

Oklahoma National History Day

Suggested Timeline for Documentary Category Yearlong Course

August/ September	<p>Introduction to History Day</p> <ul style="list-style-type: none"> • Read the rulebook • Discuss theme <p>Building Historical Thinking and Research Skills</p> <ul style="list-style-type: none"> • How to conduct research • Primary and secondary documents • How to construct a bibliography <p>Topic and Category Selection</p> <ul style="list-style-type: none"> • Work on finding and narrowing topics • Decide category and group or individual entry <p>Research</p> <ul style="list-style-type: none"> • Begin secondary source research (books and journal articles) using library resources—look for background information on event/individual and time period
October	<p>Research</p> <ul style="list-style-type: none"> • 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. <p>Project Development</p> <ul style="list-style-type: none"> • Create preliminary storyboard • Begin gathering photos, images, and video clips for use • Begin building graphics • Create bibliography • Begin writing process paper <p>Evaluate Progress</p> <ul style="list-style-type: none"> • By the end of the October: students have 2–5 secondary source books and 2–5 secondary source journal articles; and preliminary storyboard
November	<p>Research</p> <ul style="list-style-type: none"> • Continue research—look for other available primary sources (letters, diaries, photographs, government documents, census records, etc.) • Make notes of any quotes that might be used in the documentary <p>Thesis Development</p> <ul style="list-style-type: none"> • How does this topic relate to the theme? • Why is this topic important or significant? • Use the answers to these questions to begin constructing thesis statement <p>Project Development</p> <ul style="list-style-type: none"> • Finalize storyboard • Continue gathering photos, images, and video clips for use

<p>November continued</p>	<ul style="list-style-type: none"> • Begin writing script • Begin creating an effective soundtrack • Finish building graphics • Identify newspaper or magazine articles, government documents, letters, or other primary sources to be used as images in the documentary • Keep bibliography up to date • Continue writing process paper <p>Evaluate Progress</p> <ul style="list-style-type: none"> • By end of month: students have 3 primary source newspaper articles, 5 other primary sources, and 10 secondary sources (combination of books, journal articles, and other secondary sources); final storyboard; completed graphics; and preliminary thesis <p>Revision</p> <ul style="list-style-type: none"> • Use teacher feedback to improve project
<p>December</p>	<p>Research</p> <ul style="list-style-type: none"> • Continue research <p>Project Development</p> <ul style="list-style-type: none"> • Finish script and soundtrack • Conduct necessary interviews • Begin recording narration • Begin editing • Continue gathering photos, images, and video clips • Strengthen and clarify thesis • Keep bibliography up to date • Continue writing process paper <p>Evaluate Progress</p> <ul style="list-style-type: none"> • By the end of December: students have at least 10 secondary sources and 10 primary sources; completed script; and completed soundtrack • Thesis statement should be strong and clear <p>Revision</p> <ul style="list-style-type: none"> • Use teacher feedback to improve project
<p>January</p>	<p>Project Development</p> <ul style="list-style-type: none"> • Revise script • Continue editing • Finish recording narration • Continue editing • Keep bibliography up to date • Finish process paper <p>Evaluate Progress</p> <ul style="list-style-type: none"> • Preliminary bibliography due: students have at least 12–15 secondary sources and 12–15 primary sources • Thesis statement due • Turn in graphics, storyboard, and script

<p>January continued</p>	<p>Revision</p> <ul style="list-style-type: none"> • Use teacher feedback to improve project
<p>February</p>	<p>Project Development</p> <ul style="list-style-type: none"> • Complete editing • Finalize bibliography and add to credits • Make backup copies of documentary using varied formats (i.e., flash drive/external hard drive, DVD, on a personal computer, etc.) • Present and seek feedback from peers and adults <p>Evaluate Progress</p> <ul style="list-style-type: none"> • Final bibliographies and process papers due • Documentaries due <p>Revision</p> <ul style="list-style-type: none"> • Use feedback from teacher, peers, and adults to improve project before regional contest <p>School and District Competitions</p> <ul style="list-style-type: none"> • Prepare for presentation and interview questions at the competition • Present project at regional contests (late February–April)
<p>March/April</p>	<p>Revision</p> <ul style="list-style-type: none"> • State qualifiers continue to research and improve project based on judges' feedback from regional competitions
<p>May</p>	<p>State Competition</p> <ul style="list-style-type: none"> • State History Day Contest at the Oklahoma History Center in Oklahoma City
<p>May/June</p>	<p>Revision</p> <ul style="list-style-type: none"> • National qualifiers revise projects for the national competition
<p>June</p>	<p>National Competition</p> <ul style="list-style-type: none"> • National History Day Contest in College Park, Maryland