

Year-Long NHD Classes
 (Green Highlight for Club Programs)
 (Created August 2020)

| | Skill | Rational and Materials | NHD Specific |
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| August | <ul style="list-style-type: none"> ● Evaluating Evidence ● Forming an Argument ● Thesis (Claim) | <ul style="list-style-type: none"> ● Students need experiences with Historical Thinking Skills when looking at evidence and learning how to form an argument. <ul style="list-style-type: none"> ○ DBQ on Salem Witch Trials ○ DBQ on Harriet Tubman | <ul style="list-style-type: none"> ● Read the Theme Essay and other Essays in the Theme Book ● Picking a Topic Guidelines |
| Notes: | | | |
| September | <ul style="list-style-type: none"> ● Documenting Sources ● Developing the Historical Context ● Research Skills (HOW TO FIND IT?) | <ul style="list-style-type: none"> ● Students begin initial research using reliable secondary sources such as published books and valid websites. Lay a knowledge foundation of their topic prior to diving deep into primary sources. ● Students should research all aspects of their Big C and Little C graphic organizers or Context Circles ● Direct lessons on how to search for sources, databases, using a bibliography, WikiWise Lessons all help get students to move beyond Google. | <ul style="list-style-type: none"> ● Intro to NHD Project Categories using NHD Website ● Creating an Annotated Bibliography <ul style="list-style-type: none"> ○ 5-10 Sources which will be mostly secondary and MUST include BOOKS |
| Notes: | | | |
| October | <ul style="list-style-type: none"> ● Topic Focus ● Claim with the theme ● Perspectives | <ul style="list-style-type: none"> ● Once students have a topic, they need to bring their topic into more focus and its connection to the theme. ● Students articulate their argument using their topic, context, and theme (will be revised many times) ● Students need to find documents and sources which present different perspectives on the topic | <ul style="list-style-type: none"> ● NHD Project proposal for parents at conferences ● Conferring with teachers, volunteers and parents about topic and research progress |

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| November | <ul style="list-style-type: none"> ● Historical Paper ● Project planning ● Interview Skills ● Annotated Bibliography Analysis ● Create a calendar or timeline for completion of tasks | <ul style="list-style-type: none"> ● ALL students write a historical paper on their topic, 1500 words, to consolidate their learning and practice their argumentation skills and use of evidence ● Use graphic organizers that are designed for each project category ● Students need specific instruction on how to locate recorded interviews, conduct email correspondence, and how to interview in person. No matter the case, if the person has authored a book on the student topic, the student MUST read the entire book before contacting the author. ● Students need to evaluate their bibliography to determine strengths and weaknesses, perspectives, primary vs. secondary, and establish a plan forward. Additionally, students need to account for bias by using a variety of perspectives which would include books by women about women, books by African Americans about African Americans, etc. ● *Students that don't have 15 - 20 sources in their bibliography by the end of November often don't complete an NHD project in March and April ● Category work: <ul style="list-style-type: none"> ○ Paper -- 2500 word rough draft (Footnotes may be missing) ○ Website - Register for NHDWebCentral (Plan website on PAPER!) ○ Performance -- Plan and acquire costumes and sets ○ Exhibit -- Plan and acquire materials needed ○ Documentary -- Plan and learn software | <ul style="list-style-type: none"> ● NHD Project rough draft using the graphic organizer |
| Notes: | | | |
| December | <ul style="list-style-type: none"> ● Being to build physical or digital project/Framework | <ul style="list-style-type: none"> ● Prior to winter break, students MUST begin building their actual project so that they are invested in working during the break and after the break project. This will differ depending on the category: | <ul style="list-style-type: none"> ● Project words (Caption, script, etc.) due before break ● Process Paper Rough Draft |

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| | | <ul style="list-style-type: none"> ○ Paper -- 2500 word rough draft (Footnotes may be missing) ○ Website 1200 words and layout of pages ○ Performance -- Script ○ Exhibit -- 500 words, boards started, plan complete (Plan materials needed) ○ Documentary -- 1500 Word script, images are placed into iMovie or other software to start the build (Plan and learn software) | |
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| December/ January | <ul style="list-style-type: none"> ● During winter break | <ul style="list-style-type: none"> ● Many students need and want a break from their NHD project, so we never assign work over the holiday. However, if students are keen and parents willing, they can visit museums, bookstores, libraries, visit or find interviews etc. This is also a good time to read a good book about the topic! | <ul style="list-style-type: none"> ● N/A |
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| January | <ul style="list-style-type: none"> ● Conferring ● Project Building | <ul style="list-style-type: none"> ● While we confer with students throughout the project, post-break is a great time to check in with students to gauge their level of progress and enthusiasm ● Students MUST continue to make physical progress on their actual project aside from the bibliography and the process paper. Finishing or completing parts energizes kids for the next step. Students and teachers need to see progress. Progress on the project builds confidence and confidence builds better projects. | <ul style="list-style-type: none"> ● Revise project words |
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| February | <ul style="list-style-type: none"> ● Revisiting the Bibliography ● Cultivating New Sources ● School Level | <ul style="list-style-type: none"> ● While students should be documenting their sources as they move along, many need to refocus on this aspect in February ● New sources help to create vitality and curiosity in the topic. Reviewing lessons on research skills, looking at past NHD projects at the NHD website, and asking better questions will | <ul style="list-style-type: none"> ● Revise project words ● Revise process paper ● Preparing for Judging Interviews ● Revise project after first contest |
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| | Competition | <p>lead students to better research</p> <ul style="list-style-type: none"> • This is often the beginning of the competition season for schools. All of our students, regardless of qualification status, must revise their project based on feedback before the Affiliate contest. | based on judges feedback |
| Notes: | | | |
| March | <ul style="list-style-type: none"> • Wordsmithing • Thinking ahead | <ul style="list-style-type: none"> • Refocus on the clarity of argument and the philosophical underpinnings of the THEME. Examine how, why, when and where the evidence is laid out in the project. While students want to focus on design, as a teacher, focus on writing. NHD, in the end, is a writing contest. Design NEVER outweighs the clarity of the historical argument being created by the student. • As contest season opens, teachers and students should be making a list of topic ideas for next year. Contests are excellent opportunities to learn about context and creative ideas. Be ready to learn. | <ul style="list-style-type: none"> • Analysis of judges comments • Feedback from parents, peers, and former NHD Students |
| Notes: | | | |
| April | <ul style="list-style-type: none"> • Break • Importance | <ul style="list-style-type: none"> • Plan a break from the NHD project for the students. It may coincide with a Spring Break or perhaps a smaller unit of study unrelated to their topic. Either way, if they are moving on to the national level, a mental break allows students to destress, focus on the learning, and put the competitive aspects of NHD to the side. • Have students articulate why their topic is significant in history. This will change over time and should become more sophisticated and articulate. | <ul style="list-style-type: none"> • Analysis of judges comments at the next level • Seek input from former National Level NHD Students. (National level NHD students often see and think differently from those around them. Work to build relationships between older and younger NHD students.) |
| Notes: | | | |
| May | <ul style="list-style-type: none"> • Double down on Primary source | <ul style="list-style-type: none"> • Students need to dig deep before the national contest to uncover little known or difficult to acquire primary resources about their | |

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| | interviews | <p>topic. Unpublished autobiographies, family film footage, or even family photo albums can reveal a wealth of resources and ideas</p> <ul style="list-style-type: none"> ● Tracking down a primary source at this level can be challenging and very rewarding. *Make sure that the students do not harass the person. | |
| Notes: | | | |
| June | ● Judging Sessions | <ul style="list-style-type: none"> ● Provide a list to students of most likely asked questions ● Discuss the composure of answers and body ● Discuss steady confidence ● Discuss appropriate dress in terms of NHD rules as well as dressing for an appearance before the judges | |
| Notes: | | | |