conduct extensive analysis for applicability to their research questions and thesis.</li> <li>Students' defense of their thesis using multiple sources is an integral part of NHD work and presentation.</li> </ul>
D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.	<ul style="list-style-type: none"> <li>Students must conduct extensive analysis on their chosen primary and secondary resources for bias, reliability, and applicability to their research question.</li> </ul>

#### *Developing Claims and Using Evidence*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b>			
D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	<ul style="list-style-type: none"> <li>Students use multiple primary and secondary sources to triangulate information to increase the likelihood of accuracy, and consider the best evidence and arguments put forward by source authors</li> </ul>

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D3.4.3-5. Use evidence to develop claims in response to compelling questions.	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	<ul style="list-style-type: none"> <li>As students delve into their topics, they focus or broaden their research as appropriate to their inquiry.</li> <li>Students must decide upon a topic that matches the given NHD theme for the year and conduct wide-ranging research based on original research questions.</li> </ul>
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**Communicating Conclusions & Taking Informed Action**

*Communicating and Critiquing Conclusions*

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO ...			
D4.1.3-5. Construct arguments using claims and evidence from multiple sources.	D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	<ul style="list-style-type: none"> <li>Not only are students expected to take their own stand with a thesis statement, but they must use primary and secondary sources to prove their stance. To do so, they need to determine the difference between fact and opinion in resources and make sure to include sources from multiple viewpoints.</li> <li>It isn't enough to just read the information. Students must understand all perspectives of an issue as they seek to strengthen the support of their own thesis.</li> </ul>
D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).	
D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<ul style="list-style-type: none"> <li>Students present their project to a panel of judges. Students competing in the documentary and website categories will use digital technologies. Students competing in the paper, exhibit, and performance categories will use print and oral technologies.</li> </ul>

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D4.4.3-5. Critique arguments.	D4.4.6-8. Critique arguments for credibility.	D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.	<ul style="list-style-type: none"> <li>• Students must research claims to support (and refute) their thesis.</li> <li>• Students must understand all perspectives of an issue as they seek to strengthen the support of their own thesis.</li> </ul>
D4.5.3-5. Critique explanations.	D4.5.6-8. Critique the structure of explanations.	D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.	

**Taking Informed Action**

BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12	Ties to Michigan History Day
<b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b>			
D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	<ul style="list-style-type: none"> <li>• In explaining the historical context of the topic, students must understand the characteristics and causes of problems. They must also explore the challenges and opportunities faced by those trying to address issues and problems.</li> </ul>
D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	<ul style="list-style-type: none"> <li>• In determining the historical significance of the topic, students must examine the steps and strategies taken by people to address local, regional, and global problems.</li> </ul>
D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	<ul style="list-style-type: none"> <li>• Judges may ask students how their knowledge of the topic will influence their own actions in the future.</li> </ul>