



# **History Comes Alive at Knight**

**2016 Rule Book  
Exhibit Category**

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## PROGRAM OVERVIEW

### A. Theme

Each year a theme is selected for the HCAK contest. Although you may select a topic on any aspect of local, regional, national, or world history, your project's research and conclusions must relate clearly to the annual theme. Be careful to limit the scope of your topic to focus on an issue that can be explained and interpreted within the category limits of size and time.

### B. Topic

Effective entries not only describe an event or a development, but they also analyze and place it in its historical context. To help you draw conclusions about your topic's significance in history, ask yourself the following questions:

- How is my topic important?
- How was my topic significant in history in relation to the *History Comes Alive at Knight* theme?
- How did my topic develop over time?
- How did my topic influence history?
- How did the events and atmosphere (social, economic, political, and cultural aspects) or my topic's time period influence my topic in history?

### C. Rewards for Participation

The most important rewards are the skills and new knowledge that you will acquire as you move through the HCAK program. Outstanding achievement may be recognized through certificates, medals, trophies, scholarships, or monetary awards.

### D. Contest Categories

You may enter one of four categories:

- Exhibit
- Performance
- Documentary
- Website

### E. Important Notices for Contestants

While the competition will be held on the Knight High School campus, you are solely responsible for the security and safety of your own equipment, artifacts, and other belongings. Knight High School and the Antelope Valley Union High School District will not be responsible for the loss of, or damage to, exhibits, props, equipment, or personal belongings.

## **RULES FOR ALL CATEGORIES**

### **A. General Rules for All Categories**

#### **Rule 1: Annual Theme**

Your entry must relate clearly to the annual theme and explain your topic's significance in history.

#### **Rule 2: Contest Participation**

You may participate in the research, preparation, and presentation of only one entry each year.

#### **Rule 3: Individual or Group Entries**

An exhibit, performance, website, or documentary may be the work of one individual student or a small group of students. A small group is defined as between two and five students. All students in a group entry must be involved in the research and interpretation of the group's topic. Any monetary prizes awarded to an entry submitted by a group must be split between members of that group.

#### **Rule 4: Development Requirements**

Entries submitted for competition must be original and have been researched and developed in the current contest year. Revising or reusing an entry from a previous year – whether it is your or another student's – will result in disqualification.

#### **Rule 5: Construction of Entry**

You are responsible for the research, design, and creation of your entry. You may receive help and advice from teachers and parent on the mechanical aspects of creating your entry.

- You may seek guidance from your teachers as you research and analyze your material, but your conclusions must be your own.
- You may photograph and slides commercially developed.
- You may have reasonable help cutting out your exhibit backboard or performance props (e.g., a parent uses a cutting tool to cut the board you designed).
  - **Note:** Objects created by others specifically for use in your entry violate this rule. For example, a parent takes photographs or an artist draws the backdrop for your exhibit or performance. You may receive reasonable help in carrying and placing props and exhibits.

#### **Rule 6: Contest Day Set-up**

You are responsible for setting up your own exhibit, equipment, or props at the contest. You may have reasonable help carrying them, but set-up must be completed by you (and your group members, if applicable) alone.

### **Rule 7: Supplying Equipment**

You are responsible for supplying all props and equipment. All entries should be constructed keeping transportation, set-up time, size, and weight in mind (e.g., foam core vs. solid oak for an exhibit; folding table vs. antique desk for a performance). Students must provide their own equipment, including computers and software. **Check with your coordinator about available resources; projection screens for documentaries and performances may be provided if requested. Pianos are not provided.**

- **Note:** Be prepared. Bring extension cords if needed and check with your coordinator about the availability of equipment.

### **Rule 8: Discussion with Judges**

You should be prepared to answer judges' questions about the content and development of your entry, but you may not give a formal, prepared introduction, narration, or conclusion. Let the judges' questions guide the interview. Ultimately, your entry should be able to stand on its own without any additional comments from you. You should be prepared to explain the design, research, and creation of your entry if questioned by the judges. Judges need to know that your entry is the result of your own work.

### **Rule 9: Costumes**

You are **not** permitted to wear costumes that are related to the focus of your entry during judging, except in the performance category. You are, however, expected to dress professionally (unless your performance requires a costume, of course).

### **Rule 10: Prohibited Materials**

Items potentially dangerous in any way – such as weapons, firearms, animals, organism, plants, etc. – are strictly prohibited. Such items will be confiscated by security personnel or contest officials. Replicas of such items that are obviously not real are also not permitted. Please contact your teacher and contest coordinator to confirm guidelines before bringing any replicas to the contest.

### **Rule 11: Title**

Your entry must have a title that is clearly visible on all written materials.

## **B. Required Written Materials for All Entries**

### **Rule 12: Written Material**

Your entry must include the following written material in the order presented below:

- 1) A title page as described in Rule 13;
- 2) A process paper as described in Rule 14.

These materials must be typed on plain white paper using Times New Roman, 12 pt font, and must be stapled together in the top left corner (if there is more than one page). Do not enclose them in a cover or binder.

Website entries must include these required written materials within the site.

**Rule 13: Title Page**

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s), the contest category in which you are entered, and the total word count of your process paper (see Rule 14).

- **Note:** The title page must not include any other information (pictures, graphics, borders, school name, social studies teacher's name, or grade) except for that described in this rule.

**Rule 14: Process Paper**

All categories must include a process paper with the entry. It must describe in 500 words or less how you conducted your research and created your entry. The process paper must include four sections that explain:

- 1) How you chose your topic;
- 2) How you conducted your research;
- 3) How you selected your presentation category and created your project; and
- 4) How your project related to the HCAK theme.

You can view sample process papers at [www.history4hawks.weebly.org](http://www.history4hawks.weebly.org)

**Rule 15: Plagiarism**

No part of your entry should be work recycled from earlier class assignments/projects. Submitting a recycled project will result in disqualification.

**C. Contest Participation**

**Rule 16: Entry Procedure**

You must register online at [www.history4hawks.weebly.org](http://www.history4hawks.weebly.org), meet specific deadlines, and follow any procedures established by your teacher and the HCAK coordinators.

**Rule 17: Participation**

Each student is limited to one entry total.

## CATEGORY RULES: EXHIBIT

### A. EXHIBIT

An exhibit is a visual representation of your research and interpretation of your topic's significance in history, much like a small museum exhibit. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit.

#### Rule A1: Size Requirements

The overall size of your exhibit when displayed for judging must be no larger than 48 inches wide, 36 inches deep, and 6 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 36 inches in diameter.

#### Rule A2: Media Devices

Media devices (e.g., DVD players, projectors, video, monitors, computers) used in an exhibit must not run for more than a total of 3 minutes. Viewers and judges must be able to control media devices. Any media devices must fit within the size limits of the exhibit. Any media devices used should be integral to the exhibit – not a method to bypass the prohibition against live student involvement.

- **Note:** For example, a brief excerpt from a taped student-conducted oral interview or a dramatic reading is appropriate, but taped commentary or analysis is inappropriate.

#### Rule A3: Word Limit

A 500-word limit 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, slides, computer files), or supplemental materials (e.g., photo albums, scrapbooks, etc.) where you use your own words. Brief citations crediting the sources of illustrations or quotations included on the exhibit do not count toward the 500-word limit.

- **Note:** Be careful that your message is clear and contained on the exhibit itself; judges have little time to review supplemental material. Extensive supplemental material is inappropriate.

## How Will Your Entry Be Judged?

### A. Benefits of the Evaluation Process

The goal of History Comes Alive at Knight is to provide you with a high-quality, educational experience – whether or not you win a prize. The judges' evaluations are part of the learning and skill building process of HCAK. The judges' evaluations help you to improve skills and provide positive feedback for the hard work you have put into producing your project. The judges' comments also can provide you with the ideas for revisions and enhancements as you move from one contest level to the next. Remember, regardless of how your entry is ranked, by participating in HCAK you will benefit from the experience. You will gain research, thinking, and presentation skills that will last your entire life. You will become an expert on a topic of interest to you and to others. You will acquire poise and self-confidence and will learn to manage your time. You are a winner!

### B. Who are the judges?

Judges will be teachers, administrators, and/or staff at Knight High School.

### C. How does the evaluation process work?

Each separate division is judged as a whole by a panel of judges.

### D. Consensus Judging

Judges will not assign a numerical score to each entry; rather they will rank the entries in their group. Judges are required to consult with each other in determining individual rankings. Judges are encouraged to review the results of their category upon completion of the judging to assure accuracy in the evaluation process. As a final step, the judges will assign each entry an overall rating.

### E. The Subjective Nature of Judging

Remember: judges must evaluate certain aspects of your entry that are objective (e.g., were primary sources used; is the written material grammatically correct and accurately spelled). But judges also must evaluate interpretive aspects of your entry that are qualitative in nature (e.g., analysis and conclusions about the historical data). Historians often reach different opinions about the significance of the same data. It is therefore crucial for you to base your interpretations and conclusions on solid research. Judges will check to determine whether you used available primary sources and whether you were careful to examine all sides of an issue and present a balanced account of your research and presentation.

### F. The Decision of the Judges is Final

You, your parents, and your teachers should realize that inadvertent inequities may occur in judging and that contest officials do want to be informed of any problems. If you have a concern, ask your teacher about the correct process to follow in notifying officials. The decision of the judges is final.

### G. Evaluation Criteria

#### Historical Quality (60%)

The most important aspect of your entry is its historical quality. You should ask yourself the following questions to help you focus your historical analysis.

- Is my entry historically accurate?

- Does my entry provide analysis and interpretation of the historical data rather than just a description?
- Does my entry demonstrate an understanding of historical context?
- Does my entry demonstrate a balanced presentation of materials?
- Does my entry demonstrate use of available primary sources?

### **Relation to Theme (20%)**

Your entry must explain clearly the relation of your topic to the annual HCAK theme. You should ask yourself the following questions to help focus your topic on the theme and its significance.

- How does my topic relate to the theme?
- Why is my topic important?
- How is my topic significant in history and in relation to the HCAK theme?
- How did my topic influence history?
- How did the events and atmosphere (social, economic, political, cultural aspects) of my topic's time period influence my topic in history?

### **Clarity of Presentation (20%)**

Although historical quality is most important, your entry must be presented in an effective manner. You should ask yourself the following questions to help you focus on your presentation.

- Is my entry original, creative, and imaginative in subject and presentation?
- Is my written material clear, grammatically correct, and accurately spelled?
- Is my entry well-organized?
- Do I display stage presence in a performance?
- Is the visual material I present clear?
- Do I understand and properly use all of my equipment?

## **H. Rule Compliance**

Judges will take into consideration in their final rankings any rule infraction. Failure to comply with the rules will count against your entry. Rule infractions should be corrected before a winning entry competes in the next level of competition.