

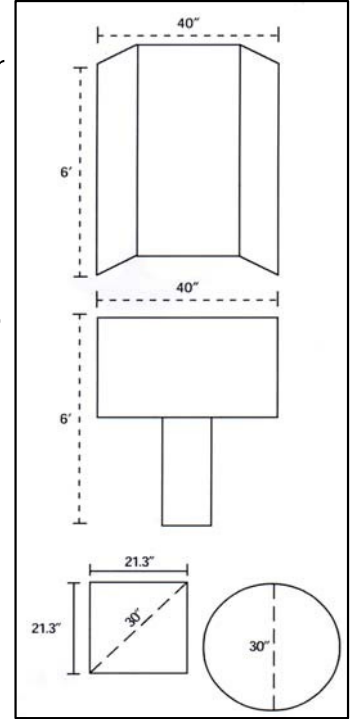
CATEGORY: EXHIBIT



Exhibits are visual representations of your research and analysis. They are easy to understand and attractive, similar to exhibits in a museum. To be successful, an exhibit must create an effective balance between visual interest and historical explanation.

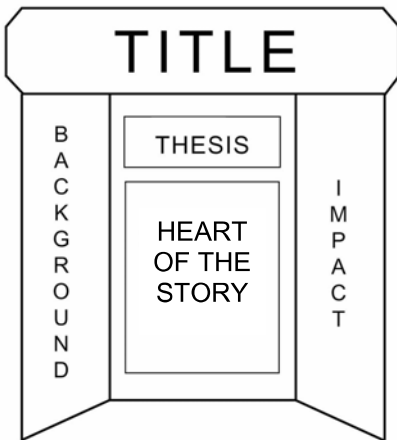
Size Requirements

The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and six feet high. Measurement of the exhibit does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.



There is a 500-word limit that applies to all text created by the student that appears on or as part of an exhibit entry. This includes the text you write for titles, subtitles, captions, graphs, timelines, media devices (e.g., video or computer files), or supplemental materials (e.g. photo albums, scrapbooks, etc.) where you use your own words. You must give a brief credit for each visual on your board, these do **not** count towards your word limit. If you use a media device, you are limited to three minutes of audio or video.

Word Limit



Common Exhibit Types

Three-panel Exhibit

The most common style of exhibit entry is a three-panel display. This style is the least complicated to design and build, but is still a very effective way to present your information.

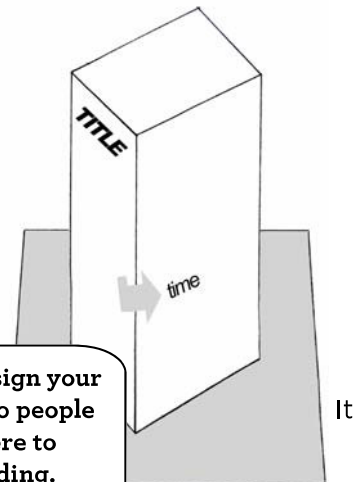
- Be sure your title is the main focus your project.
- Try to use the center panel to present your thesis.
- Remember that you read from left to right, so your exhibit should be in a logical order, beginning with the left panel.
- Artifacts or other materials may also be placed on the table between the side panels. Make sure they relate directly to your topic.

Three-dimensional Exhibit

A three-dimensional exhibit is more complicated to construct but can be especially effective for explaining themes where change over time is important. Like the three-panel display, one side should contain your title and main theme. As you move around the exhibit the development of your topic can be explored. It is not necessary for the project itself to be able to spin. You may set it on a table (or the floor) so people can walk around it.



Be sure to design your 3-D exhibit so people know where to begin reading.

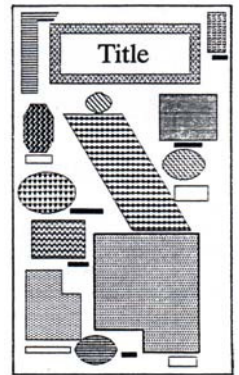


Planning Your Exhibit

A successful exhibit entry must be able to explain itself. The judges shouldn't need to depend on your interview to understand your argument. It is important that you design your exhibit in a way that your photographs, written materials, and illustrations are easy to understand and to follow.

Avoiding Clutter

It is always tempting to try to get as much onto your exhibit as possible, but this usually makes for a cluttered and confusing display. Try to select only the most important items for your exhibit. If your panels look like this, there's too much stuff!



Plot it Out Advance

It's important to plan out your exhibit in advance. Each section should be labeled. These labels for your title and main ideas are very important because they direct the viewer's eye around your exhibit. Figure out what you want in each section, including drafts of your text and ideas for quotes, photos, and other illustrations. Be sure to lay everything out BEFORE you glue it down.

Exhibits Must Include Credits for All Visual Sources

Students must include a brief credit, on the exhibit itself, for all visual sources (e.g. photographs, paintings, charts, graphs, etc.). They must also fully cite these sources in their annotated bibliography. (See: *IV. Individual Category Rules - B. Exhibit, Rule B4, pages 24-25*)

- Keep in mind that a credit will be much briefer than a full citation. For example: The credit below includes the organization where this picture can be found (Library of Congress), but does NOT include the details that are part of the bibliographic citation.
- Students may consider including these credits in a smaller font, below the image on the exhibit, similar to how a credit appears in a book.
- These brief credits do NOT count toward the student-composed word count.

A brief, factual **credit** is required and does not count toward the 500-word limit.

Consider including your credit in a smaller font either below or along the side of the image.

Alice Paul, 1918, Library of Congress



Alice Paul was responsible for the campaign for women's suffrage and the introduction of the Equal Rights Amendment.

A student-written **caption** does count toward the 500 word limit.

A caption is not required, but is sometimes a good idea to help show how the image supports your argument.

WORKSHEET: PLANNING YOUR EXHIBIT

Plan out what ideas you want to include in each section. Be sure to come up with creative titles for each section on your exhibit.

TITLE

Background

Put your topic into historical context.

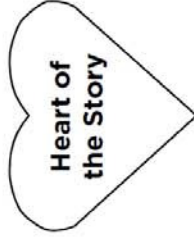
- What was taking place before or at the same time as your topic that have influenced it?
- What outside people, ideas, or events were going on to influence your topic?
- What other information does your viewer need to know to understand the background of your topic?

Build-Up

Give more specific information related to your topic than the "background" section. You can also think of this as "**the spark**" that set the main event into action.

- Who are the main players and what are they doing to prepare for the main events of your topic?
- What are the events leading up to the main event(s)?
- What was life like before the main event(s) of your topic?

THESIS



The "Heart of the Story" or "Main Events" describe the key details of your topic.

- Give the major details about the main event(s) in your topic. What actually happened?
- Include specific details about the most critical people and events related to your topic.
- This section generally covers a smaller time period (several months to several years).

Short-Term Impact

Focus on what happened shortly after the main events of your topic.

- What are some of the reactions to the main event, shortly after it happened? Be sure to consider both positive and negative reactions.
- Did anything change right away? New laws? New ways of thinking?
- Who was affected by the event?
- Where there intended/unintended consequences?

Long-Term Impact

Take a step back and think about the **historical significance** of your topic. Be sure to connect this back to your thesis!

- How are things different because of your topic?
- What is the long-term significance?
- Did your topic influence other historical events?
- Why is this topic important in history?

Theme Connection: There is no requirement for where you should discuss "**Exploration, Encounter, Exchange in History**" in your exhibit. You should try to work these ideas *into* your project in the section where it makes the most sense, based on your theme connection and thesis statement. Remember: You should look for connections to as many theme words as possible, but do not need to discuss all of them in your project. Circle the theme words that are connected your topic and draw an arrow to where you plan on discussing them in your exhibit.

Exploration

Encounter

Exchange