

# History Day Insights

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## 1. What is your timeline?

- a. Usually...
  - i. introduce in October/November and then work on it a day or two a week with check-ins and “clinics” to assess progress.
  - ii. In January, kick it up to two to three days a week with a field trip to the Wilson Library in there.
  - iii. In February, spend four to five days a week the final two to three weeks depending on student progress.
  - iv. Will continue to support Regional/State/National Finalists with time.

## 2. What steps do you teach (research, writing)?

- a. All of them!
- b. Working with English to teach some of research/writing...limited basis.
- c. Both subjects should teach the skills to compliment each other and provide different perspectives. Kids learn differently in different places with different people. BUT, compliment each other too and support each other!
- d. Compliments will with Science Fair and/or Scientific Method

## 3. Where do you award a grade?

- a. Assess progress sporadically and time spent regularly (formative)
- b. Assess quality/depth of research (summative)
- c. Comments about Parent/Guardian Signature (bigger issue)

## 4. Do you use a rubric?

- a. Definitely! Be explicit with assessment.
- b. Samples.
- c. Progress (formative) vs. Final (summative) assessment

## 5. Transitions?

- a. New students to class—use the outline as a “worksheet”
- b. Quarter breaks—Chunk the project to ease transition
- c. Breaks—Limit work expected w/o support