“The Stories We Tell” Exhibit (300 Points)
October 24-December 7

Overview
Your exhibit, “The Stories We Tell,” will cover the last 8 weeks of the semester and will include the following components:

- Poster (40 points) – Due Nov. 28
- Research Report (40 points) – Due Nov. 7
- 5 minute YouTube Video (120 points) – Due Nov. 28
- Flyer (40 points) – Due Nov. 28
- Individual Presentations and Self-Reflection (60 points) Due Dec. 7

Schedule
Oct. 17 – Preparing for Library Project: Lecture on Lincoln
Oct. 19 – Fall Break: No Class
Oct. 24 – Exploring the Collection (DePaul Library)
Oct. 26 – Selecting Your Object (DePaul Library)
Oct. 31 – Finding Sources (DePaul Library)
Nov. 2 – Researching your Object (DePaul Library)
Nov. 7 – Imaging Your Topic (DePaul Library)
Nov. 9 – Producing Exhibit (DePaul Library)
Nov. 14: Producing Your Exhibit (DePaul Library)
Nov. 16: Producing Your Exhibit, Learning QR Codes (DePaul Library)
Nov. 21: Finalizing Your Exhibit and Advertisements/Flyers (DePaul Library)
Nov. 23: Thanksgiving Break (No Class)
Nov. 28-Dec. 7 - Individual Presentations

Additionally, the final exam on Dec. 14, worth 100 points, will ask you to watch all of the other productions made by your classmates and to answer a series of short answer questions.

Assignment Breakdown
Poster – Your first task for this assignment will be to visit the Bernard Hall Abraham Lincoln Collection and select one object/artifact/document that resonates with you. Working in conjunction with our special collections librarian, Lindsay Schettler, she will create a poster that identifies your object and you will help her to include a QR code to your video. Additionally, after Lindsay provides you with the completed poster frame, wall adhesive, and printed QR code, you will collaborate with your fellow students with displaying your exhibit in a logical and aesthetic manner. Successful completion of the project will be worth 40 points, and you will be assessed on timely completion of the project.

Research Report/Primary Source Analysis – After selecting your object, you will be asked to complete a research report on your object/artifact/document. Use our handout on how to analyze a primary document to complete this task. So you will be asked to assess the
background (artist, audience, type of document, context), analyze the document (main ideas/key evidence), and evaluate it (what is the short and long term significance of the object/document). Along with analyzing it, you will be asked to find at least three scholarly secondary sources that you will cite in your research report that shows how other scholars have interpreted this document or the particular subject topic that your object/document is concerned with.

YouTube Video — The main project for the exhibit is the completion of a 5 minute YouTube video. While you can certainly go over 5 minutes, all students are expected to meet the minimum video length. Your video should include the following components:

- Briefly introduce yourself and the title/theme of the exhibit
- Introduce and showcase the object/document
- Analyze and contextualize the object/document (using your research report as your basis)
- Speak to how the document resonates with you in the modern age. What was it that drew you to this document, or how does it still connect with your life/values or with modern American society?

Librarian Ashley Creek will be on hand to help assist you in the successful completion of your video project. Your YouTube video will be linked by QR code on your poster in order to make this a digital exhibit that will be available in DePaul Library for several months.

Style Guide for Video Editing
For our class project, your historical documentaries will consist of some the following techniques: the documentary—“Ken Burns” style and/or the reporter on the scene style. Following is a description of each, and you can choose which style best fits what you hope to accomplish with this project.

1. The Documentary/Ken-Burns Style – This style of historical documentary is a reference to the acclaimed PBS director. Typically in this style, the video scenes consist of either still images or historical video footage that is accompanied with a single narrator, and other voice actors who recite primary source documents. The Ken-Burns style is often notable for taking a single photograph or image and then panning out or zooming in on a particular focal point of that particular scene. The completed scene then is edited together with more pictures and voice-over sources to help tell a narrative story. See this as an example: https://www.youtube.com/watch?v=GECsin42oS0

2. The Reporter on the Scene – In this style of documentary, you would typically have your narrator in front of the camera standing on location at a particular historical site or document. The focus in this scene will be on the narrator as the central actor who uses the physical space around him to try and put the historical moment/narrative into its physical space. Some primary sources or historical archival images can be edited within the scene, or the entire scene may consist of a single long-cut in which the narrator tells their entire story without any editing. https://www.youtube.com/watch?v=OS_eZDI67vs

Using either one or a combination of the styles above is the most effective way to complete your documentary.
Filming and Editing Tips

A couple things to keep track of as you work towards creating your documentary:

- Is the camera static? Moving? More of a mix?
- How many ‘cuts’ are there in the scenes? Or is it just one take?
- How does the scene look? What do I mean by that, look at color palate, scheme, and ‘feel’.
- Scout locations for you to film your movie. If you decide to do it off-campus, make sure you ask permission first if it is in a private place
- Design or conceptualize costumes. What are the actors in the scene wearing and how can you use what you already own towards providing a similar look?
- Editing: Do your cuts flow well together? Check to see if there is sound and music, and how it will sync with the video.
- Sound: Take note that filming outdoors does create another level of difficulty with regard to sound. DePaul Library does have some video equipment, like microphones that clip on your shirt collar to help with issues related to sound.
- Create the title and credits sequences. You can use something as simple as MS Word to type credit sequences and drag them into your editing software. You will probably want to use the official logo designed by the marketing department for the credits in this project.
- Upon completion of editing, you will export the film to YouTube. There is usually a simple way to do this within the editing software that you have chosen.
- **Recording:** If using an iPhone or camera phone, make sure that you always hold your video recorder sideways and not vertically. Otherwise it will disturb the aesthetic of your shot.
- **Voice-over** – Most laptops and cell phones have the ability to easily double as a microphone to record sound. Some apps that you may want to use should you record sound to play it over a “Ken Burns-style documentary” would be: Garage Band, or Pio Smart Recorder. To put music into a video, you simply edit the clip town drag it into the video editing software.
- You should be able to film with a smartphone, and transfer video to a computer via a data cable. You may use other cameras as available to your group. If you add copyrighted music to your video, be aware that you may not be allowed to upload your video to YouTube, so try to find free musical .mp3s that are open-source (use a google search for this).
- Tools for editing video are available at the following locations:
Rubric

| Grade Range: Excellent (18-20); Good (16-17); Minimal (14-15); Unacceptable (0-13) |
|-----------------------------------|--------------------------------|
| Narrative                         | Shows superior understanding of how to build an engaging narrative. The film is entertaining to watch, clear to follow, and shows enthusiasm and aesthetic style. It showcases the object/document effectively, and makes a powerful connection to students’ own personal story. |
| Analysis                          | Student shows superior understanding of historical processes, including understanding of proper historical context regarding the topic; it employs effective analysis and evaluation that explains the relevance of the primary source and why it is significant. |
| Video Production                  | Creates a video that is well-edited, has effective camera work, and sound that is clearly audible. It reveals that the director paid attention to details and produced a polished product. Final video meets minimum requirements of length without making obvious adjustments to extend the length. |
| Depth of Scholarship              | Supplements your primary document with substantive scholarship that includes scholarly secondary sources or additional primary sources to help build an accurate reflection of the topic that is produced. |
| Flyer                             | Flyer exhibit guidelines have already been distributed to students. After completion of your flyer, you will print off two copies. One will be given to the library to display in the exhibit, and the other will be hung up on campus at a place of your choosing. |
| Individual Presentations and Self-Reflection: The final task will be three-fold: |
| 1) Please complete the survey at the link below: | https://docs.google.com/forms/d/1GUbvmQWH5cl3qtj7F1hC00uzFQRe1YwT79UHC_FDC-A/viewform?usp=send_form |
| 2) You will screen your video in class from November 28 to December 7, and then field questions from the audience for up to two minutes. |
| 3) Finally, you are expected to write a 2-page paper that reflects on your experience. Potential questions to address are: |
| a. What challenges existed in the creation of the museum exhibit? What would you do differently, what would you do the same? |
| b. What did you enjoy about doing this project? What was not enjoyable? Explain why. |