

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

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"> • Primary/Secondary sources • Uncovering bias in sources • Using the library and Internet for research
October/November	<p>Relation to the Theme</p> <ul style="list-style-type: none"> • Present the annual theme sheet from NHD (available at nhd.org) • Relate previously learned material to the theme • Distribute/present other suggested topics • Demonstrate how to narrow a topic • Select a secondary source <p>Research Skills</p> <ul style="list-style-type: none"> • Locating primary sources • Review interpreting primary sources • What is a historical argument? • Developing a thesis • Preliminary outline of historical argument and supporting content • Citing sources and compiling a bibliography
November	<p>Constructing the Project</p> <ul style="list-style-type: none"> • Select the category: paper, exhibit, performance, documentary, website • Construct the entry—student proofing and revising
December	<p>Finalizing the Entry</p> <ul style="list-style-type: none"> • Present the entry to parents and teachers • Revise based on feedback
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"> • Regional contests occur late-January through April • Paper and website URLs must be submitted two weeks before the contest
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