



THE OBJECTIVE TRUTH PROJECT

The Objective Truth Project explores the cyclical nature of history, how we're being taught history, and how we should absorb it. The overarching message is about how society today needs to put more brain power into how we consume history and turn a critical eye on historical interpretation and bias. Through collaboration with the History Channel, this information can be brought to a wider audience while also driving interest toward their website.

BACKSTORY

When trying to come up with a proposal concept for this project, I had actually just come off of a three week binge of all of the Downton Abbey seasons in preparation for the movie's release. Watching the show, which is set in the late 1920s, got me thinking about the reflections of what my generation is facing and the plights of the young women in the show. Originally, that was the only thing this project was going to focus on. But I felt that the ideas of thinking critically, implementing analysis, and examining bias when it comes to history writing were much more important to talk about and would have more impact on the audience.

While researching this change in direction, I found a multitude of sources to pull from but not many people outside of scholarly sources were talking about the need to examine how history is written. I thought it was perfect to place myself and my organization (Objective Truth Project) in a collaboration with the History Channel. The History Channel took a turn a couple of years ago into "history adjacent" topics.

GOALS & OBJECTIVES

The objective of this campaign is to educate and encourage young Americans to rethink how they've viewed history (a boring unnessecary subject) and learn to use it as a tool to better understand the world around them.

TARGET AUDIENCE

Our target audience is American young adults between the ages of 18-35 who aren't necessarily interested in history but might be feeling hopeless about the state of the world and are looking for a path forward.

DELIVERABLES

1. Guerrilla advertising campaign
2. Motion graphic socail ad
3. Packaging design for a blank history book, and other merchandise
4. Brochure

COMPETITION

National Geographic
Discovery Channel
Smithsonian Learning Lab

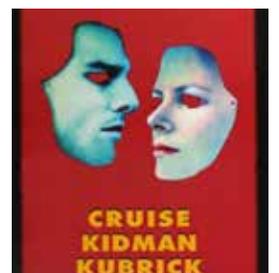
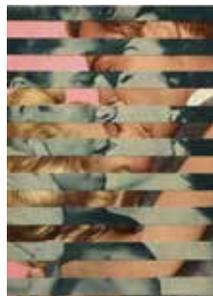
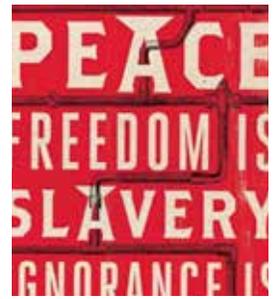
ATTRIBUTE LIST

Cyclical
Interpretation
Youth
Legacy
Education
Critical Thinking
Ideals
Change
Awareness

EXPANDED ATTRIBUTE LIST

HISTORY INTERPRETATION HINDSIGHT
WAR PEACE TIME SOCIETY
YOUTH IDEALS CRITICAL THINKING
CHANGE INNOVATION EXPERIENCE MISTAKES AWARENESS
AMERICAN CYCLICAL LEGACY
EDUCATION CONSUMERISM PAST EXPECTATIONS

MOODBOARD



LOGO PROCESS

LEGACY
CRITICAL THINKING

CRITEYE

LEARNING FROM THE PAST
ABSORBING INFORMATION

HISTORIC
THINKING

HISTORIC EYE

the foundation for HISTORIC THINKING

The Objective Truth Project

HTFHT
FHT

the Bias Project

THE OBJECTIVE
TRUTH PROJECT

OBJECTIVE
TRUTH
PROJECT

THE
OBJECTIVE
TRUTH
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TRUTH
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the Chronicle Project



The Foundation of
Historic Thinking

FHT
The Historic Foundation

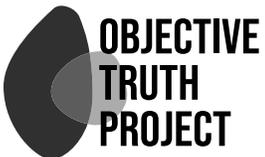
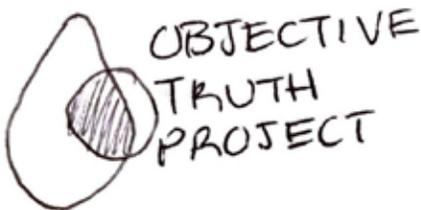
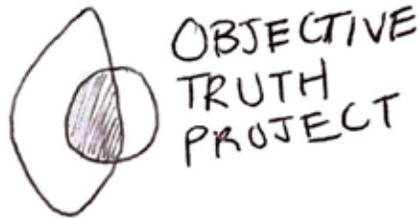
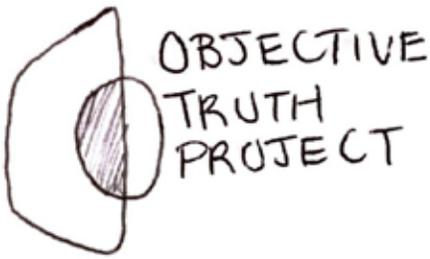
OBJECTIVE
TRUTH
PROJECT

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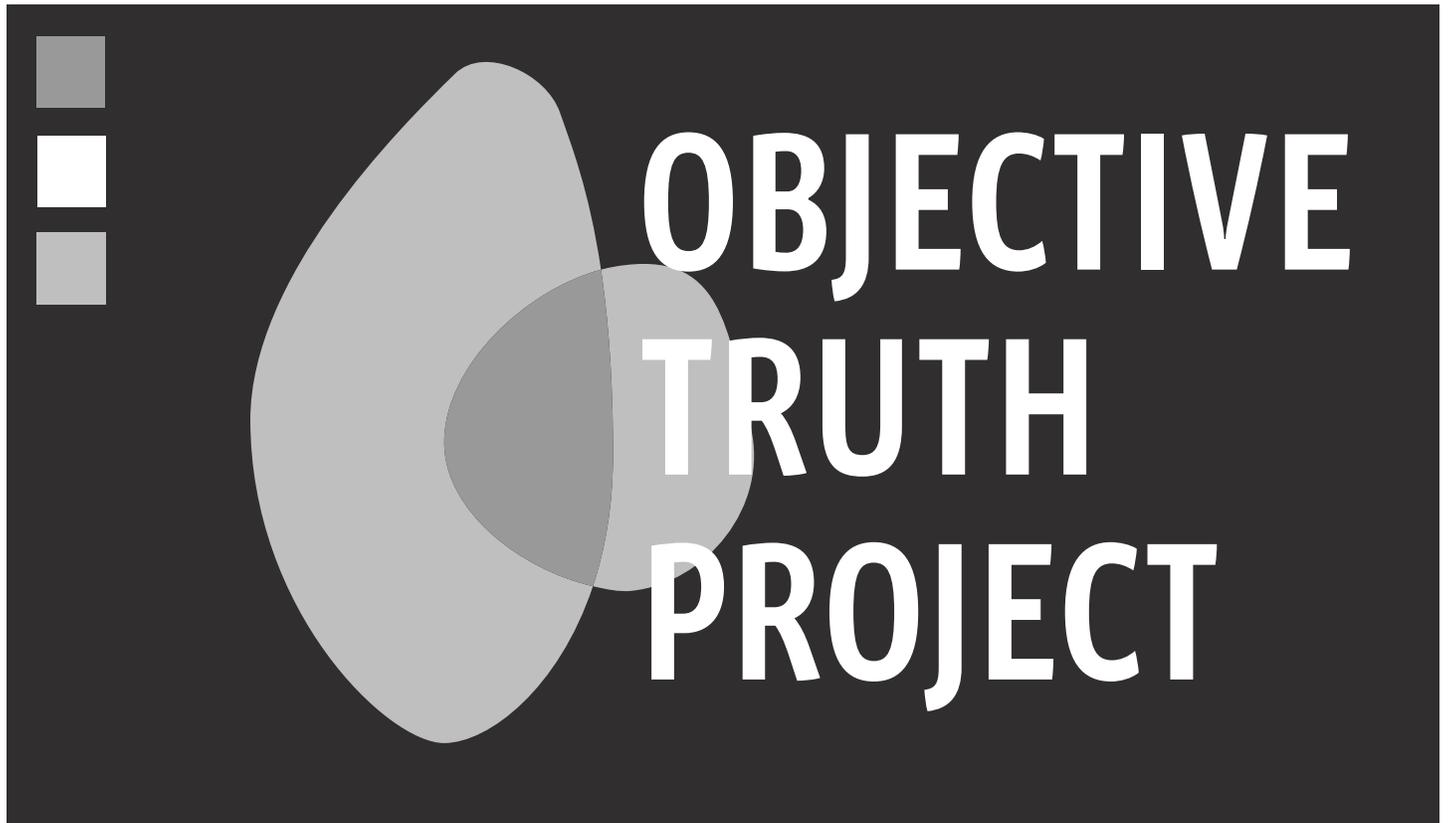
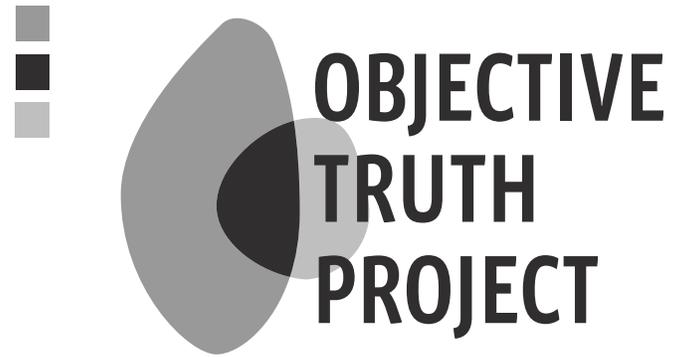
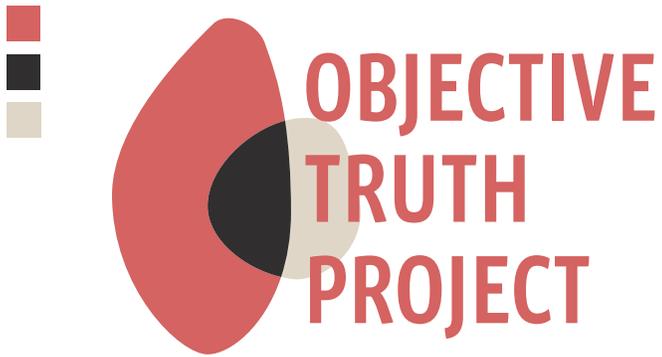
OBJECTIVE
TRUTH
PROJECT

LEARN FROM THE PAST

HTF



LOGO FINAL



COLOR STUDIES



C: 51 M: 19
Y: 100 K: 2



C: 30 M: 9
Y: 100 K: 0



C: 2 M: 21
Y: 100 K: 0



C: 0 M: 72
Y: 93 K: 0



C: 29 M: 82
Y: 100 K: 29



C: 0 M: 7
Y: 19 K: 2



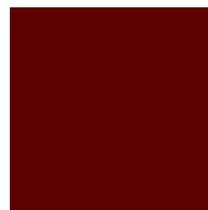
C: 45 M: 7
Y: 19 K: 2



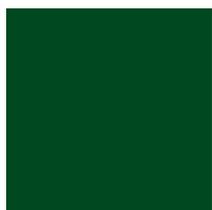
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Y: 78 K: 2



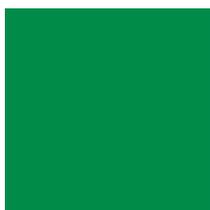
C: 26 M: 87
Y: 72 K: 39



C: 14 M: 100
Y: 100 K: 69



C: 100 M: 18
Y: 100 K: 63



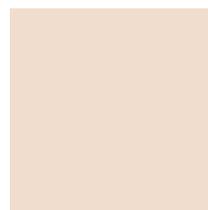
C: 100 M: 18
Y: 100 K: 5



C: 0 M: 20
Y: 100 K: 0

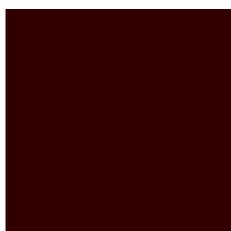


C: 0 M: 41
Y: 100 K: 0



C: 0 M: 9
Y: 13 K: 5

FINAL COLOR SOLUTION



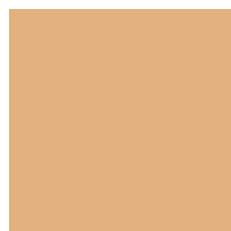
C: 12 M: 100
Y: 100 K: 91



C: 0 M: 93
Y: 98 K: 0



C: 14 M: 50
Y: 85 K: 1



C: 11 M: 32
Y: 55 K: 0



C: 0 M: 7
Y: 19 K: 2

TYPE STUDIES

Headline and copy interaction

DO YOU UNDERSTAND YOUR HISTORY?

Who writes our history? Who chooses what should be remembered and why? Why did we boil down the 1920s to a time of speakeasies and parties and wealth? Who will remember us now? And will we be proud of what they learn?

Calder | Avenir

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Futura | Didot

CAN WE
TRUST
OUR HISTORY?

Handwritten

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Platelet OT | Didot

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Abril Fatface | Raleway

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Lust Display | Futura

"HISTORY IS
WRITTEN
BY THE VICTORS"

This Winston Churchill quote, while snappy and effective as a propaganda tool to encourage the Allied Forces during WWII, is not an accurate representation of the work that goes into compiling history, where the voices come from, and how historians analyze bias.

Handwritten | Avenir

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Platelet OT (kerned) | Avenir Book

TYPE STUDIES

Sub-header

THE LOST GENERATION THE LOST GENERATION

DIN Condensed

Lemon/Milk

The Lost Generation

Wisdom Script

FINAL TYPE SOLUTION

**DO YOU UNDERSTAND YOUR
HISTORY?**

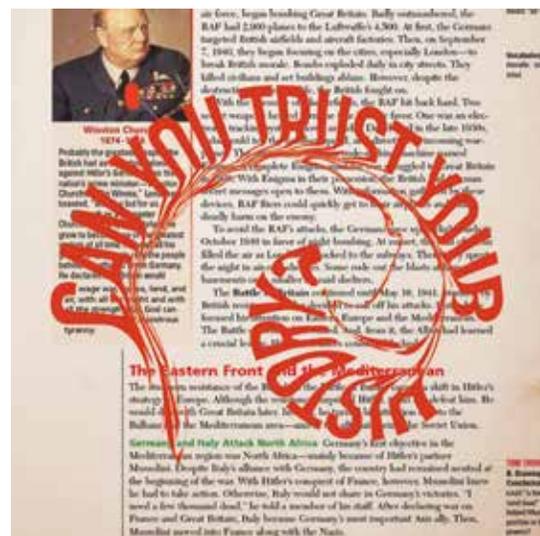
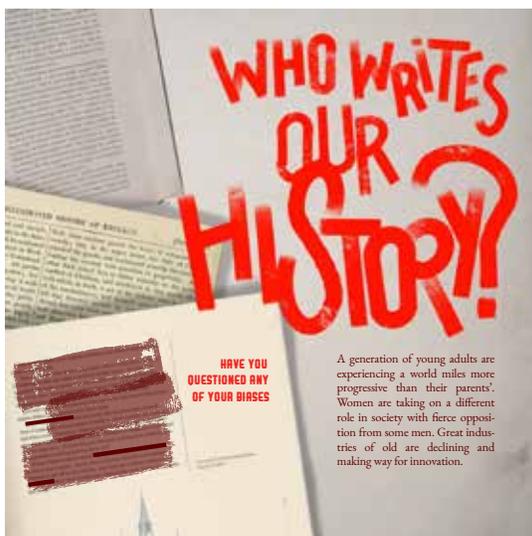
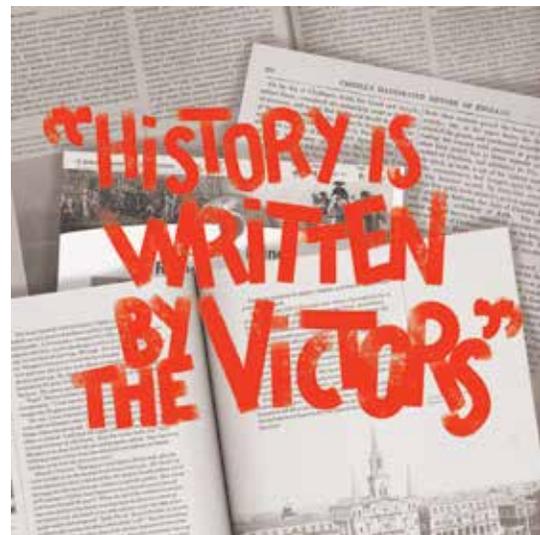
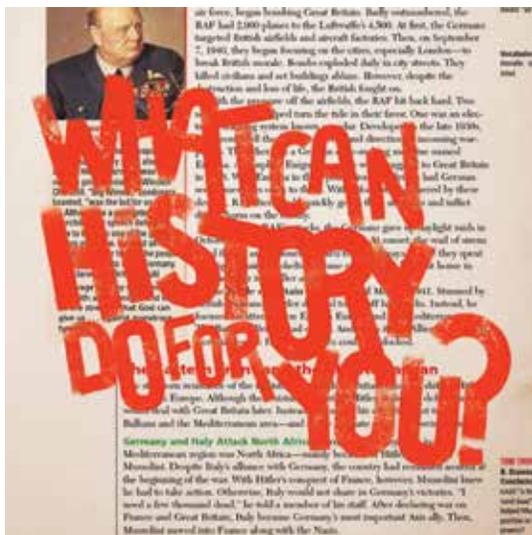
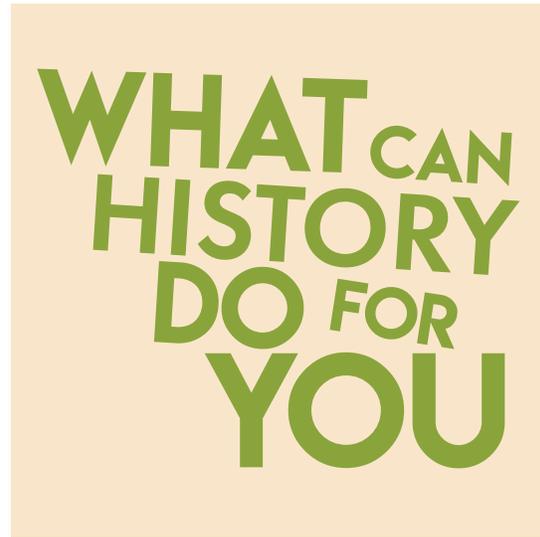
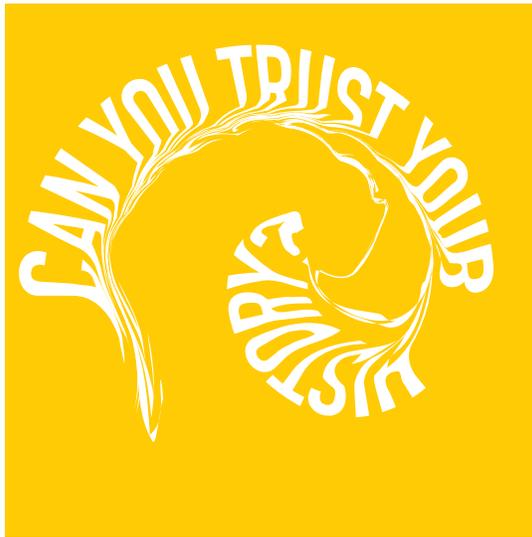
Defining history

Who writes our history? Who chooses what should be remembered and why? Why did we boil down the 1920s to a time of speakeasies and parties and wealth? Who will remember us now? And will we be proud of what they learn?

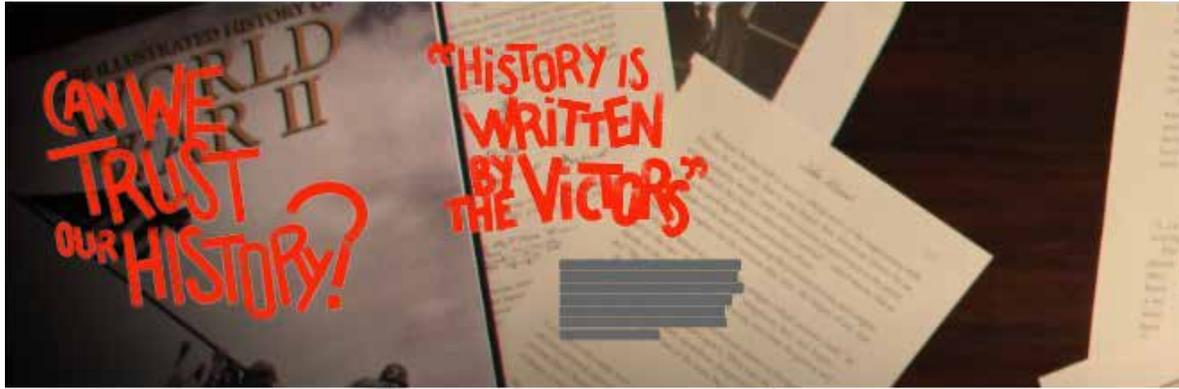
CAN WE TRUST?
Our History

**WINS
TON CHUR
CHILL**
*"History is Written
by the Victors."*

BROCHURE ROUGHS



BROCHURE ROUGHS



CAN WE TRUST? Our History.

WINS TON CHURCHILL & HIS CHILL "History is Written by the Victors."

A Historian's Role

There are many facets to the job title historian and many different branches to the field. There are those who analyze certain periods of the past, those who actively work to collect the new history, and many more variations of these disciplines. Generally, a historian conducts historical research for identification purposes or works in conservation and preservation of historic places, materials, manuscripts, records, and other artifacts. Historians, generally, disagree with each other quite often. Argument is really the backbone of the historian's profession. Without it we could not have nuanced interpretation of historical facts.

DEFINING HISTORY

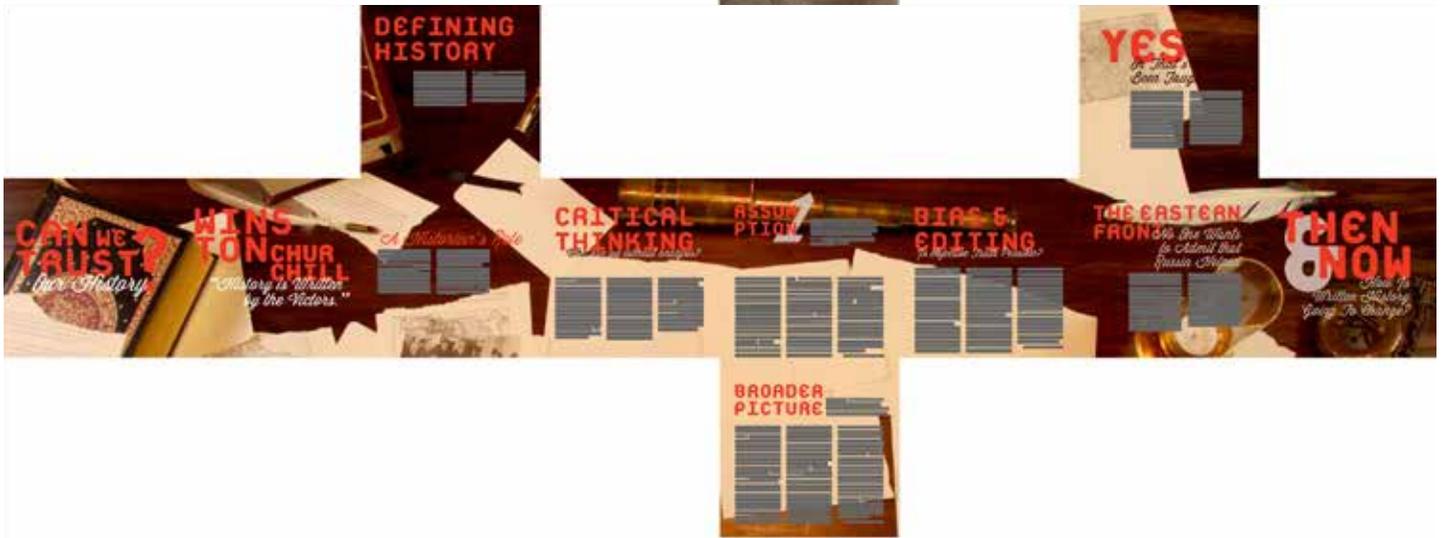
There is a common misconception that history is just a "collection of facts about the past." Textbooks generally reinforce this idea by being written as though they should only be collections of information. History is not just a "collection of facts;" it's a series of arguments about events of the past on the basis of what was recorded either during the event or afterwards. These recordings range from written documents, cultural artifacts, oral traditions, and photo and video evidence.

Who are we without analysis?

The term "critical thinking" has been around since the 1920s, first introduced by John Dewey, an American philosopher. He wanted students to begin having reflective thoughts on what they were being taught and to begin questioning, predicting, analyzing, examining opinions, identifying values and issues, detecting bias, and distinguishing between different alternatives. Without critical thinking, a student would just be a machine capable of regurgitating biased facts but incapable of forming their own opinions or engaging in debate. If you've never questioned the way the world works, the biases that shaped it, or the subjective opinion being presented to you as fact, then how will you be able to function when any of those base assumptions are shaken or your worldview changed? The next time, you are presented a fact in a history textbook or even by the news, ask yourself how one might have drawn that conclusion? Is that the only interpretation? What influenced the author? Maybe then you can engage in some complex thinking.

CRITICAL THINKING Who are we without analysis?

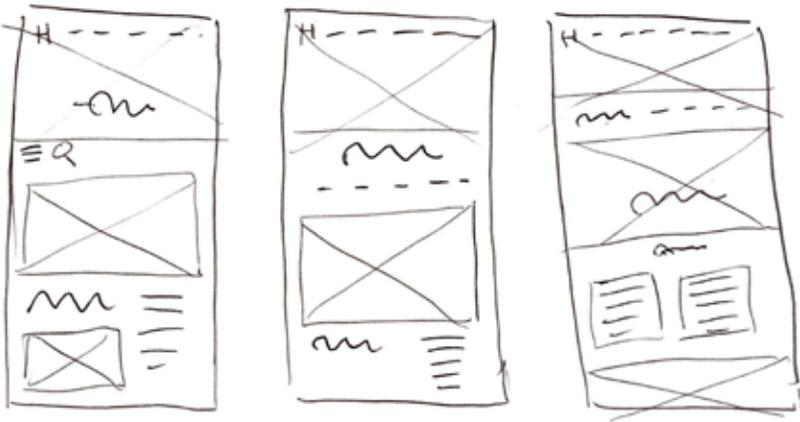
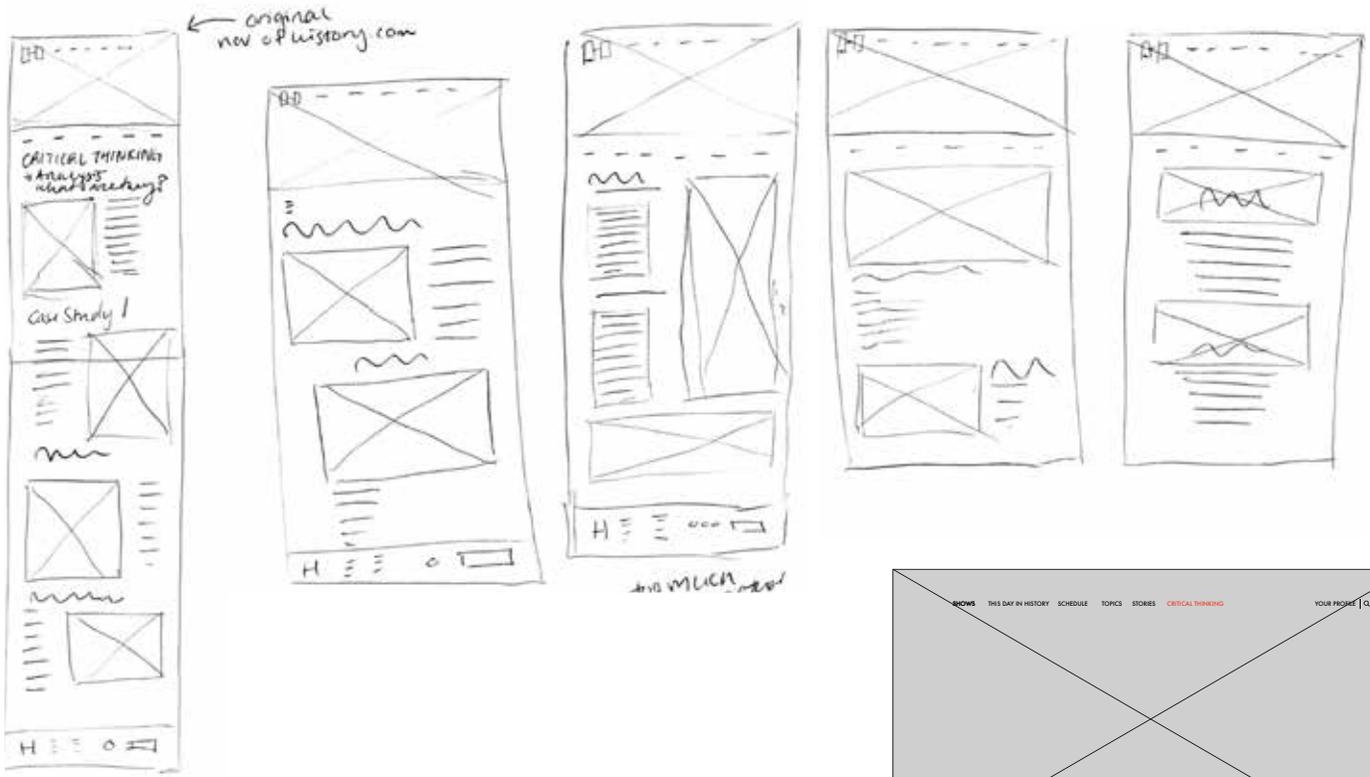
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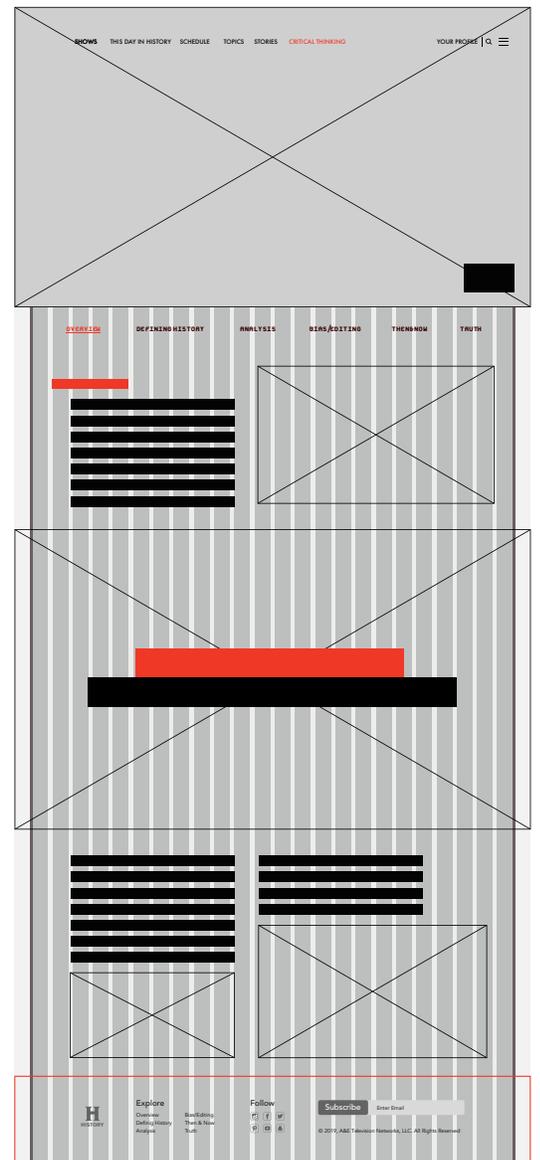
“ THOSE WHO CANNOT REMEMBER THE PAST ARE DOOMED TO REPEAT IT. ”
— Santayana



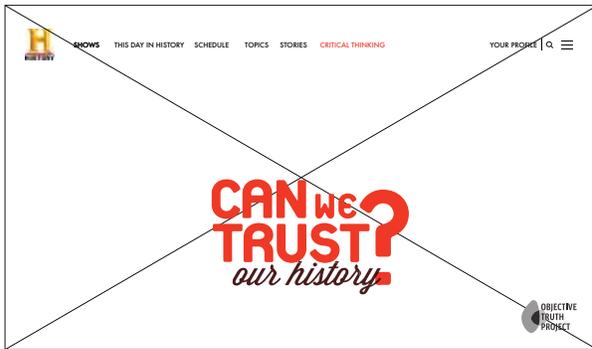
WEBSITE THUMBNAILS



↑ maybe the background should mirror the image on brochure



WEBSITE ROUGHS

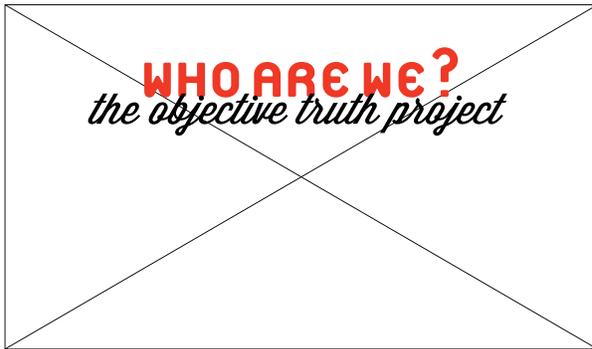
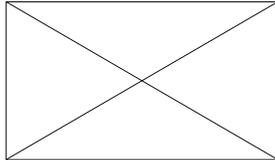


OVERVIEW DEFINING HISTORY ANALYSIS BIAS/EDITING THEN&NOW TRUTH

OVERVIEW

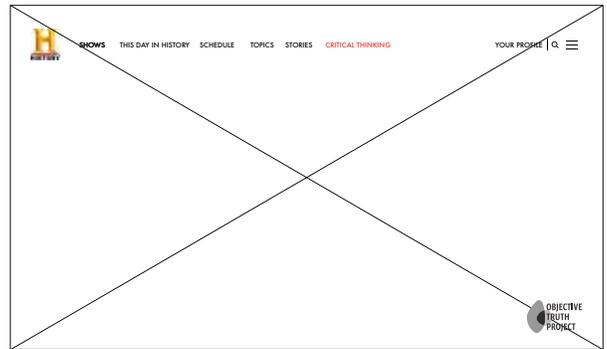
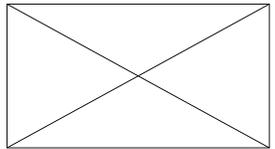
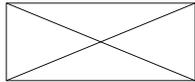
The Objective Truth Project's goal is to highlight the discrepancies in how history is taught to the average person. By bringing this to your attention we hope to broaden the horizons of our audience to begin thinking critically about the history they consume.

Special thanks to the following groups for providing information for this project:
Crash Course World History / The Stanford Encyclopedia of Philosophy / The American Historical Association / The History Channel / A Wealth of Common Sense



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OVERVIEW DEFINING HISTORY ANALYSIS BIAS/EDITING THEN&NOW TRUTH

WHAT IS HISTORY? *And who writes it?*

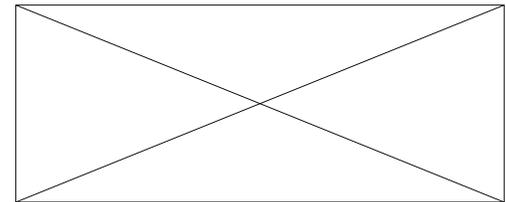
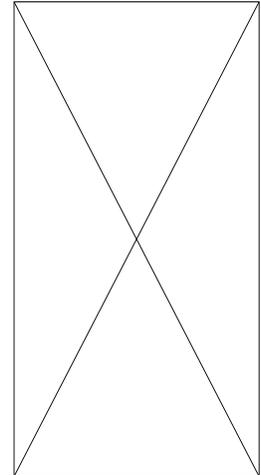
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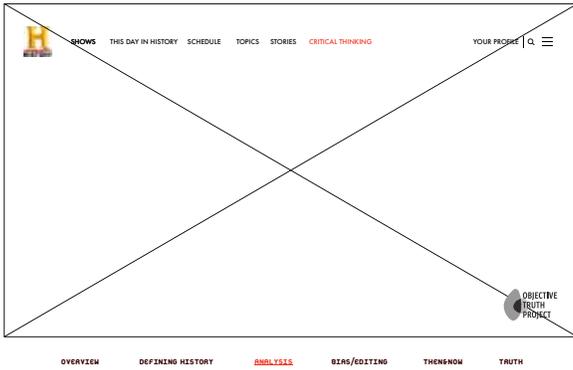
A historians role

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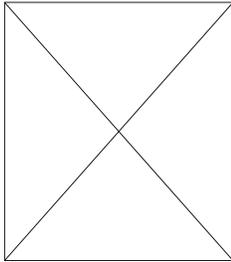


WEBSITE ROUGHS



CRITICAL THINKING

What are we without analysis?



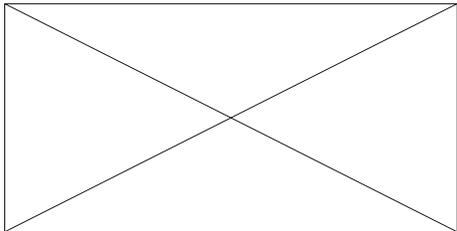
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The next time, you are presented a fact in a history textbook or even by the news, ask yourself how one might have drawn that conclusion? Is that the only interpretation? What influenced the author? Maybe then you can engage in complex thinking and have a more nuanced view of the world and its history.

WHAT CAUSED WWI?

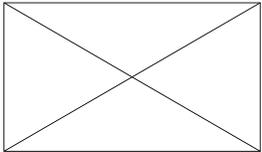
differing opinions



ASSUMPTION 1

Most people think of World War I as a tragedy because it didn't need to happen and didn't really accomplish much, except for creating social and economic conditions that made World War II possible. So when we talk about the causes of the war, inevitably, we're also assigning blame.

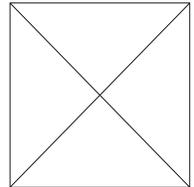
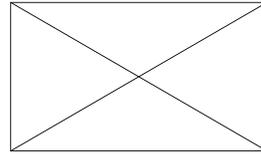
The immediate cause was, of course, the assassination in Sarajevo of the Austrian Archduke Franz Ferdinand on June 28, 1914, by a Bosnian Serb nationalist named Gavrilo Princip. Quick aside: It's worth noting that the first big war of the 20th century began with an act of terrorism which is very interesting.



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But in general, when we talk about World Wars, as when we talk about World Cups, we pretty quickly end up discussing Germany. The idea that the root cause of World War I was Germany, or more specifically, German militarism, continues to be popular. This has been the case ever since the 1960s when a historian, Fritz Fischer, identified Germany as the chief cause of the war. But Germany's guilt for the war was also written into the Versailles Peace Treaty, in article 231, and most will be familiar with the idea that anger over that clause its incumbent debts helped lead to Hitler's rise. The Treaty of Versailles, which ended World War I, fixed the blame for the war on Germany, which proved ruinous to the German economy and destructive to its political institutions.

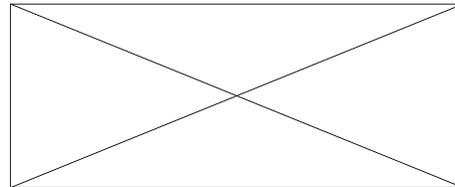
Also, pretty much however you slice it Germany was definitely responsible for starting World War II, and looking back that made it more plausible that they would have also started World War I, because, you know, they had a history of starting wars. To be fair, the definition of a Western European nation is "has a history of starting wars". Unless you're the Swiss. (from CrashCourse)

ASSUMPTION 2

Attributing characteristics like militarism or authoritarianism to entire national populations is tricky. One nation's militarism is another nation's strong national defense.

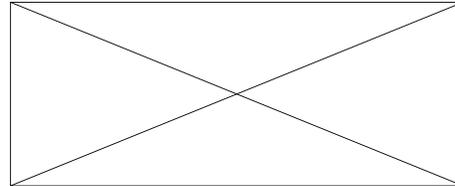
It wasn't just Germans who were militaristic in 1914. The idea of "the glory of war" was a very popular concept all over Europe, and there's no evidence that the German people of 1914 were any more or less militaristic than the French or the Russians. They all had poetry that celebrated heroic sacrifice and dying for the Mother and/or Fatherland.

But there's another problem with the idea that the Germans were more eager for war than anyone else in Europe. That argument relies a lot on the behavior of Kaiser Wilhelm II, the German leader, and the Kaiser did make some stupid public statements, which in turn made people fear that Germans were eager for war. So Wilhelm became kind of a stand-in for German aggression, a literal cartoon villain, upon whom the world, especially the English, could project their stereotypes.



Germany is not entirely blameless. Germany offered that so-called "blank check" that Germans would always support Austro-Hungarian's ultimatum to Serbia. And in some ways this empowering by Germany's support encouraged Austria's foreign minister, Berchtold, to behave as recklessly as possible, under the mistaken impression that this is what the Germans wanted him to do. In reality, the Germans offered the Austrians the assurance of support in the hopes that it wouldn't lead to war.

It can be argued that in fact most of the blame for starting World War I should fall on the shoulders of the Austrians, after all, they were the ones who issued the ultimatum to Serbia, and they were the first to declare war, although only against Serbia. But, the Germans were the first to declare war on a major power, Russia, on August 1st, and the German advance on France through Belgium is what brought Britain into the war. And those are pretty solid arguments that Germany turned the conflict from a regional thing in the Balkans, which isn't unprecedented, to a big pan-European war.



But I don't think we're done assigning blame, because we didn't just have a pan-European war, we had a world war. Of all the major powers, Russia was the first to mobilize its massive army, and it was Russia's mobilization that drew Germany, France, and Britain into the war.

There was really no good reason for Russia to mobilize in the first place. When Austria declared war on Serbia on July 28th, the Austrians could not mobilize their own troops for two weeks, because they were on harvest break. But even if Austria had mobilized and attacked immediately, their initial plan was an attack on Belgrade, not Russia. Now, Vienna did have a plan to mobilize against both Serbia and Russia, but they never used it. But even if Austria had launched an all-out attack on Russia, Russia had begun its pre-mobilization, the period preparatory to war, on July 25th. July 25th was before the Serbs had even responded to the Austrian ultimatum. It's hard to play the blameless victim when you're moving all your troops to the border. So here we have Austrians and Germans receiving reports of Russian troops massing on their borders that seems kind of like war. (sourced from CrashCourse)



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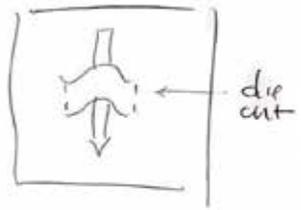
Pen Packaging

• Truth in History

↳ an empty box / maybe a pen? / maybe layered folded box a piece of paper

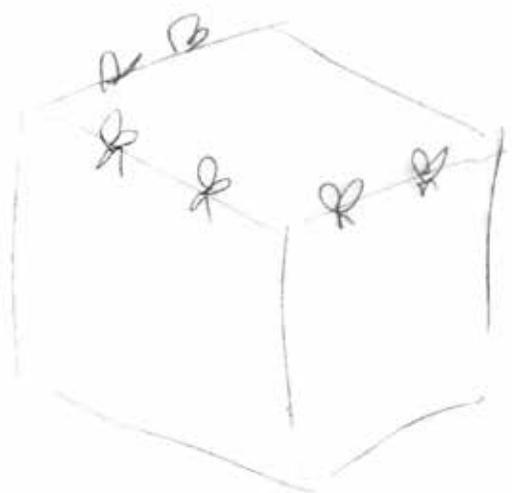


- first box ^{in history} truth and logo
- second box first case study and bias
- third box second case study and analysis

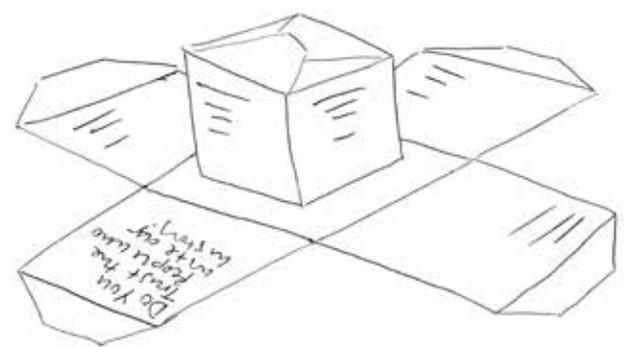


inside of 3rd box
can we really find objective truth?

old paper, aged look



Simpler outside box



PACKAGING ROUGHS

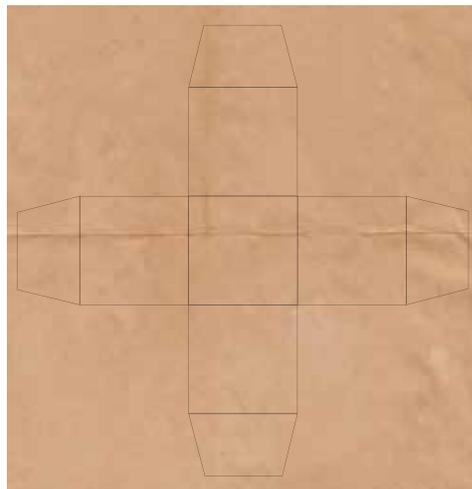
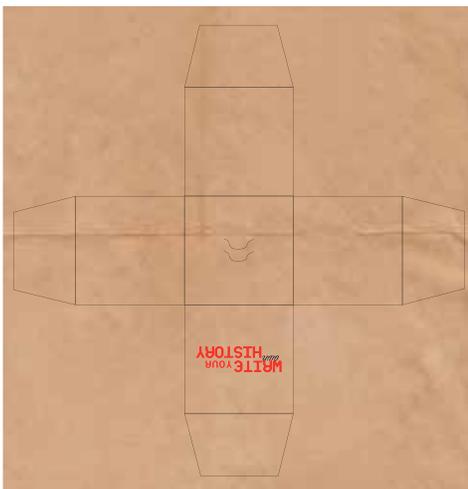
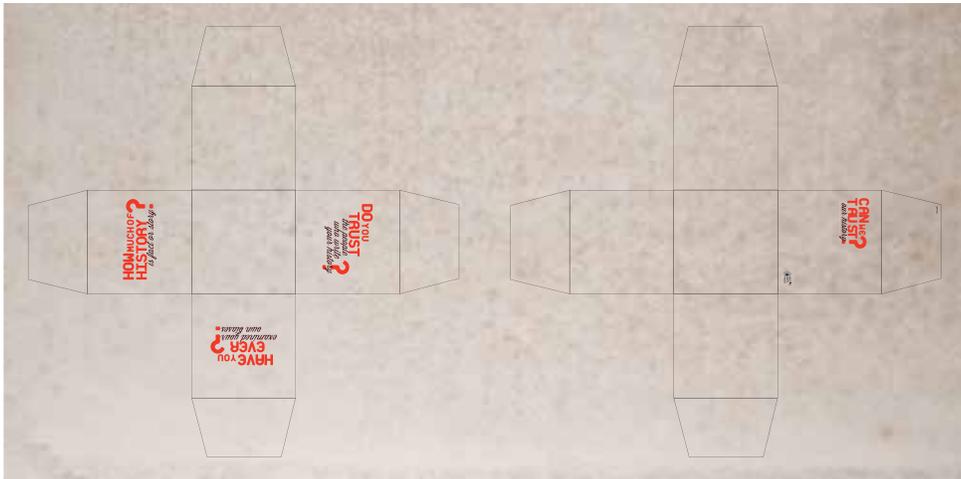
Pen Packaging

DO YOU TRUST
the people who write your history?

HAVE YOU EVER?
examined your own biases?

own **WRITE YOUR HISTORY**

HOW MUCH OF HISTORY?
is fact or story?

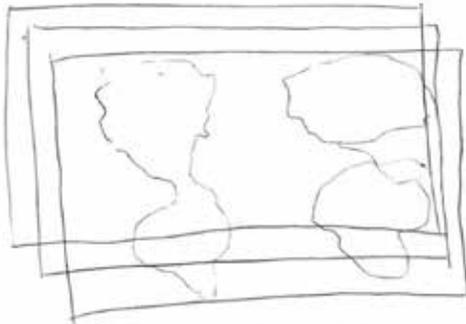


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Map and Packaging

• Map Cannister

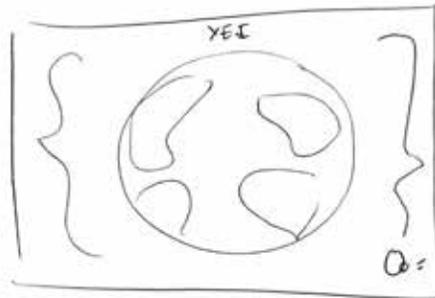
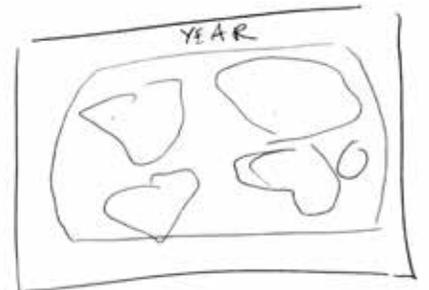
↳ what can I make interesting about the maps?



← aged looking

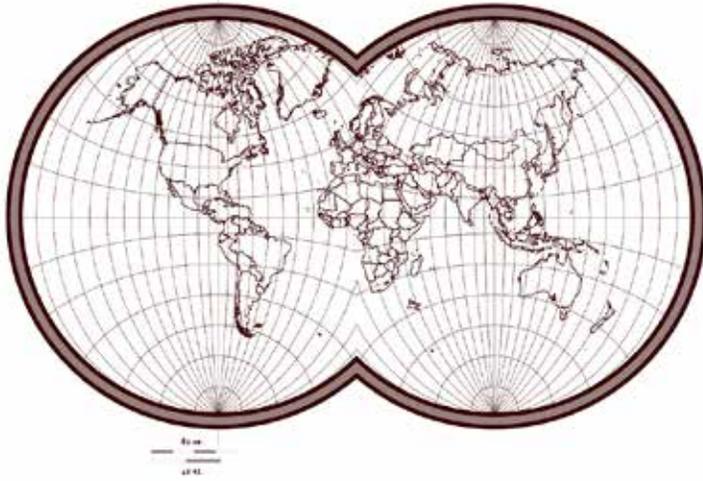
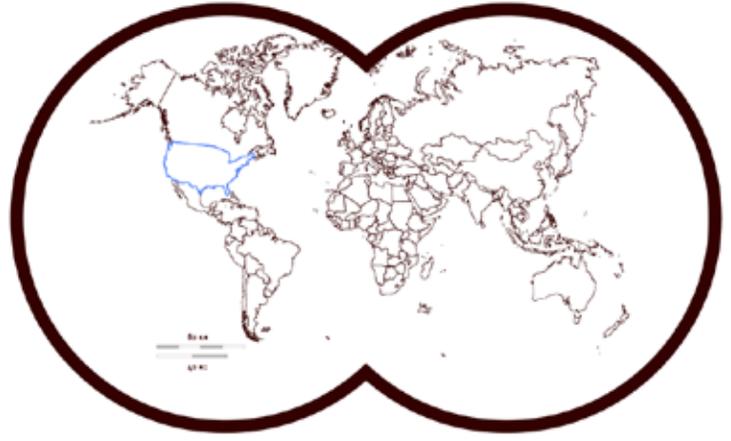
multiple version maps of what the world would look like ~~what~~ if some things hadn't happened

or maps of countries through the years

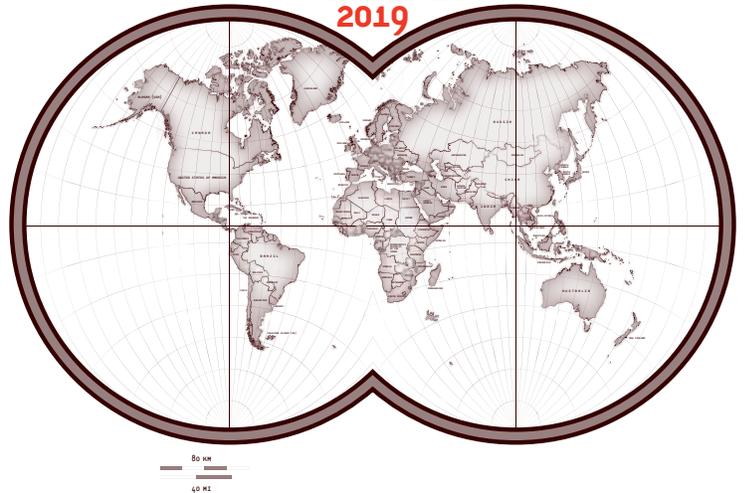


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Map and Packaging



THE WORLD
2019



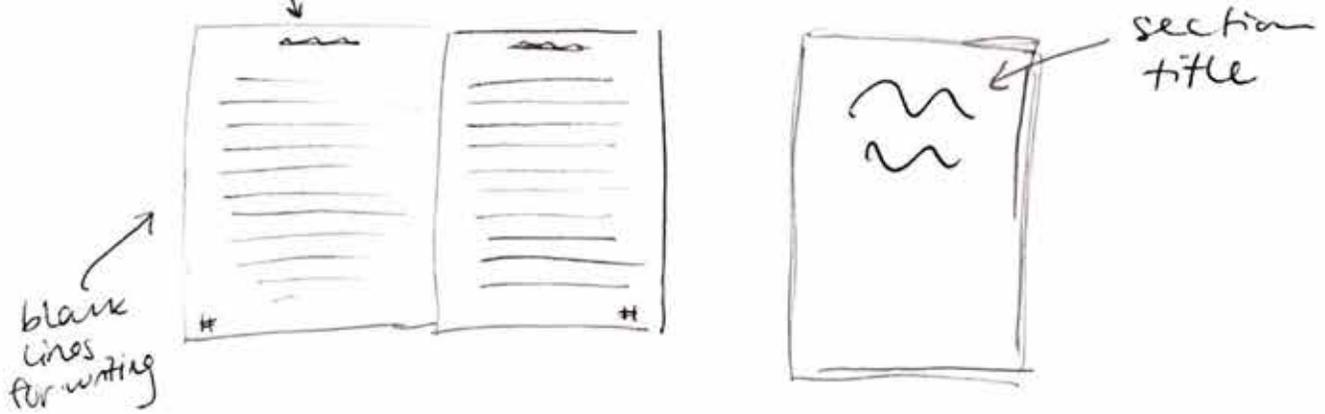
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Box Set Packaging

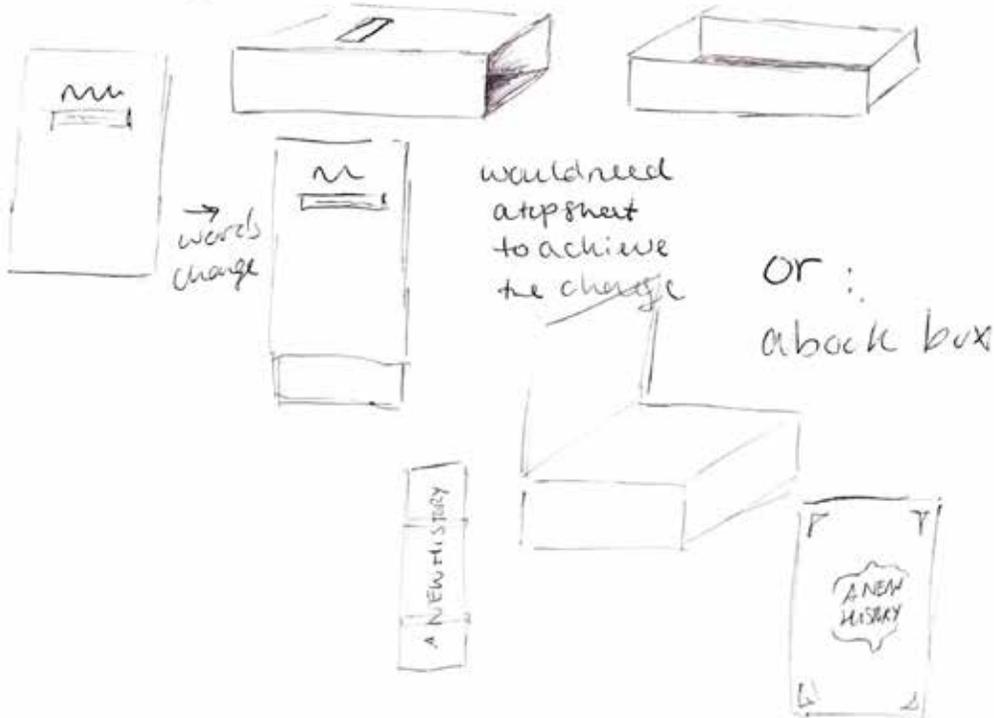
Packaging "gay"

4 products, 4 separate packages

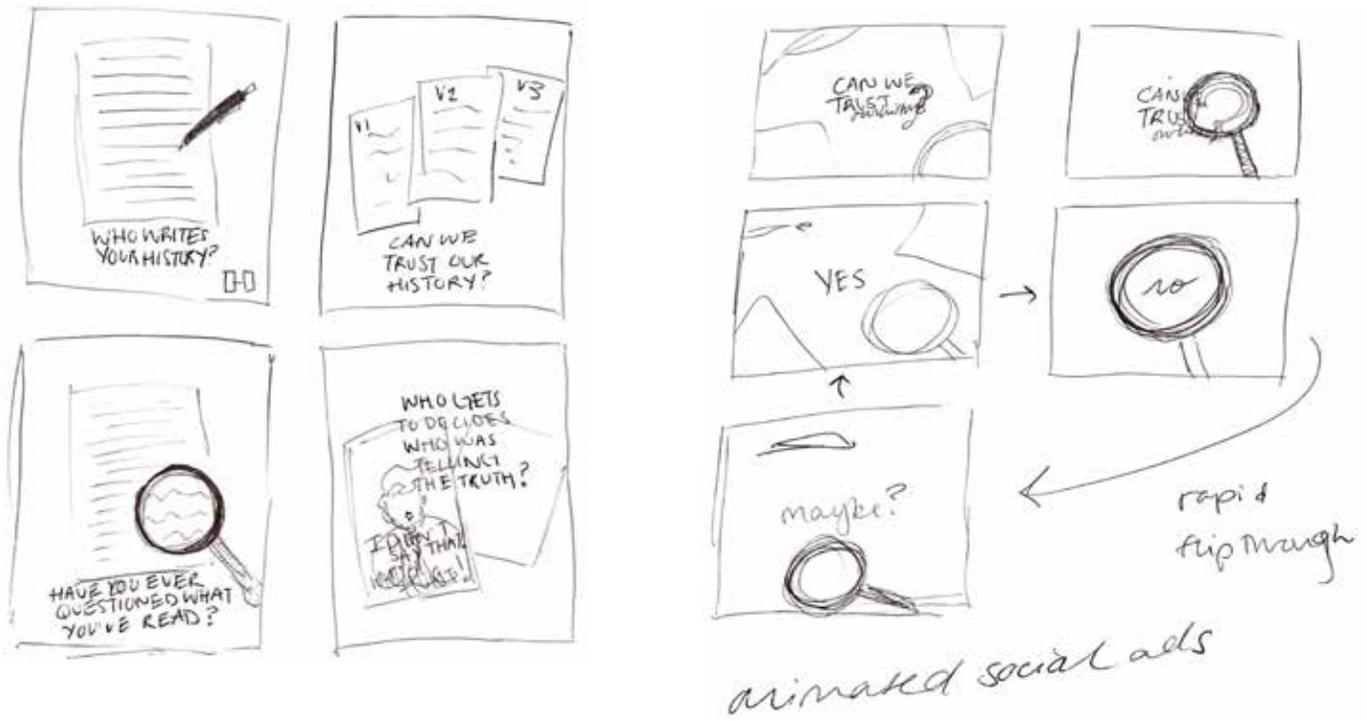
- write your own history journal
- section 2 types - w/ prompts + w/out header



- slide on cover



SOCIAL MEDIA AD THUMBNAILS



SOCIAL MEDIA AD ROUGHS

CAN WE TRUST? → **YES** → **NO** → *maybe?*
our history.





End