

Oklahoma National History Day
Suggested Timeline for Exhibit Category Yearlong Course

August/ September	<p>Introduction to History Day</p> <ul style="list-style-type: none"> • Read 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 and published memoirs or recollections) • Take note of any quotes and copies of any documents that might be used on exhibit board • Explore other avenues—call or email professionals, scholars, or witnesses to the topic; conduct interviews; etc. <p>Project Development</p> <ul style="list-style-type: none"> • Create a basic layout for the exhibit • Consider design (including the use of media, artifacts, graphs, maps, etc.) • 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; basic layout of exhibit board
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 and copies of any documents that might be used on exhibit board <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 answers to these questions to begin constructing a thesis statement

<p>November cont.</p>	<p>Project Development</p> <ul style="list-style-type: none"> • Identify newspaper or magazine articles, government documents, letters, or other primary sources to be used as images on the website • Begin writing captions and text for exhibit board • Begin gathering photos and artifacts for use on board • Construct exhibit board frame • Keep bibliography up to date • Continue writing a process paper <p>Evaluate Progress</p> <ul style="list-style-type: none"> • 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 <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 • Make notes of any quotes and copies of any documents that might be used on exhibit board <p>Project Development</p> <ul style="list-style-type: none"> • Begin building exhibit • Create/collect any multimedia elements and equipment • Finish gathering artifacts and writing captions • Continue writing text • Strengthen and clarify the thesis • Keep bibliography up to date • Continue writing a 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, captions finished, and artifacts gathered • 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"> • Create a timeline and other graphics • Continue writing text and creating exhibit board • 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 all text—must include introduction and conclusion

<p>January continued</p>	<ul style="list-style-type: none"> • Process paper finished <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"> • Finish revising text • Mount text, photos, artifacts, newspapers, etc. to exhibit board • Finish exhibit board • Finalize bibliography • Present and seek feedback from peers and adults <p>Evaluate Progress</p> <ul style="list-style-type: none"> • Final bibliographies and process papers due • Exhibit boards 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 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