

**NHD 2010-2011 Timeline from George Washington High School  
(Courtesy of Bonnie Guggenheim)**

Date	Mandatory No-Wiggle-Room Due Dates
After Labor Day	Introduction to Theme/Sample Topics Handout: Theme-Topic-Process <ul style="list-style-type: none"> <li>• How to Pick a Topic</li> <li>• How to decide on Individual or Group Work</li> <li>• How to Choose a Category to Present your Research</li> </ul>
Sep 27	NHD Conference Record #1 due <ul style="list-style-type: none"> <li>• Commitment on topic</li> <li>• Explanation of topic and theme relationship</li> </ul>
Oct 18	NHD Conference Record #2 due <ul style="list-style-type: none"> <li>• Commitment to individual or group</li> <li>• Five Primary Sources and five Secondary Sources</li> </ul> Handout: How You Will Be Evaluated/Category Checklist
Nov 29	NHD Conference Record #3 due <ul style="list-style-type: none"> <li>• Commitment to Category of Presentation</li> <li>• Commitment to Title</li> <li>• Thesis Statement (all categories)</li> <li>• List of Primary and Secondary Sources (suggested 10 each)</li> </ul>
Jan 5	Preliminary Bibliography/Works Cited Due Handouts: Grading Grids (Rubrics) for all Categories
Jan 31	Final Bibliography/Works Cited due
Feb 28	Research Papers/Web sites due (may be earlier due to contest submission date)
Mar 7-11	Classroom presentations for documentaries, exhibits, performances (sign-up sheet and schedule will be posted)  Procedure: Exhibit, Performance, or Documentary <ol style="list-style-type: none"> <li>1. Read your Process Paper to the class</li> <li>2. Present your Exhibit, Performance, or Documentary</li> <li>3. Be prepared to answer questions</li> <li>4. Hand in a copy of your Title Page, Process Paper, and Annotated Bibliography</li> </ol>
April 9	DPS NHD Competition: HAMILTON Middle School (set-up at 7:30 am; judging begins at 9 am) All entries will have interviews, including Papers and Websites
April 30	Colorado NHD Competition (UCD at Auraria Campus)
June 11-16	NHD National Contest, University of Maryland, College Park, MD

**GOOD LUCK!!!**

**Incentive:** One graded requirement per month. Informs students and parents of its academic importance. Manages doable workload for student and teacher.

**Documentation:** Creates a paper trail. Encourages accountability. Documents progress or procrastination for students/parents. Identifies problems early; research roadblocks and group dynamics.

### Timeline with Suggested Point Values

Product Due	Due Date	Requirements	Points Rec'd	Point Value
Topic Proposal	Friday, 10/7	Proposal Worksheet		30
Thesis Statement	Friday, 10/14	Typed or <i>neatly</i> handwritten thesis statement		20
Research Plan	Friday, 10/14	Research plan packet		45
Note Card Check #1	Thursday, 11/10	50 note cards using specified note card format		100
Project Proposal	Thursday, 11/17	Project proposal form		25
Note Card Check #2	Thursday, 12/22	An additional 40 note cards		80
Interpretation Worksheet	Friday, 1/13	Interpretation worksheet		30
Working Bibliography	Friday, 1/13	Annotated bibliography in Turabian format of all sources used		50
Outline	Friday, 1/20	Outline (Template will be given)		50
Final Project	Thursday 2/2	Final NHD Project		300
		Total		730

## Louisiana History Day's Suggested Timeline

Non-Block Schedule or History Day as Enrichment Activity

September/October	<p>Introduction to History Day Historical Thinking Skills</p> <ul style="list-style-type: none"> <li>• Primary/Secondary sources</li> <li>• Uncovering bias in sources</li> <li>• Using the library and Internet for research</li> </ul>
October/November	<p>Relation to the Theme</p> <ul style="list-style-type: none"> <li>• Present the annual theme sheet from NHD (available at <a href="http://nhd.org">nhd.org</a>)</li> <li>• Relate previously learned material to the theme</li> <li>• Distribute/present other suggested topics</li> <li>• Demonstrate how to narrow a topic</li> <li>• Select a secondary source</li> </ul>
December	<p>Research Skills</p> <ul style="list-style-type: none"> <li>• Locating primary sources</li> <li>• Review interpreting primary sources</li> <li>• What is a historical argument?</li> <li>• Developing a thesis</li> <li>• Preliminary outline of historical argument and supporting content</li> <li>• Citing sources and compiling a bibliography</li> </ul>
January	<p>Constructing the Project</p> <ul style="list-style-type: none"> <li>• Select the category: paper, exhibit, performance, documentary, website</li> <li>• Construct the entry—student proofing and revising</li> </ul>
February	<p>Finalizing the Entry</p> <ul style="list-style-type: none"> <li>• Present the entry to parents and teachers</li> <li>• Revise based on feedback</li> </ul>
March	<p>Final Touches/Regional Contests</p> <ul style="list-style-type: none"> <li>• Regional contests occur late-January through April</li> <li>• Paper and website URLs must be submitted two weeks before the contest</li> </ul>
May	<p>State Contest</p> <ul style="list-style-type: none"> <li>• Check due date for paper and website URLs for submission of papers and websites</li> </ul> <p>Revisions</p> <ul style="list-style-type: none"> <li>• National qualifiers improve project</li> </ul>
June	<p>National Contest</p> <ul style="list-style-type: none"> <li>• National Contest in June at the University of Maryland</li> </ul>

## Block Schedule

\*National History Day Activities are good ways to fill out the 90 or 90+ minutes you have in your blocked classes. You may want to reach out to students who are beginning a class in January to have them complete a project as enrichment.

September/October	<p>Introduction to History Day Historical Thinking Skills</p> <ul style="list-style-type: none"> <li>• Primary/Secondary sources</li> <li>• Uncovering bias in sources</li> <li>• Using the library and Internet for research</li> </ul>
October/November	<p>Relation to the Theme</p> <ul style="list-style-type: none"> <li>• Present the annual theme sheet from NHD (available at <a href="http://nhd.org">nhd.org</a>)</li> <li>• Relate previously learned material to the theme</li> <li>• Distribute/present other suggested topics</li> <li>• Demonstrate how to narrow a topic</li> <li>• Select a secondary source</li> </ul> <p>Research Skills</p> <ul style="list-style-type: none"> <li>• Locating primary sources</li> <li>• Review interpreting primary sources</li> <li>• What is a historical argument?</li> <li>• Developing a thesis</li> <li>• Preliminary outline of historical argument and supporting content</li> <li>• Citing sources and compiling a bibliography</li> </ul>
November	<p>Constructing the Project</p> <ul style="list-style-type: none"> <li>• Select the category: paper, exhibit, performance, documentary, website</li> <li>• Construct the entry—student proofing and revising</li> </ul>
December	<p>Finalizing the Entry</p> <ul style="list-style-type: none"> <li>• Present the entry to parents and teachers</li> <li>• Revise based on feedback</li> </ul>
January-June	<p>Students improve their project entry outside of their history classes or in conjunction with an ELA teacher</p>
March	<p>Final Touches/Regional Contests</p> <ul style="list-style-type: none"> <li>• Regional contests occur late-January through April</li> <li>• Paper and website URLs must be submitted two weeks before the contest</li> </ul>
May	<p>State Contest</p> <ul style="list-style-type: none"> <li>• Check due date for paper and website URLs for submission of papers and websites</li> </ul> <p>Revisions</p> <ul style="list-style-type: none"> <li>• National qualifiers improve project</li> </ul>
June	<p>National Contest</p> <ul style="list-style-type: none"> <li>• National Contest in June at the University of Maryland</li> </ul>

## Sample Timeline from Greater Denver Metropolitan History Day

Date	Goal	Student/Teacher Responsibilities
November 1	Choose three possible topics for preliminary research; group decision deadline	Have students check-in with their three top ideas; give feedback. Students also must have decided whether to work alone or in a group
November 15	Choose topic and working title	At this check-in, students will decide on a topic and create a working title. Help students begin to work on their thesis statement, understanding that it will probably change.
November 30	Conference with teacher about primary/secondary sources. Adjust sources if necessary.	At this check-in, student and teacher will evaluate students' progress with sources and research. This can be a note check or journal check as well.
December 1- January 1	Research window	Teacher should continue to check notes, journals, etc. and guide with source ideas.
January 5	Note cards due	Students should complete the majority of their research by this deadline. They may find a need to return to research later to find final details or evidence.
January 15	Outline or storyboard due Thesis statement due	After instruction of thesis statements, students should complete their thesis statement. At this check, students should also have their project organized.
January 15- February 1	Project production	During this timeframe, the teacher should check-in with each project to gauge progress. If your students are keeping NHD journals, these should be checked.
February 15	Give paper/script to an editor for feedback	This could be a peer editor or an adult editor.
February 20	Presentation day—papers and websites	Because papers and websites must be pre-submitted, they must be completed earlier than other projects. Take this into consideration when planning.
February 25	Annotated bibliography/ process paper check	The teacher should guide students in presenting footnotes, bibliography and process paper in the correct manner.
March 1	Entry deadline	Teacher should double check to be sure that registration is complete ahead of time. Do not wait until the last minute! Also ensure that student papers and website URLs have been submitted. Double-check website URLs for accuracy prior to submission.
March 1-9	Complete exhibits, performance, and documentaries	Check in with students to ensure they are completing on time. Be sure to check for historical accuracy, and spelling/grammar errors.
March 9	Presentation day—exhibits, performances and documentaries	This could be in-class, or as a school contest
March 17	Regional competition	Ensure that you have ample supervision for all of your students attending the competition. See your regional competition schedule for details.
March 19	Evaluations	This gives the teacher an opportunity to evaluate the students' learning and gives students an opportunity to do a self-evaluation.