

**Oklahoma National History Day**  
Suggested Timeline for Exhibit Category Yearlong Course

<b>August/ September</b>	<p>Introduction to History Day</p> <ul style="list-style-type: none"> <li>• Read rulebook</li> <li>• Discuss theme</li> </ul> <p>Building Historical Thinking and Research Skills</p> <ul style="list-style-type: none"> <li>• How to conduct research</li> <li>• Primary and secondary documents</li> <li>• How to construct a bibliography</li> </ul> <p>Topic and Category Selection</p> <ul style="list-style-type: none"> <li>• Work on finding and narrowing topics</li> <li>• Decide category and group or individual entry</li> </ul> <p>Research</p> <ul style="list-style-type: none"> <li>• Begin secondary source research (books and journal articles) using library resources—look for background information on event/individual and time period</li> </ul>
<b>October</b>	<p>Research</p> <ul style="list-style-type: none"> <li>• Use secondary source bibliographies and citations to look for primary sources</li> <li>• Begin primary source research (newspapers and published memoirs or recollections)</li> <li>• Take note of any quotes and copies of any documents that might be used on exhibit board</li> <li>• Explore other avenues—call or email professionals, scholars, or witnesses to the topic; conduct interviews; etc.</li> </ul> <p>Project Development</p> <ul style="list-style-type: none"> <li>• Create a basic layout for the exhibit</li> <li>• Consider design (including the use of media, artifacts, graphs, maps, etc.)</li> <li>• Create bibliography</li> <li>• Begin writing process paper</li> </ul> <p>Evaluate Progress</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>November</b>	<p>Research</p> <ul style="list-style-type: none"> <li>• Continue research—look for other available primary sources (letters, diaries, photographs, government documents, census records, etc.)</li> <li>• Make notes of any quotes and copies of any documents that might be used on exhibit board</li> </ul> <p>Thesis Development</p> <ul style="list-style-type: none"> <li>• How does this topic relate to the theme?</li> <li>• Why is this topic important or significant?</li> <li>• Use answers to these questions to begin constructing a thesis statement</li> </ul>

<p><b>November cont.</b></p>	<p>Project Development</p> <ul style="list-style-type: none"> <li>• Identify newspaper or magazine articles, government documents, letters, or other primary sources to be used as images on the website</li> <li>• Begin writing captions and text for exhibit board</li> <li>• Begin gathering photos and artifacts for use on board</li> <li>• Construct exhibit board frame</li> <li>• Keep bibliography up to date</li> <li>• Continue writing a process paper</li> </ul> <p>Evaluate Progress</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Revision</p> <ul style="list-style-type: none"> <li>• Use teacher feedback to improve project</li> </ul>
<p><b>December</b></p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Continue research</li> <li>• Make notes of any quotes and copies of any documents that might be used on exhibit board</li> </ul> <p>Project Development</p> <ul style="list-style-type: none"> <li>• Begin building exhibit</li> <li>• Create/collect any multimedia elements and equipment</li> <li>• Finish gathering artifacts and writing captions</li> <li>• Continue writing text</li> <li>• Strengthen and clarify the thesis</li> <li>• Keep bibliography up to date</li> <li>• Continue writing a process paper</li> </ul> <p>Evaluate Progress</p> <ul style="list-style-type: none"> <li>• By the end of December: students have at least 10 secondary sources and 10 primary sources, captions finished, and artifacts gathered</li> <li>• Thesis statement should be strong and clear</li> </ul> <p>Revision</p> <ul style="list-style-type: none"> <li>• Use teacher feedback to improve project</li> </ul>
<p><b>January</b></p>	<p>Project Development</p> <ul style="list-style-type: none"> <li>• Create a timeline and other graphics</li> <li>• Continue writing text and creating exhibit board</li> <li>• Keep bibliography up to date</li> <li>• Finish process paper</li> </ul> <p>Evaluate Progress</p> <ul style="list-style-type: none"> <li>• Preliminary bibliography due: students have at least 12–15 secondary sources and 12–15 primary sources</li> <li>• Thesis statement due</li> <li>• Turn in all text—must include introduction and conclusion</li> </ul>

<p><b>January continued</b></p>	<ul style="list-style-type: none"> <li>• Process paper finished</li> </ul> <p>Revision</p> <ul style="list-style-type: none"> <li>• Use teacher feedback to improve project</li> </ul>
<p><b>February</b></p>	<p>Project Development</p> <ul style="list-style-type: none"> <li>• Finish revising text</li> <li>• Mount text, photos, artifacts, newspapers, etc. to exhibit board</li> <li>• Finish exhibit board</li> <li>• Finalize bibliography</li> <li>• Present and seek feedback from peers and adults</li> </ul> <p>Evaluate Progress</p> <ul style="list-style-type: none"> <li>• Final bibliographies and process papers due</li> <li>• Exhibit boards due</li> </ul> <p>Revision</p> <ul style="list-style-type: none"> <li>• Use feedback from teacher, peers, and adults to improve project before regional contest</li> </ul> <p>School and District Competitions</p> <ul style="list-style-type: none"> <li>• Prepare for presentation and interview questions at competition</li> <li>• Present project at regional contests (late February-April)</li> </ul>
<p><b>March/April</b></p>	<p>Revision</p> <ul style="list-style-type: none"> <li>• State qualifiers continue to research and improve project based on judges' feedback from regional competitions</li> </ul>
<p><b>May</b></p>	<p>State Competition</p> <ul style="list-style-type: none"> <li>• State History Day Contest at the Oklahoma History Center in Oklahoma City</li> </ul>
<p><b>May/June</b></p>	<p>Revision</p> <ul style="list-style-type: none"> <li>• National qualifiers revise projects for the national competition</li> </ul>
<p><b>June</b></p>	<p>National Competition</p> <ul style="list-style-type: none"> <li>• National History Day Contest in College Park, Maryland</li> </ul>