

- ☞ Your job is to organize your research to tell your topic's story. Think about how you want the information you've learned to be organized. Your thesis should come first, along with a brief introduction. From there, you'll want to put your cards in the order which you plan on telling your topic's story. Make sure that you include some form of a conclusion along with your legacy information.
  
- ☞ Once your cards are organized, you use them to help you write a 500-word essay. Be sure to include the important information from your note cards, which was stressed on both your instruction and feedback sheets. It is most helpful for both you and me if you are able to type your rough draft. Please print a copy out, add your name to the top and write your word count at the bottom. That way I can read it easily and you can go back and make changes easily, without having to hand-write it all over again.
  - Here is the part that makes this "essay" different: You will be writing it in chunks of text, rather than in flowing paragraphs as you are used to doing. Each chunk of text will need to be numbered in the order you would like it to be read. Please be sure to include your title and remember to try to work in theme words whenever possible.
  - These chunks of text will become the captions, which appear on your exhibit board and tell your story. These are not the citations captions for your visuals.
  - After you have the captions decided upon, you will then need to find visual images (photos, drawings, charts, graphs, etc.) to match each one. You may have more than one image per caption, but you want to make sure that each piece of text has something to look at, as well as something to read.
  - Your visuals should be numbered to match the caption's number, so that I can tell which images go with which captions.

**THINGS TO REMEMBER:**

A DAY – Final due – 2/21  
B DAY – Final due – 2/22

500, student-composed words is your limit. You may use additional primary source words to tell your story without penalty. Please be advised that your title counts toward this 500-word limit, unless you find a way to use a primary source excerpt to serve as your title.

You are creating an exhibit board, which is a free-standing project. It may be formatted on a tri-fold project board or some other variety either store bought or self-designed. You may create your exhibit back board in any shape you chose as long as it fits into the size restrictions outlined in your rule book. You may be as creative as you wish and may make the backboard reflect your topic. **This is not a poster board or construction paper project, so those items will not be accepted.**

Use your creativity and have fun. You've done the hard work. This is the fun part where you get to put it all together and show what you've learned. Tons of examples can be seen online at [www.nhd.org](http://www.nhd.org) or by simply "googling" history day exhibits.



Name(s): \_\_\_\_\_

### Rough Draft Scoring Sheet

This rough draft is being scored on the required categories of information from throughout the research process. I am now looking for evidence of the required information being transferred into the written format. In addition to earning points for the required research information, you are also earning points for your grammar and for the structure of your rough draft, as described in your specific project instruction packets. You should have a beginning, middle, and end and should have included all the information which was outlined on each of the instruction sheets you used to complete your research. This rubric is two-sided....turn it over please ☺.

<b>Background Information:</b> Have you provided ample information for your reader to completely understand the story that you are attempting to tell? Have you set your topic into a particular period of history by providing an understanding of place, time and circumstances?	2 points	
<b>Connection to the Theme:</b> Have you supplied your reader with a solid, obvious, well-stated, thorough connection to the theme? Have you made this connection to all parts of the theme, Taking a Stand in History?	2 points	
<b>Causes:</b> Have you explained, in great detail, why your topic came to be? Have you included early triggers or catalysts for the people who made your topic important? Think of this as a chain of events, each cause is the link before an effect, but then an effect can also be the precursor to another cause.	2 points	
<b>Effects:</b> Have you explained, in great detail, the impact that your topic has had on the world? On their community? On themselves and others? Have you made it crystal clear to your reader that your topic is important for particularly, clear reasons?	2 points	
<b>Economics:</b> Have you included information that explains in rich detail, the connection between your topic and economics? Think: job creation, new industries or businesses born as an effect of your topic, job loss, better/worse pay for particular groups of people, better/worse working conditions for particular groups of people, funding for special projects or experiments involved. Any of this type of information that applies to your project should be included.	2 points	
<b>Politics:</b> Have you included information that explains in rich detail, the connection between your topic and politics? Think: law creation, activism, political support or involvement in a cause, human / Civil rights (oppression, denial, acquisition of), elections, voting, political service to the community, state, or country in which your topic is set. Any of this type of information that applies to your project should be included.	2 points	
<b>Society:</b> Have you explained in rich detail how the general public reacted to or felt about your topic and the circumstances surrounding it? Have you shown multiple perspectives from a variety of people making up societal groups of the time of your project? Don't forget to look for this in international settings too, if your project takes place in, or impacts, more than one country.	2 points	
<b>Change over Time:</b> Have you explained in detail how your topic has changed over time? This could be in looked at very specifically, if your topic allows for it. For some topics, you will need to look at this question in a broader more general sense to be able to discuss this change.	2 points	
<b>Continuity:</b> Have you pointed out how some things never change, despite the hard work and efforts of your topic? The things that have remained the same could be good or bad. Be sure to explain in detail so that your reader understands you reason for including them.	2 points	

<b>Introduction:</b> Does your rough draft include an introduction with a strong, polished thesis statement and tie to the theme? Does it inspire your reader to read on?	2 points	
<b>Conclusion:</b> Does your rough draft have a conclusion which offers analysis and synthesis, showing critical thought and tying all of your research together? Does it make people think about what they've learned while reading your research? Will the conclusion help your reader to connect to you project?	2 points	
<b>Grammar &amp; Overall structure:</b> Does your rough draft seem to make sense and reflect good sentence structure, grammar, spelling, etc.?	2 points	
<b>Rule &amp; Specification Adherence:</b> Does your rough draft adhere to the time, word, file space limits as specified in the rulebooks? You will not be penalized here for word limits, as long as your work does not exceed 750 words for exhibits, 1800 words for websites, and 3000 words for research papers. You will not be penalized here for time limits as long as your work does not exceed 11 minutes for documentaries and performances. Please recognize that if you are submitting a project that is outside of its limits, you will have to either sacrifice something or work to prioritize the required information in an effort to reduce your project size so that it falls back within the limits opposed by the rulebook.	2 points	
<b>Instructions Specific to your Project:</b> Does your rough draft follow all of the basic instructions outlined and discussed in class? Have you typed and handed in or emailed what you were supposed to? Have you brought in a flash drive with your project saved on it? If you completed a documentary, did you bring in the first two pieces as assigned?	2 points	

Any research information that WAS NOT included in your note cards, but has since been added to your research and APPEARS IN THIS ROUGH DRAFT, WILL BE AWARDED CREDIT BOTH HERE, AND BACK IN YOUR NOTE CARD SCORES.

ROUGH DRAFT SCORE: \_\_\_\_\_/28 POINTS \_\_\_\_\_%

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COMMENTS:

## SELECTING ITEMS TO PUT ON EXHIBIT

You won't be able to use all the materials you find while doing your research. So how do you decide what to include in your exhibit and what to leave out? What makes a document, photo, or object ideal for an exhibit? Professional exhibit developers face the same kinds of choices. Here are some questions you should ask yourself as you are doing your research and choosing what you want to display.

- Does the item fit in with the NHD theme and the theme of your exhibit?
- Does the item advance the story you are trying to tell?
- Is a document you are thinking of displaying too long or too wordy? Is it easy to read and understand? Will it take up too much space in your exhibit?

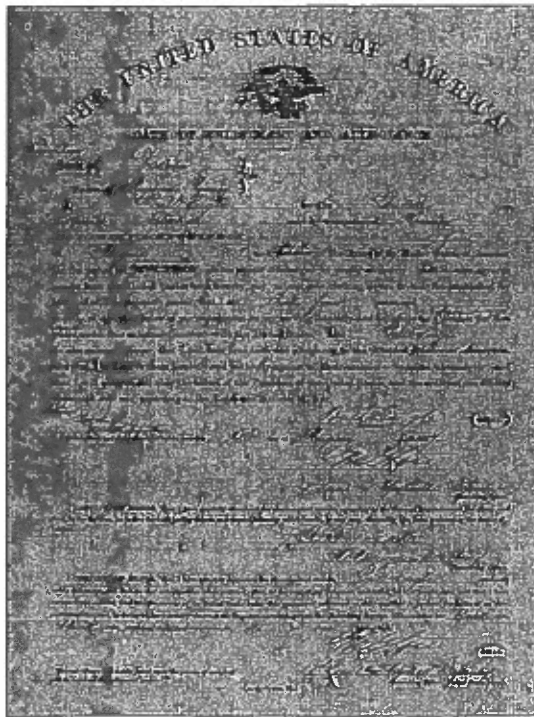


Figure 4

*This oath of allegiance for a Native American U.S. Army scout is a good example of a written document that is visually interesting. (National Archives, Records of the Adjutant General's Office)*

- Is the item visually interesting? Does it contain a famous signature? Is the document handwritten or typed? (Handwritten documents give more immediacy to a person or event, whereas typewritten documents are easier to read.) Does the document or photo have color or take an unusual form, for example, a panoramic photo or a colorful certificate? Does a document have unusual markings such as seals, stamps, letterheads, handwritten comments on the margins, or a "Top Secret" stamp?
- What photographs or other visual materials are you considering displaying? What kind of information can you get from a photograph, painting, or drawing that is different from a written document? What makes you want to look at an image and study it rather than just glance and move on to the next item? Does a person's face or his or her gestures tell you something about his or her personality or character? Does the image show action, or is it posed? For example, would you rather use a photograph of two people shaking hands or a photo of a battle, a protest march, or a rescue? Does an image sum up an event or an idea so well that you won't need to write a lengthy explanation?
- Do you want to include artifacts in your exhibit? Will they be historical artifacts or something you build such as a model?
- Do you want to use interactives in your exhibit?
- Will your exhibit contain audiovisual material?

Remember to make sure that your display follows the NHD rules about size and content.

## WRITING YOUR EXHIBITION "SCRIPT"

Since all good history tells a story, writing your titles, text, and labels is an important part of creating your exhibit. Exhibit professionals often refer to this process as writing their "script." Like all good writing, your exhibit script needs to be grammatically correct, use good sentence structure, make wise word choices, and contain no spelling errors. You should expect to write several drafts. Exhibit labels are brief, so they need to be very clear and concise. Remember, NHD rules limit you to 500 words.

There are several types of exhibit labels, and each has a different job. You need to write a main exhibit title to introduce your entire exhibit, section titles to highlight your larger themes, and individual captions to identify each item. Some exhibits also have directional labels, for example, "Press here to listen to a musical selection."

Many students find it is helpful to arrange their labels in layers. That is, a label's type size and placement depend on its importance.

Figure 9 shows how one student arranged her titles in this way. Her exhibit title is in the largest type. Each section label is in a smaller type size. Individual labels and directional labels are

the smallest of the three. Notice also that her exhibit title is more centrally located, whereas section labels and item labels are off to the side. Layering your titles in this way not only assists someone looking at your exhibit to understand it more easily, but it will also help you to choose the two or three main points in your exhibit and to think about how they relate to the NHD theme.

Titles are often followed by text, giving the reader more information. This information can also be layered from the most general to the most specific. Using this approach, you will find that the text that follows the main title introduces your exhibit and how it relates to this year's theme. Information that follows the section titles is about the narrower subject or theme discussed in that section. You should label text for documents, illustrations, and artifacts that deal with that specific item.



Figure 9

*This student's exhibit has a clear thesis and several "layers" of labels.*

Here is an example of the layered approach to labeling as used in an exhibit for the NHD theme, *Conflict and Compromise in History*.

### EXHIBIT TITLE

## The Siege of Petersburg: A Civil War City in Conflict

The exhibit title is in larger type, and so it draws attention to how the exhibit ties in with the NHD theme. It could be placed in a prominent place and centered where viewers will notice. A student might choose to follow this main title with a brief written introduction to the entire exhibit.

### SECTION TITLES

Why Was Petersburg Important?

The Battle of the Crater

Life in a City under Siege

These section labels are slightly smaller than the main exhibit title label. They draw attention to subjects the student who developed this exhibit thought were most important. Each topic might be followed by student-written text that gives information about the topic and its significance.

### DOCUMENT LABEL

President Abraham Lincoln sent this telegram to General Ulysses S. Grant on August 17, 1864, to encourage General Grant to keep up the siege around Petersburg. (National Archives, Washington, DC)

This document label is in the smallest type. It identifies the document and goes into more detail about that specific item. In this case, the student has chosen to give credit to the institution where the original document can be found.

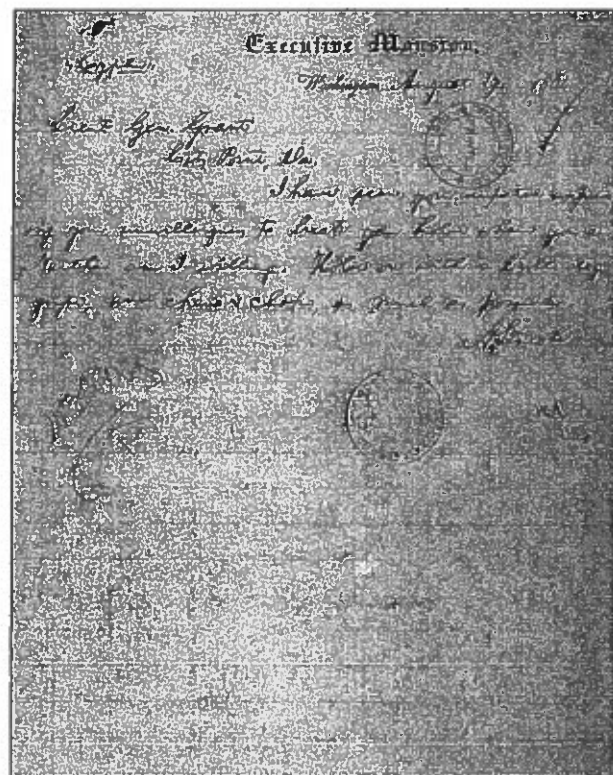
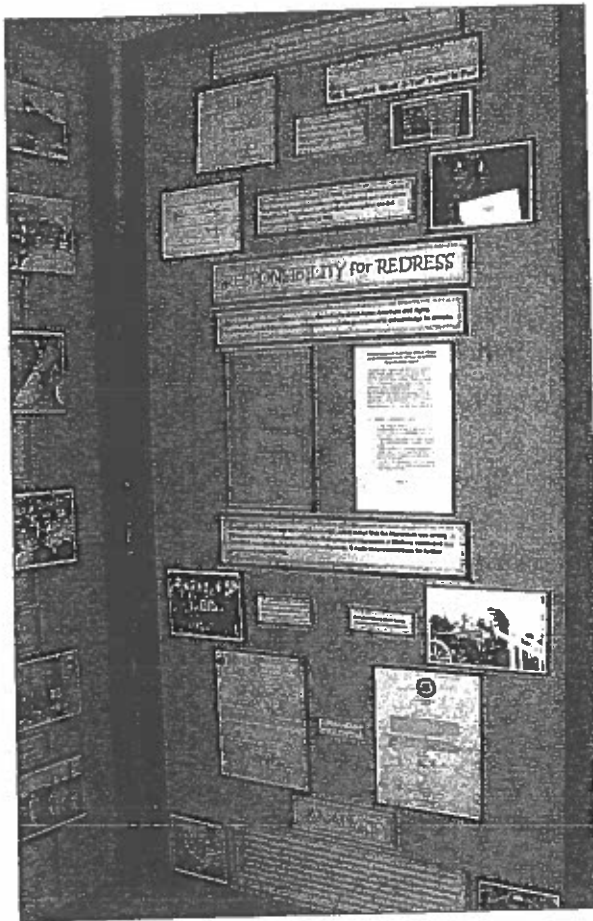


Figure 10

A label for this document would note who wrote and received this telegram, the date of the correspondence and briefly describe its contents. (National Archives, Records of the Office of the Secretary of War)

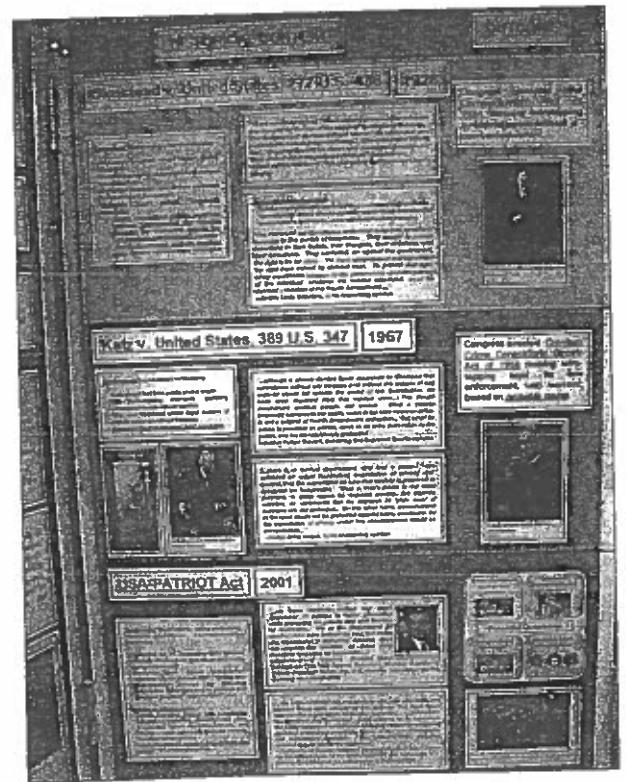




**Figure 11**  
*This student used only a few of his own words and historical quotes to convey his ideas*

QUOTATIONS

Many contestants display historical quotations from primary sources in their exhibits. Quotes can add excitement, drama, and a sense of immediacy of past events, and words from quotations do not count against your 500-word limit. Unfortunately, too often students use historical quotes as a way to get around the contest word limit. Using too many quotes will make your exhibit look crowded and boring. Figure 11 shows an exhibit that uses text and quotes well, whereas Figure 12 shows an exhibit that uses too many quotes.



**Figure 12**  
*This student avoided the 500-word limit by using numerous long quotes, but the exhibit looks cluttered and crowded. Be careful not to overuse quotations.*



## DESIGNING AND CONSTRUCTING YOUR EXHIBIT

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Exhibits communicate through more than just the items you select and the words you write. Color, form, legibility, size, line, texture, and space are all tools you can use to improve your exhibit's presentation. This doesn't mean your exhibit design and construction have to be expensive or fancy. Many prize-winning exhibits are inexpensive, and often a simple design works best. You will be judged on how your design assists the clarity of your presentation—that is, on how you organize your material, its visual impact, and your effectiveness in displaying your documents, photographs, maps, and other illustrations. Your

exhibit design needs to support your topic but not overwhelm its content.

NHD has established specific rules about the size of exhibits, the use of media devices, and which words count toward your 500-word limit. Violating these rules will mean judges could penalize your entry. However, within the rules you have lots of room to display your creativity. For more about the rules in the exhibit category, go to <http://www.nhd.org/Rules.htm>.

The NHD website [www.nhd.org/ProjectCategories.htm](http://www.nhd.org/ProjectCategories.htm) also has detailed information about exhibit materials and construction as well as helpful tips on exhibit design.



## VISIT AN EXHIBIT

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One way to start thinking about your exhibit is to visit a museum or archives near your home and look at how professionals design them. This will give you ideas for displaying your research finds and let you see how exhibit developers present findings.

Here are a few questions that will help you think about what makes a successful exhibit.

- Does the title catch your attention and summarize the subject of the exhibit?
- Are the documents, photos, or objects displayed clearly related to the exhibit's topic? Or does it look like the exhibit is just displaying a lot of stuff that is not related to the topic? Or does it look like the curator just put everything he or she found up on the wall?
- Who is the intended audience for the exhibit? Is it primarily for children? For people who enjoy the subject as a hobby (like stamp collectors or antique automobile lovers)? For professional historians? For the general public?
- How did the exhibit designer use color and design in the display? Do the colors and design make you want to explore the exhibit further, or are they inappropriate for the subject, or do they overwhelm the content of the exhibit?
- Does the entire exhibit work as a whole, or does it feel disorganized and unclear?
- Which exhibit items did you like best? Which ones did you think were not effective? Why?

You might even want to contact a museum near you and ask to speak with a curator or exhibit designers about how they do their job and what they think makes for a good exhibit.

If you live in an area where you can't get to a museum or archives, you can still learn a lot by exploring "virtual exhibits" on the World Wide Web. Here are a few places to start.

### **National Archives:**

[http://www.archives.gov/exhibit\\_hall/index.html](http://www.archives.gov/exhibit_hall/index.html)

### **Library of Congress:**

<http://www.loc.gov/exhibits/>

### **National Museum of American History:**

<http://americanhistory.si.edu/exhibitions/>

Other good websites with virtual exhibits can be found on the NHD website at

<http://www.nhd.org/ProjectExamples.htm>

<http://www.nhd.org/MuseumsandHistoricSites.htm>