# Oklahoma National History Day

## Timeline for Performance Category for Yearlong Course

### August/September

- **Introduction to History Day**
  - Read rulebook
  - Discuss the 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 new avenues—call or email professionals, scholars, or witnesses to the 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; basic storyline and character outlines

### 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 performance

- **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

- **Project Development**
  - Begin writing script
<table>
<thead>
<tr>
<th>November Cont.</th>
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<tbody>
<tr>
<td>• Begin gathering props and making costumes and sets</td>
<td></td>
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<tr>
<td>• Keep bibliography up to date</td>
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<tr>
<td>• Continue writing process paper</td>
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**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); should have first scenes scripted; preliminary thesis statement

**Revision**

• Use teacher feedback to improve project

<table>
<thead>
<tr>
<th>December</th>
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**Research**

• 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 process paper

**Evaluate Progress**

• By the end of December: students have at least 10 secondary sources and 10 primary sources  
• The thesis statement should be strong and clear

**Revision**

• Use teacher feedback to improve project

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