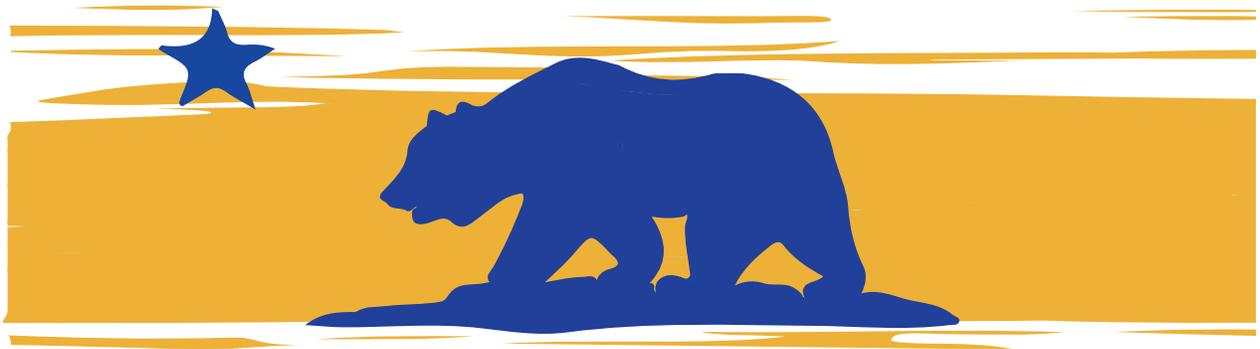

SCAFFOLDING ACTIVITIES FOR HISTORY DAY



National History Day California

THE HISTORY DAY TIMELINE

There is no mandatory timeline for History Day participation. The program is designed to be flexible and has been successfully integrated into many different curriculum formats, ranging from a six-week focused instructional model to incorporation throughout a semester or yearlong course.

In planning your curriculum, History Day suggests looking at the date you need or want the project to be completed and plan backwards. If your students are participating in the competitive cycle, this means you will plan backwards from the county contest.

- **County Contest:** Find out the date of your county contest.
- **County Contest Registration Deadlines:** Be sure to allow your students time to register for the county contest and improve their projects before lockout dates.
- **School History Day Event/Contest (Optional):** You may need to hold a school-level History Day event to narrow down the entries your school can send to your county contest. Your school event should take place at least one week before county registration forms are due.
- **Project Benchmarks:** Once you have these major deadlines in place, you can work backwards and plot out how much time you will spend on each of the following major project milestones:
 - Introduction to Historical Research Process and NHD Theme
 - Topic Selection
 - Research
 - Thesis Statements
 - Project Planning
 - Project Creation, Process Paper and Annotated Bibliography

Sample Breakdown of History Day Schedules

	6 Weeks	12 Weeks*	18 Weeks
Intro to History Day and Annual Theme	1 week	1 week	1 week
Topic Exploration and Selection		1 week	2 weeks
Research	2 weeks	6 weeks	8 weeks
Thesis Statement and Final Research	1 week	1 week	2 weeks
Project Organization and Outline	1 week	1 week	2 weeks
Project Creation, Process Paper, Bibliography	1 week	2 weeks	3 weeks

* Many teachers start with a 12-week framework and account for lost time due to holidays, all-school programs, or major assignments in other classes. Keep in mind that the shorter your overall timeframe, the more concentrated class time you will spend on each of these steps. Also remember that big ideas require time for reflection and iteration.

IMBEDDING NHD SKILLS IN THE CURRICULUM

Many of the implementation benchmarks needed for History Day are not unique to the National History Day curriculum. You are likely covering these skills and topics in other areas of your curriculum or your students are taking other courses that cover the discreet skills needed for History Day. Use these lessons to do “double-duty” in your class.

Social Studies

- Historical Research Process
- Primary & Secondary Sources
- Analyzing Sources

English/Language Arts

- Bibliographies
- Thesis Statements
- Note-taking

PREPARATION SCAFFOLDING ACTIVITIES

Before diving into a full-scale History Day project, many teachers have students complete activities or lessons that build critical skills necessary to complete History Day through scaffolding activities.

The content of these activities can be related to other curriculum content that you are already completing, but will help students to learn and practice these skills before applying them to their History Day projects.

Implementing History Day in the Classroom Chart: Overview of major benchmarks for teachers to incorporate into their History Day calendars. Not all of these are solely History Day content and many may already be covered in your curriculum.

Location	Lesson/Activity	Skills
Teacher Toolkit	Connecting with the theme throughout the year	Annual Theme Sheet/Book
Teacher Toolkit for topic ideas	Topic Inspiration Bulletin Board	Annual Theme Topic Selection
SHEG	Lunchroom Fight	Bias/Source Analysis
Teacher Toolkit Library of Congress	Understanding Historical Context with Political Cartoons	Historical Context Source Analysis
Teacher Toolkit	Introduction to Primary and Secondary Sources in a mini History Day project	Primary/secondary sources Summarizing information Project Design

Introduction to Primary and Secondary Sources in a Mini History Day Project

In this miniature, 3-D project, students are introduced to primary sources through a mini History Day project. Ask students to take a can or box, relabel it, and design it with the following:

- their definition of history
- two reasons why we study history, and
- a problem in history or a historical questions

Students then must place a primary source object or artifact inside that is connected with their definition, their question, or problem. Students then present their can/box to the class. Through the presentation and discussion, many teachable moments arise as student struggle to correctly identify primary versus secondary sources despite being provided with the definition.

Primary Source	Secondary Source
Connected to an event by time or participation. They include any historical evidence that comes to us directly from the time period or event we are studying.	The writer is not an eyewitness to or a participant in the event. Usually published books or articles by authors who base their interpretation on primary sources.
Examples: <ul style="list-style-type: none">• Historic objects• Government Records• Photographs• Manuscript collections• Newspapers from the era• Interviews with participants• Letters• Original film footage• Autobiographies	Examples: <ul style="list-style-type: none">• Biographies• History textbooks• Books about the topic• Articles about the topic• Encyclopedias (also tertiary sources)• Media documentaries• Interviews with scholars/experts• Websites

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