

Oklahoma National History Day

Timeline for Performance Category for Yearlong Course

August/ September	<p>Introduction to History Day</p> <ul style="list-style-type: none">• Read rulebook• Discuss the 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 new 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 basic storyline and character outlines• Consider props, costumes, sets, and any multimedia to be used• Create bibliography• Begin writing the process paper <p>Evaluate Progress</p> <ul style="list-style-type: none">• 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	<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.)• Take note of any quotes that might be used in performance <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 a thesis statement <p>Project Development</p> <ul style="list-style-type: none">• Begin writing script

<p>November Cont.</p>	<ul style="list-style-type: none"> • Begin gathering props and making costumes and sets • Keep bibliography up to date • Continue writing 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); should have first scenes scripted; 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 <p>Project Development</p> <ul style="list-style-type: none"> • 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 <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 • The 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"> • 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 <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 script <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"> • 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 <p>Evaluate Progress</p> <ul style="list-style-type: none"> • Final bibliographies and process papers due • Performances due—teacher may require live or recorded performance <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