



Oklahoma National History Day

Suggested Timeline for Performance Category Yearlong Course

August/ September	Introduction to History Day • Read the rulebook • Discuss theme Building Historical Thinking and Research Skills • How to conduct research • Primary and secondary documents • How to construct a bibliography Topic and Category Selection • Work on finding and narrowing topics • Decide category and group or individual entry Research • Begin secondary source research (books and journal articles) using library resources—look for background information on event/individual and time period
October	Research • Use secondary source bibliographies and citations to look for primary sources • Begin primary source research (newspapers, published memoirs or recollections) • Explore other avenues—call or email professionals, scholars, or witnesses to topic; conduct interviews; etc. Project Development • Create basic storyline and character outlines • Consider props, costumes, sets, and any multimedia to be used • Create bibliography • Begin writing the process paper Evaluate Progress • By the end of October: students have 2–5 secondary source books and 2–5 secondary source journal articles

November	Research • Continue research—look for other available primary sources (letters, diaries, photographs, government documents, census records, etc.) • Take note of any quotes that might be used in the performance Project Development • Begin writing script Thesis Development • How does this topic relate to the theme? • Why is this topic important or significant? • Use the answers to these questions to begin constructing a thesis statement Evaluate Progress • By the end of November: students have 3 primary source newspaper articles, 5 other primary sources, and 10 secondary sources (combination of books, journal articles, and other secondary sources); exhibit board frame; and preliminary thesis statement Revision • Use teacher feedback to improve project
December	Continue Research Project Development • Continue writing script • Continue gathering props and making costumes and sets • Begin working on any multimedia elements of the performance • Begin rehearsing performance • Strengthen and clarify the thesis • Keep bibliography up to date • Continue writing a process paper Evaluate Progress • By the end of December: students have at least 10 secondary sources and 10 primary sources • Thesis statement should be strong and clear Revision • Use teacher feedback to improve project
January	Project Development • Finish script • Finish gathering props and making costumes and sets • Finish working on any multimedia elements of the performance • Practice—rehearse performance as often as possible • Keep bibliography up to date • Finish process paper Evaluate Progress • Preliminary bibliography due: students have at least 12–15 secondary sources and 12–15 primary sources • Thesis statement due • Turn in script Revision • Use teacher feedback to improve project

February	Project Development • Finalize script • Make final alterations to costumes and sets; have props and media ready • Practice—rehearse performance as often as possible • Finalize bibliography • Perform dress rehearsal and seek feedback from peers and adults Evaluate Progress • Final bibliographies and process papers due • Performances due: teacher may require live or recorded performance Revision • Use feedback from teacher, peers, and adults to improve project before regional contest School and District Competitions • Prepare for presentation and interview questions at the competition • Present project at regional contests (late February–April)
March/ April	Revision • State qualifiers continue to research and improve project based on judges' feedback from regional competitions
May	State Competition • State History Day Contest at the Oklahoma History Center in Oklahoma City
May/ June	Revision • National qualifiers revise projects for the national competition
June	National Competition • National History Day Contest in College Park, Maryland