

# Exhibit Category Rules

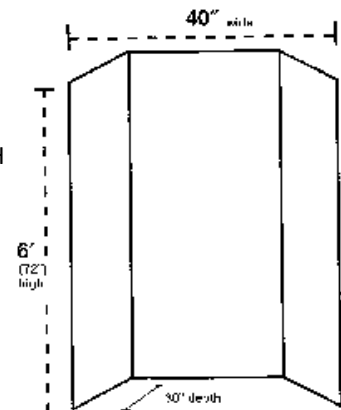
*Like exhibits in history museums, History Fair exhibits present a visual and textual interpretation using a combination of student-composed text, quotations, and strong visuals. The project strikes a balance between substantive, brief interpretive text and the visual evidence needed to support the student's ideas.*

## Exhibit Rules

- ✧ Exhibits are created by individuals or groups of no more than five students.
- ✧ Size limitations: 6 feet high x 40 inches wide x 30 inches deep.
- ✧ Measurement of the exhibit includes any supplemental materials you incorporate. So long as the exhibit fits within the required dimensions, it may be constructed in any shape. Circular or rotating exhibits or those meant to be viewed from all sides must be no more than 30 inches in diameter.
- ✧ Exhibits must be free standing.
- ✧ Media devices (e.g. DVD players, tablets, mp3 players, etc.) used in an exhibit must be limited to a total of no more than three minutes. Viewers and judges must be able to control media devices.
- ✧ Students must provide a brief source credit on the exhibit board for displayed visuals/quotations/material (for example, "Jane Addams, 1908, Hull-House Museum"), with a full citation provided in the bibliography.
- ✧ The exhibit's student-composed word count must be provided on the Summary Statement. This includes the text that students write for titles, subheadings, labels, analytical/explanatory captions, graphs, timelines, media devices, or supplemental materials (e.g. photo albums, scrapbooks, etc.). Brief source credits do not count.
- ✧ See also: "Rules for All Categories" on p. 3.

### MAXIMUM DIMENSIONS FOR HISTORY FAIR EXHIBIT

72 INCHES TALL  
40 INCHES WIDE  
30 INCHES DEPTH



## Exhibit Competition Notes

Please bring three copies of the following materials to the contest along with the exhibit:

- ◆ Summary Statement
- ◆ Annotated Bibliography (see p. 4)

Written materials should be printed on plain white paper and stapled together (no binders). Place the written materials in front of the exhibit. Judges will ask to keep at least one copy of the project's written materials. Exhibit students are interviewed at the competition following judging.

History Fair is not responsible for media equipment or artifacts that are lost or damaged in the course of History Fair; students are responsible for the safety and security of their displays.

## Exhibit Guidelines

[See "[HF Project Guides](#)" → "Exhibits" on the History Fair website for further guidance and examples.]

- ✧ While the History Fair does not observe a formal word limit for exhibits, the program urges students to keep their interpretation concise as brevity is both a good skill for students to learn and best practice for exhibits. History Fair exhibits should not look a "research paper on a board." Consider using 1,000–2,000 student-composed words.
- ✧ Exhibits should have a logical flow: People reading the display should know where to begin and end, and in what order they should read the text and view the evidence. Use of clearly defined subheadings to guide the reader is highly encouraged.
- ✧ Exhibits should use visual evidence such as photographs, cartoons, maps, and graphs. Quotations, both from primary and secondary sources, are also acceptable forms of evidence, but should be used strategically.
- ✧ There are different types of exhibit text:
  - ◆ *Subheadings* identify the major sections of the exhibit and help the viewer understand how to navigate the display.
  - ◆ *Labels* synthesize multiple pieces of historical evidence to present the historical interpretation for a particular section of an exhibit. Labels are typically 50-75 words, supported by 3-5 pieces of historical evidence drawn from primary and secondary sources.
  - ◆ Labels are preceded and followed by a longer *introduction* (with a thesis) and a *conclusion*.
  - ◆ *Captions* are usually shorter and may analyze a single source. Avoid heavy use of captions that begin with "This is an image of..." Instead, students should focus on their ideas and argument and let the visuals stand as evidence for the project's claims.
  - ◆ *Credits* are brief and identify (as opposed to analyze or explain the source of an image or quote (e.g. "Jane Addams, 1908, Hull-House Museum").
- ✧ Timelines help sequence events but have limited effectiveness for conveying knowledge and analysis. While they are helpful to students during the research phase, timelines are *not* required nor encouraged as a component of the exhibit.
- ✧ Exhibits are evaluated based on the historical quality of the display, the Summary Statement, and Annotated Bibliography. Supplemental models, artifacts, binders, electronic devices, and other supporting materials should only be used when they forward the project's historical interpretation. Extravagant elements neither enhance nor detract from a project's overall evaluation.

### EXHIBIT PENALTY POINTS (*High School only*)

*High School exhibits that violate the rules will be subject to penalty point deductions. Junior Division exhibits will not receive separate penalties.*

- ✧ Exceeds size limits: Minus 3 points
- ✧ No Summary Statement: Minus 10 points
- ✧ Bibliography not annotated: Minus 5 points
- ✧ No bibliography: 0 points in source category

# Rules for All Categories

**All History Fair projects must comply with these rules AND the specific rules for each category which follow.**

- ✧ Topics must connect with Chicago or Illinois history in order to advance to the state contest. Non-Illinois topics are only permitted at the regional and finals competitions.
- ✧ Projects competing to advance to National History Day must connect to Chicago/Illinois history and use the NHD theme.
- ✧ Projects registered as “NHD eligible” will be assessed on how well their project integrates the NHD theme.
- ✧ Students may enter only one project each year. Sharing research in multiple projects is not permitted. Revising or reusing an entry from a previous year—whether one’s own or another student’s—will result in disqualification.
- ✧ Entries submitted for competition must be original and have been researched and developed in the current contest year.
- ✧ Students are responsible for the research, design, and production of their own project, as well as operating their own equipment and materials, including any narration. Students may receive advice from adults on the mechanical aspects of creating an entry and/or reasonable help necessary for safety, but the work must be completed by students. Materials created by others for use in the entry violate this rule.
- ✧ Each project is required to have a Summary Statement and Annotated Bibliography. *[See “Required Materials” for more details.]*
- ✧ Word counts must be provided for exhibits, websites, and papers. Time lengths must be provided for documentaries and performances.
- ✧ Plagiarism is unacceptable, and constitutes grounds for disqualification. *[See [www.plagiarism.org](http://www.plagiarism.org) for further guidance.]*
- ✧ Items potentially dangerous in any way—such as weapons, firearms, animals, etc.—are strictly prohibited.
- ✧ Do not place school name on projects, nor give in interviews.
- ✧ Interviews: Students should not prepare a formal, verbal presentation; however, they should plan to respond to questions posed by judges. The interviews are important to the History Fair experience, but the entry is judged on its merits alone. Website and paper interviews are optional.
- ✧ The Fair Use Doctrine allows students to use pre-existing materials (photos, footage, music, etc.) for educational purposes, including student productions like History Fair; therefore, students need not seek formal permissions within the context of the competition. However, if the project is shown in non-educational settings, then permissions should be sought as appropriate.

# Rules for All Categories

- ✧ Teachers may have additional rules/restrictions for the History Fair at individual schools. Students should comply with all rules set by their teacher.
- ✧ Exhibits, performances, and documentaries will be judged and interviewed at the public competitions. Papers and websites are judged in a separate stream, which may have different deadlines for submission.

## Required Materials

All projects must include an **Annotated Bibliography** and **Summary Statement**. Bibliographies must follow either the *Turabian* or *MLA* style format. Turabian is preferred. In the bibliography, each source should be *annotated* with a short description of how the student used that source.

The bibliography must be divided between *primary* sources (sources from the time period or written by someone with firsthand knowledge) and *secondary* sources (sources written after the time period, typically by a historian).

Students must acknowledge all sources used in the development of the project in the Annotated Bibliography in order to avoid plagiarism.

Include all sources that contributed useful information, perspectives, or visuals. Annotations may explain why students placed the source as primary/secondary if it is not immediately obvious; and, in the case of web sources, note its credibility. Bundle photos or other materials from the same collection into a single citation. Cite oral history transcripts, questionnaires, or other supplementary materials in the bibliography—do not provide copies of them.

The [Summary Statement](#) provides the project's thesis, a summary of the argument, and information about the development of the project. The form is available on the History Fair website.

Except for websites, where the Summary Statement and Annotated Bibliography should be printed on plain, white paper and stapled together and brought to the event with the project. The Annotated Bibliography and Summary Statement are not included in the word count.

**CHICAGO METRO HISTORY FAIR  
2015 SUMMARY STATEMENT**

Attach an annotated bibliography (AB) that is divided between primary and secondary sources. Submit two copies of the SS and AB at the competition. Please type.

Student name(s) \_\_\_\_\_

Title \_\_\_\_\_

Check if applicable (and respond to Question 3):  
 This project uses the 2015 National History Day theme, "Leadership & Legacy in [Chicago/Illinois] History"

Project Category:

<input type="checkbox"/> Exhibit	<input type="checkbox"/> Website	<input type="checkbox"/> Paper	<input type="checkbox"/> Documentary	<input type="checkbox"/> Performance
Student Composed Word Count:	Student Composed Word Count:	Student Composed Word Count:	Time:	Time:

**1. THESIS STATEMENT**  
Present the project's argument or interpretation in two sentences. If you are using the NHD theme, you might want to make it evident in your thesis statement.

**2. SUMMARY OF PROJECT**  
Briefly explain your project and its conclusion. Include: How and why did change happen and what was the impact? Why is it historically significant? What historical meaning or importance can we learn from your findings?