

NHD DOCUMENTARY

| HISTORICAL QUALITY - 80% | | | | | |
|--------------------------|---|---|--|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL Argument | ☐ Well-formulated historical argument supported by thorough analysis | ☐ Historical argument supported by some analysis | ☐ Basic historical argument supported by basic analysis | ☐ Weak historical argument with little or no analysis | |
| | ☐ Annual theme woven throughout the project | ☐ Annual theme addressed in the project | ☐ Annual theme mentioned in the project | ☐ Annual theme connection is unclear | |
| WIDE Research | ☐ Integrates body of credible research into a fully developed historical argument | ☐ Provides a body of detailed and credible information | ☐ Provides a body of credible information | ☐ Provides a body of mostly credible information | |
| PRIMARY Sources | ☐ Primary sources develop the historical argument | ☐ Primary sources support the historical argument | ☐ Primary sources illustrate the historical argument | ☐ Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL Context | ☐ Analyzes the short-term and long-term causes of the historical event(s) | ☐ Identifies the short- term and long-term causes of the historical event(s) | ☐ Explains the causes of the historical event(s) | ☐ Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE PERSPECTIVES | ☐ Integrates multiple perspectives throughout the historical argument | ☐ Demonstrates how multiple perspectives shape the topic | ☐ Includes more than one perspective | ☐ Provides only one perspective | |
| HISTORICAL Accuracy | ☐ Historical information is accurate | ☐ Historical information includes only minor errors | ☐ Historical information includes several errors that impede understanding | ☐ Historical information includes major errors that impede understanding | |
| SIGNIFICANCE | ☐ Draws an evidence- based conclusion about the topic's significance in history | ☐ Draws a reasoned conclusion about the topic's significance in history | ☐ Draws a conclusion about the topic's significance in history | ☐ Attempts to draw a conclusion about the topic's significance in history | |
| IN HISTORY | ☐ Analyzes the short- term and long-term impact | ☐ Explains the short- term and long-term impact | ☐ Explains the short- term OR long-term impact | ☐ Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | ☐ Student ideas, analysis, argument, and conclusions are original and persuasive | ☐ Student ideas are distinct from research | ☐ Student ideas reflect research | ☐ Student ideas are difficult to discern from research | |
| STRENGTHS & AREAS | S FOR IMPROVEMENT | | | | |
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| CLARITY OF PRESENTATION - 20% | | | | | | | |
|-------------------------------|---|--|--|--|-------------|--|--|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT | | |
| AUDIO AND Visuals | ☐ Presents audio that enhances topic and is clear and easy to understand ☐ Provides visual sources that enhance topic | ☐ Presents audio that is appropriate to topic and easy to understand ☐ Provides visual sources that are appropriate to topic | ☐ Presents audio that is somewhat appropriate to topic and can usually be followed ☐ Provides visual sources that are somewhat appropriate | ☐ Presents audio that is not appropriate to topic or is hard to follow ☐ Provides visual sources that are not appropriate to topic | | | |
| TECHNICAL | ☐ Provides articulate narration that does not contain grammatical or mechanical errors ☐ Provides visuals that | ☐ Provides narration that contains minor grammatical or mechanical errors | to topic Provides narration that contains several grammatical or mechanical errors Provides visuals with | ☐ Provides narration that contains major grammatical or mechanical errors that impede understanding ☐ Provides visuals with | | | |
| | are clearly focused ☐ Volume of audio components is even | that are mostly clearly focused Volume of audio components is mostly even | some blurriness Volume of audio components is uneven at times | significant blurriness Volume of audio components is mostly uneven | | | |
| Time is ≤ ten m | inutes | ☐ Yes | □ No | <u> </u> | | | |
| Entry is student | | ☐ Yes | | | | | |
| - | source credits at the end. | ☐ Yes | | | | | |
| Process Paper | | | □ No | | | | |
| | ography is submitted. | | □ No | | | | |
| | word count is listed on the | | □ No | | | | |
| GENERAL COMMENTS | | <u> </u> | | | | | |
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| HISTORICAL QUALITY - 80% | | | | | |
|----------------------------|---|---|--|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL Argument | ☐ Well-formulated historical argument supported by thorough analysis | ☐ Historical argument supported by some analysis | ☐ Basic historical argument supported by basic analysis | ☐ Weak historical argument with little or no analysis | |
| | ☐ Annual theme woven throughout the project | ☐ Annual theme addressed in the project | ☐ Annual theme mentioned in the project | ☐ Annual theme connection is unclear | |
| WIDE Research | ☐ Integrates body of credible research into a fully developed historical argument | ☐ Provides a body of detailed and credible information | ☐ Provides a body of credible information | ☐ Provides a body of mostly credible information | |
| PRIMARY Sources | ☐ Primary sources develop the historical argument | ☐ Primary sources support the historical argument | ☐ Primary sources illustrate the historical argument | ☐ Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL Context | ☐ Analyzes the short-term and long-term causes of the historical event(s) | ☐ Identifies the short- term and long-term causes of the historical event(s) | ☐ Explains the causes of the historical event(s) | ☐ Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE Perspectives | ☐ Integrates multiple perspectives throughout the historical argument | ☐ Demonstrates how multiple perspectives shape the topic | ☐ Includes more than one perspective | ☐ Provides only one perspective | |
| HISTORICAL Accuracy | ☐ Historical information is accurate | ☐ Historical information includes only minor errors | ☐ Historical information includes several errors that impede understanding | ☐ Historical information includes major errors that impede understanding | |
| SIGNIFICANCE In History | ☐ Draws an evidence- based conclusion about the topic's significance in history | ☐ Draws a reasoned conclusion about the topic's significance in history | ☐ Draws a conclusion about the topic's significance in history | ☐ Attempts to draw a conclusion about the topic's significance in history | |
| IN HISTORY | ☐ Analyzes the short- term and long-term impact | ☐ Explains the short- term and long-term impact | ☐ Explains the short- term OR long-term impact | ☐ Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | ☐ Student ideas, analysis, argument, and conclusions are original and persuasive | ☐ Student ideas are distinct from research | ☐ Student ideas reflect research | ☐ Student ideas are difficult to discern from research | |
| STRENGTHS & AREAS | S FOR IMPROVEMENT | | | | |
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| CLARITY OF PRESENTATION - 20% | | | | | | |
|---|---|--|---|--|-------------|--|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT | |
| | ☐ Presents written material that is appropriate to the topic and easily understood | ☐ Presents written material that is appropriate to the topic and can usually be understood | ☐ Presents written material that is appropriate to the topic but is difficult to understand | ☐ Presents written material that is not appropriate to the topic or not understandable | | |
| WRITTEN Material and Visuals | ☐ Provides clear and concise text that does not contain grammatical or mechanical errors | ☐ Provides text that contains minor grammatical or mechanical errors | ☐ Provides text that contains several grammatical or mechanical errors | ☐ Provides text that contains major grammatical or mechanical errors that impede understanding | | |
| | ☐ Provides visual sources that enhance the topic | ☐ Provides visual sources that are appropriate to the topic | ☐ Provides visual sources that are somewhat appropriate to the topic | ☐ Provides visual sources that are not appropriate to the topic | | |
| | ☐ Presents all visual material clearly | ☐ Presents most visual material clearly | ☐ Presents some visual material clearly | ☐ Presents visual material that is not clear | | |
| TECHNICAL | ☐ Structures exhibit through segmentation and orientation | ☐ Mostly structures website through segmentation and orientation | ☐ Attempts to structure exhibit through segmentation and orientation | ☐ Little attempt to structure exhibit through segmentation and orientation | | |
| TECHNICAL | ☐ Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic | ☐ Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic | ☐ Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic | ☐ Font, formatting, and color do not enhance readability or are not appropriate to the topic | | |
| Exhibit is ≤ 40" wide x 72" tall x 30" deep or 30" in diameter or diagental Exhibit contains no more than 500 student-composed words. Visuals and quotes are credited on the exhibit. Media devices (optional) total run time is ≤ two minutes. Process Paper is submitted. Annotated Bibliography is submitted. Process Paper word count is listed on the Title Page. | | | gonal. | □ Not applicable | | |
| GENERAL COMMENTS | 3 | | | | | |
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| HISTORICAL QUALITY - 80% | | | | | |
|--------------------------|---|---|--|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL Argument | ☐ Well-formulated historical argument supported by thorough analysis | ☐ Historical argument supported by some analysis | ☐ Basic historical argument supported by basic analysis | ☐ Weak historical argument with little or no analysis | |
| | ☐ Annual theme woven throughout the project | ☐ Annual theme addressed in the project | ☐ Annual theme mentioned in the project | ☐ Annual theme connection is unclear | |
| WIDE Research | ☐ Integrates body of credible research into a fully developed historical argument | ☐ Provides a body of detailed and credible information | ☐ Provides a body of credible information | ☐ Provides a body of mostly credible information | |
| PRIMARY Sources | ☐ Primary sources develop the historical argument | ☐ Primary sources support the historical argument | ☐ Primary sources illustrate the historical argument | ☐ Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL Context | ☐ Analyzes the short-term and long-term causes of the historical event(s) | ☐ Identifies the short- term and long-term causes of the historical event(s) | ☐ Explains the causes of the historical event(s) | ☐ Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE PERSPECTIVES | ☐ Integrates multiple perspectives throughout the historical argument | ☐ Demonstrates how multiple perspectives shape the topic | ☐ Includes more than one perspective | ☐ Provides only one perspective | |
| HISTORICAL Accuracy | ☐ Historical information is accurate | ☐ Historical information includes only minor errors | ☐ Historical information includes several errors that impede understanding | ☐ Historical information includes major errors that impede understanding | |
| SIGNIFICANCE | ☐ Draws an evidence- based conclusion about the topic's significance in history | ☐ Draws a reasoned conclusion about the topic's significance in history | ☐ Draws a conclusion about the topic's significance in history | ☐ Attempts to draw a conclusion about the topic's significance in history | |
| IN HISTORY | ☐ Analyzes the short- term and long-term impact | ☐ Explains the short- term and long-term impact | ☐ Explains the short- term OR long-term impact | ☐ Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | ☐ Student ideas, analysis, argument, and conclusions are original and persuasive | ☐ Student ideas are distinct from research | ☐ Student ideas reflect research | ☐ Student ideas are difficult to discern from research | |
| STRENGTHS & AREAS | S FOR IMPROVEMENT | | | | |
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| CLARITY OF PRESENTATION - 20% | | | | | | |
|-------------------------------|--|--|---|--|-------------|--|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT | |
| WRITTEN | ☐ Presents written material that is appropriate to the topic and easily understood | ☐ Presents written material that is appropriate to the topic and can be mostly understood | ☐ Presents written material that is appropriate to the topic but is difficult to understand | ☐ Presents written material that is not appropriate to the topic or not understandable | | |
| MATERIAL | ☐ Provides clear, concise, articulate text that does not contain grammatical or mechanical errors | ☐ Provides text that contains minor grammatical or mechanical errors | ☐ Provides text that contains several grammatical or mechanical errors | ☐ Provides text that contains major grammatical or mechanical errors that impede understanding | | |
| TECHNICAL | ☐ Contains citations in an NHD-approved format to consistently and correctly credit quotations and paraphrased information | ☐ Contains citations in an NHD-approved format to credit quotations and paraphrased information | ☐ Contains citations in some format to credit quotations and paraphrased information | ☐ Does not include citations to credit quotations and paraphrased information | | |
| Paper is 1,500 t | o 2.500 words. | | □ Yes □ No | | | |
| Entry includes of | | | ☐ Yes ☐ No | | | |
| Process Paper | | | ☐ Yes ☐ No | | | |
| | ography is submitted. | | ☐ Yes ☐ No | | | |
| | and Paper word counts are | e listed on the Title Page. | ☐ Yes ☐ No | | | |
| GENERAL COMMENTS | 5 | | | | | |
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NHD PERFORMANCE

| HISTORICAL QUALITY - 80% | | | | | |
|----------------------------|---|---|--|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL Argument | ☐ Well-formulated historical argument supported by thorough analysis | ☐ Historical argument supported by some analysis | ☐ Basic historical argument supported by basic analysis | ☐ Weak historical argument with little or no analysis | |
| | ☐ Annual theme woven throughout the project | ☐ Annual theme addressed in the project | ☐ Annual theme mentioned in the project | ☐ Annual theme connection is unclear | |
| WIDE Research | ☐ Integrates body of credible research into a fully developed historical argument | ☐ Provides a body of detailed and credible information | ☐ Provides a body of credible information | ☐ Provides a body of mostly credible information | |
| PRIMARY Sources | ☐ Primary sources develop the historical argument | ☐ Primary sources support the historical argument | ☐ Primary sources illustrate the historical argument | ☐ Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL Context | ☐ Analyzes the short-term and long-term causes of the historical event(s) | ☐ Identifies the short- term and long-term causes of the historical event(s) | ☐ Explains the causes of the historical event(s) | ☐ Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE Perspectives | ☐ Integrates multiple perspectives throughout the historical argument | ☐ Demonstrates how multiple perspectives shape the topic | ☐ Includes more than one perspective | ☐ Provides only one perspective | |
| HISTORICAL Accuracy | ☐ Historical information is accurate | ☐ Historical information includes only minor errors | ☐ Historical information includes several errors that impede understanding | ☐ Historical information includes major errors that impede understanding | |
| SIGNIFICANCE In History | ☐ Draws an evidence- based conclusion about the topic's significance in history | ☐ Draws a reasoned conclusion about the topic's significance in history | ☐ Draws a conclusion about the topic's significance in history | ☐ Attempts to draw a conclusion about the topic's significance in history | |
| IN HISTORY | ☐ Analyzes the short- term and long-term impact | ☐ Explains the short- term and long-term impact | ☐ Explains the short- term OR long-term impact | ☐ Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | ☐ Student ideas, analysis, argument, and conclusions are original and persuasive | ☐ Student ideas are distinct from research | ☐ Student ideas reflect research | ☐ Student ideas are difficult to discern from research | |
| STRENGTHS & AREAS | S FOR IMPROVEMENT | | | | |
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| CLARITY OF PRESENTATION - 20% | | | | | | |
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| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT | |
| PERFORMANCE | ☐ Presents a theatrical performance with a well-developed dramatic arc | ☐ Presents a theatrical performance with a clear dramatic arc | ☐ Presents a theatrical performance with a basic dramatic arc | ☐ Does not present a theatrical performance with a dramatic arc | | |
| | ☐ Speech is consistently articulate, easy to understand, and appropriately paced | ☐ Speech is mostly clear and appropriately paced | ☐ Speech is somewhat clear and appropriate but with inconsistent pacing | ☐ Speech is unclear and pacing impedes understanding | | |
| | ☐ Offers a well- practiced, polished performance | ☐ Offers a practiced performance | ☐ Performance indicates some practice | ☐ Performance indicates little practice | | |
| TECHNICAL | ☐ Conveys appropriate emotion through tone of voice and movement | ☐ Conveys mostly appropriate emotion through tone of voice and movement | ☐ Conveys some appropriate emotion through tone of voice and movement | ☐ Does not convey appropriate emotion through tone of voice and movement | | |
| Time is ≤ ten m | inutes. | ☐ Yes | □ No | | | |
| Media devices (| optional) are student opera | ited. | ☐ No ☐ Not applicabl | e | | |
| Process Paper | | ☐ Yes | • • • | | | |
| • | ography is submitted. | ☐ Yes | □ No | | | |
| Process Paper | word count is listed on the | Title Page. ☐ Yes | □ No | | | |
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| GENERAL COMMENTS | | | | | | |
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| HISTORICAL QUALITY - 80% | | | | | |
|--------------------------|--|---|--|---|-------------|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT |
| HISTORICAL Argument | ☐ Well-formulated historical argument supported by thorough analysis | ☐ Historical argument supported by some analysis | ☐ Basic historical argument supported by basic analysis | ☐ Weak historical argument with little or no analysis | |
| ANGOMENT | ☐ Annual theme woven throughout the project | ☐ Annual theme addressed in the project | ☐ Annual theme mentioned in the project | ☐ Annual theme connection is unclear | |
| WIDE Research | ☐ Integrates body of credible research into a fully developed historical argument | ☐ Provides a body of detailed and credible information | ☐ Provides a body of credible information | ☐ Provides a body of mostly credible information | |
| PRIMARY Sources | ☐ Primary sources develop the historical argument | ☐ Primary sources support the historical argument | ☐ Primary sources illustrate the historical argument | ☐ Primary sources are present, but do not connect to the historical argument | |
| HISTORICAL Context | ☐ Analyzes the short-term and long-term causes of the historical event(s) | ☐ Identifies the short- term and long-term causes of the historical event(s) | ☐ Explains the causes of the historical event(s) | ☐ Identifies key people, events, and ideas leading to the historical event(s) | |
| MULTIPLE Perspectives | ☐ Integrates multiple perspectives throughout the historical argument | ☐ Demonstrates how multiple perspectives shape the topic | ☐ Includes more than one perspective | ☐ Provides only one perspective | |
| HISTORICAL Accuracy | ☐ Historical information is accurate | ☐ Historical information includes only minor errors | ☐ Historical information includes several errors that impede understanding | ☐ Historical information includes major errors that impede understanding | |
| SIGNIFICANCE | ☐ Draws an evidence- based conclusion about the topic's significance in history | ☐ Draws a reasoned conclusion about the topic's significance in history | ☐ Draws a conclusion about the topic's significance in history | ☐ Attempts to draw a conclusion about the topic's significance in history | |
| IN HISTORY | ☐ Analyzes the short- term and long-term impact | ☐ Explains the short- term and long-term impact | ☐ Explains the short- term OR long-term impact | ☐ Attempts to explain the short-term OR long-term impact | |
| STUDENT VOICE | ☐ Student ideas, analysis, argument, and conclusions are original and persuasive | ☐ Student ideas are distinct from research | ☐ Student ideas reflect research | ☐ Student ideas are difficult to discern from research | |
| STRENGTHS & AREAS | S FOR IMPROVEMENT | | | | |
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| CLARITY OF PRESENTATION - 20% | | | | | | |
|---------------------------------------|---|--|--|--|-------------|--|
| | SUPERIOR | EXCELLENT | GOOD | FAIR | NOT EVIDENT | |
| | ☐ Presents written material that is appropriate to the topic and easily understood | ☐ Presents written material that is appropriate to the topic and can be mostly understood | ☐ Presents written material that is appropriate to the topic but is difficult to understand | ☐ Presents written material that is not appropriate to the topic or not understandable | | |
| WRITTEN Material and Visuals | ☐ Provides clear, concise, articulate text that does not contain grammatical or mechanical errors | ☐ Provides text that contains minor grammatical or mechanical errors | ☐ Provides text that contains several grammatical or mechanical errors | ☐ Provides text that contains major grammatical or mechanical errors that impede understanding | | |
| | ☐ Provides media that enhances the topic (optional) | ☐ Provides media that is appropriate to the topic (optional) | ☐ Provides media that is somewhat appropriate to the topic (optional) | ☐ Provides media that is not appropriate to the topic (optional) | | |
| | ☐ Presents all visual material clearly | ☐ Presents most visual material clearly | ☐ Presents some visual material clearly | ☐ Does not present visual material clearly | | |
| TECHNICAL | ☐ Structures website through segmentation and orientation | ☐ Mostly structures website through segmentation and orientation | ☐ Attempts to structure website through segmentation and orientation | ☐ Little or no attempt to structure website through segmentation and orientation | | |
| | ☐ Selects font, formatting, and color that strongly enhance readability and are highly appropriate to the topic | ☐ Selects font, formatting, and color that adequately enhance readability and are appropriate to the topic | ☐ Selects font, formatting, and color that begin to enhance readability and are somewhat appropriate to the topic | ☐ Font, formatting, and color do not enhance readability or are not appropriate to the topic | | |
| | ☐ Makes strong and appropriate use of website elements | ☐ Makes good use of website elements | ☐ Makes some use of website elements | ☐ Does not take advantage of website elements | | |
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| | s no more than 1,200 stud ional) total run time is ≤ thi | · | ☐ Yes ☐ No | ☐ Not applicable | | |
| • | ites are credited on the we | | ☐ Yes ☐ No | — Not applicable | | |
| • | s no links to external conte | | aphy). 🗆 Yes 🗆 No | | | |
| Process Paper | is integrated into the websi | te as a PDF. | ☐ Yes ☐ No | | | |
| Annotated Biblio | ography is integrated into the | ne website as a PDF. | ☐ Yes ☐ No | | | |
| Home page con | tains required information. | | ☐ Yes ☐ No | | | |
| GENERAL COMMENTS | 3 | | | | | |
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