**Sample Timeline for Implementing History Day**

|  |  |
| --- | --- |
| **September**   * Familiarize yourself with the NHD theme sheet and sample topics available for your grade level. This information can be found in the Teacher Resourcesection of the California NHD website. * Look at your curriculum for the year and determine a list of possible topics for students. * Set a calendar of assignments and due dates for every step of the History Day process. * Review the Rule book * Finalize the contract (for student and parents to sign), and deadlines schedule. | **October**   * Introduce and define the theme. Explain to students how it fits into your class curriculum. * Students should begin preliminary research.   + Explain research techniques, and hand out research strategy sheets. Research is ongoing at this point. * Explain the differences and uses of primary and secondary sources. * Guide students toward choosing individual or group projects and which category they want to work in. * Work with students to identify and narrow their research topic. Help them ask questions about their topic. * Guide students toward quality primary and secondary sources. |
| **November and December**   * Teach students how to analyze sources. Students should continue researching. * Give out bibliography sheets with instructions and examples   + MLA   + Take time to show and practice writing sources in bibliographic form. * Work with students on writing thesis statements. Practice formulating and presenting historical interpretations. * Students should create an outline for and begin constructing projects in their chosen category. * Review process paper requirements.   + process paper and annotated bibliography (with at least 5 sources –2 primary, 3 secondary)   + Give a due date (ex: end of November) * Review project guidelines and judging sheets. | **January**   * Assist students with problem solving. * Confirm contest dates to ensure you are on target for project completion. * Students should complete construction of projects. Teachers should review and give feedback to students. * Students should edit and put finishing touches on projects, write process papers, and polish up annotated bibliographies.   + Second individual process papers and bibliographies (with at least 10 sources –5 primary and 5 secondary)   + Students should aim for 20 quality sources per project by school competition * Host school or classroom competitions. Choose students to advance to district competition. * Students should edit projects based on judge feedback provided at school competitions. |
| **February - Competition Time!**   * Confirm details for the SCOE competition * Registration Closes – January 29 | |