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Project Guidelines and Rubric



Project Guidelines and Rubric

Competencies

In this project, you will demonstrate your mastery of the following competencies:

- Synthesize the analyses of multiple sources
- Apply historical inquiry to the analysis of an event
- Articulate the significance of historical research to contemporary audiences

Scenario

A visit to a history exhibit is like stepping back in time, with one foot in the past and one foot in the present. A museum exhibit on a historical event can help us understand how society got to where we are today. Of course, these exhibits did not arrive at the museum on their own, ready for the exhibit to choose artifacts that tell a story about how people experienced events at a particular time and place. Through the selection of artifacts, the historian makes these connections.

This project is an opportunity to create an exhibit of your own about a historical topic that interests you. You will develop a proposal to start an exhibit that presents a contemporary perspective on a historical event based on your research. The proposal will explain how this topic will appeal to a contemporary audience.

Directions

Earlier in this course, you selected a historical event and a historical society or cultural association in your peer workshop discussion. You will now create an exhibit on this historical topic. For this project, you will create a proposal for an exhibit aimed at the historical society or cultural association you chose.

Part 1: Purpose of Exhibit: Context and Background

In this section, provide the context for the exhibit by briefly describing the historical event and explaining why an exhibit about the historical event is important.

1. Describe the event as well as its **historical importance**. Consider the following:
 - a. What happened during this historical event?
 - b. Why is this event historically important?
2. Describe the **impact of the event** during its time period.
3. Explain the **relationship** between the organization your proposal is written for and your historical topic. Consider the following:
 - a. Why should the historical society or cultural association be interested in hosting the exhibit?

4. Describe a **current issue** that provides a contemporary context for this exhibit. Consider the following:
 - a. What is the connection between this historical event and an event or events happening today?
5. Analyze how the **secondary sources** you collected provide evidence for the topic of the exhibit. Consider the following:
 - a. What is relevant about the sources in relation to how you plan to present the exhibit

Part 2: Plan for Exhibit: Artifact Selection

In this section, describe the historical artifacts you have selected to be part of the exhibit.

1. Identify **five historical artifacts** that you will present in the exhibit. You should address each of the following:
 - a. What are the documents, objects, images, or other items you will display as artifacts at the event?
2. **Describe each artifact** based on the information you researched in **secondary sources**. You should address each of the following:
 - a. Give a brief summary of the subject matter of the artifact.
 - b. Who was its author or creator?
 - c. Who was its audience or user?
3. Explain the **historical context** for each artifact. You should address all of the following:
 - a. When and where was the artifact created?
 - b. Why was it created at this time and place?
 - c. What was happening in this time and place that relates to the artifact?
 - d. What specific information does the artifact provide about the event?
4. Explain the **relationship of the historical artifacts** to each other as part of the exhibit. You should address all of the following:
 - a. What similarities do the historical artifacts have with each other?
 - b. What differences do the historical artifacts have from each other?
 - c. What reasons explain these similarities and differences?

Part 3: Telling Their Story: Artifact Analysis

In this section, you will tell the story of the historical event using your selected artifacts. You will provide an analysis of the historical and using research from the secondary sources in your Collection of Sources. You will also be describing the perspective or point of view represented by each historical figure that you completed in Module Three.

1. Explain the **historical narrative** for the artifacts you selected. You should address the following:
 - a. What would visitors to this exhibit learn about the historical event?
 - b. What characteristics of the artifacts influenced you to include them in the exhibit?
2. Describe how the artifacts relate to the perspectives or points of view of an individual or group **directly involved** in the historical event.
3. Describe how the artifacts relate to the perspectives or points of view of an individual or group who experienced the event but were not directly involved in it.
4. Describe the **impact of bias** in presenting this perspective about the artifacts.
 - a. How does bias in the secondary sources influence your interpretation of the artifacts?
 - b. How does your bias influence your historical narrative about the event?

Part 4: Visitor Experience at the Exhibit: Contemporary Relevance for a Diverse Audien

In this section, you will connect your exhibit to an event or situation that is happening today.

1. Describe a **historical narrative** that connects the subject of the exhibit with contemporary life. Consider the following:
 - a. Which artifacts do you feel have the most relevance from a contemporary point of view?
 - b. How do the characteristics of the artifacts connect the subject of the exhibit with contemporary life?
2. Describe the **relationship** between this historical event and a current event.
 - a. What current events are occurring that relate to this historical event?
 - b. How are the events related to each other?
 - c. Why would a contemporary audience be interested in exploring this relationship?

What to Submit

To complete this project, you must submit the following:

Write your Project, a Historical Organization Exhibit Proposal, with the historical society or cultural association as your audience. Your p 5 pages with double spacing, 12-point Times New Roman font, and one-inch margins. Use at least five sources from the Shapiro Library tl paper. Sources should be cited according to APA style.

Although Brightspace allows the addition of video notes in assignment submissions, you may not use the Video Note tool to complete thi

[HIS 262 Project Resources](#)

This resource contains the topic ideas and resources for the project.

Project Rubric

Criteria	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)
Exhibit Purpose: Historical Importance	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes the historical importance of the event	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include a more targeted description of the importance of the event
Exhibit Purpose: Impact of the Event	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes the impact of the event during its time period	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include a more targeted description of the impact of the event or describing the event during its time period
Exhibit Purpose: Relationship	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Explains the relationship between the organization the proposal is written for and the historical topic	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include providing an explanation of the relationship rather than just information about the historical

			information about the historical society or historical topic
Exhibit Purpose: Current Issue	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes a current issue that provides a contemporary context for this exhibit	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing the context of the exhibit or making a connection between this historical event and what is currently happening
Exhibit Purpose: Secondary Sources	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Analyzes how the selected secondary sources that have been collected provide evidence for the topic of the exhibit	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include identifying the selected secondary sources within the exhibit rather than providing an analysis or describing the resources
Exhibit Plan: Five Artifacts	N/A	Identifies five examples of historical artifacts for the exhibit (100%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include ensuring the identified resources are primary sources (55%)
Exhibit Plan: Description for Each Artifact	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes each historical artifact based on the information researched in secondary sources	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing all the historical artifacts based on information researched
Exhibit Plan: Historical Context	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Explains the historical context for each historical artifact	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include explaining or providing clearer historical context for all artifacts
Exhibit Plan: Relationship of Artifacts to Each Other	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Explains the relationship of the historical artifacts to each other as part of the exhibit	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include explaining the relationship as part of the exhibit rather than explaining the historical artifacts independent of each

			other
Artifact Analysis: Historical Narrative	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Explains the historical narrative for the selected artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include identifying critical information of primary resources or relating the inclusion of those resources in the exhibit or explaining in greater detail what an audience would learn about the exhibit
Artifact Analysis: Directly Involved Perspectives or Points of View	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes how the artifacts relate to the perspectives or points of view of an individual or group directly involved in the historical event	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing perspectives of individuals and groups or how those perspectives are represented by the artifacts
Artifact Analysis: Perspectives or Points of View Not Previously Included	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes how the artifacts relate to the perspectives or points of view of an individual or group who experienced the event but were not previously included in historical accounts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing perspectives of individuals and groups not previously included in historical accounts or how those perspectives are represented by the artifacts
Exhibit Plan: Impact of Bias	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes the impact of bias in presenting perspective about the artifacts	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing in more detail the impact of bias in the secondary sources on the event
Visitor Experience: Historical Narrative	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner	Describes a historical narrative that connects the subject of the exhibit with contemporary life	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing the historical narrative to the audience or explaining why they should be interested in this historical event
Visitor Experience: Relationship	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative	Describes the relationship between this historical event and a current event	Shows progress toward proficiency, but with errors or omissions; areas for

	manner		improvement may include describing a clearer relationship between the historical event and a current event
Clear Communication	Exceeds proficiency with an intentional use of language that promotes a thorough understanding	Consistently and effectively communicates in an organized way to a specific audience	Shows progress towards proficiency, but communication is inconsistent or ineffective in a way that negatively impacts understanding
Citations and Attributions	Uses citations for ideas requiring attribution, with few or no minor errors	Uses citations for ideas requiring attribution, with consistent minor errors	Uses citations for ideas requiring attribution, with major errors

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