<u>**Part 1**</u>
<u>**Think About Your Topic**</u>

In selecting and identifying a topic for use in a social studies fair project several things should be kept in mind. Your topic should establish some relationship to man. It is important that the student make it very clear that the topic and its treatment are distinctly related to the discipline chosen for the competition.
Once a reasonable topic is selected, a title should be given to the project. The title should be short and descriptive and create a picture of the project. It should pique curiosity and spark an interest in learning more about the project associated with the title.
> http://www.selu.edu/acad_research/programs/socialstudiesfair/documents/FairManualGuideforPr.pdf
> http://www.selu.edu/acad_research/programs/socialstudiesfair/documents/Division_I4th_6thSoc.pdf

<u>**Major Disciplines**</u>

Choose a discipline you wish to research:
<u>**Sociology**</u> - Man lives in groups
Group living is the result of man's social needs. Group living necessitates cooperation within and between groups. Groups are constantly changing in nature and functions. Individual adjustment to group living is constantly necessary. Project examples include the family, crime, mental health, lifestyles, media, etc.
<u>**Geography**</u> - Man and nature interacts
The management and utilization of the natural environment is a major problem of men. Man's natural environment is greatly diversified offering both opportunities and restrictions to man's activities. The natural environment provides both the setting and raw materials for man's activities and is in turn altered by man. Constant interaction between man and his environment takes place. The geographer studies both the physical and the cultural elements of the environment, as well as the interaction between the two. Examples include ecology, foreign countries, lands and peoples, maps, flooding, rivers, lakes, cities, conservation, etc.
<u>**Economics**</u> - Man labors to satisfy human wants
Man utilizes his natural environment to satisfy his needs and wants. Man engages in the production of goods to satisfy his needs and wants. Man increases his material satisfaction by the exchange of goods and services. Mankind is faced by problems of changing economic methods and organizations. Examples: money, manufacturing, trade, transportation of goods, services, communication, inflation, stock exchange, Common Market, government budgets, etc.
<u>**Anthropology**</u> - Culture is developed by men living and thinking together
Culture patterns differ widely among the people of the world. Each culture has different mores and folkways. Group culture is influenced by his/her culture in patterns of daily living. The human race has passed through many stages of cultural change. Examples are ancient civilizations, native Americans, primitive civilizations, customs, festivals, religion, types of shelter and food, etc.
<u>**History**</u> - Projects concerning the written story of man and the development of civilizations. Examples include historical events and trends, wars, diplomacy, politics, religious institutions, biographies, etc.
<u>**Political Science**</u> - Projects concerning the principles, organization, and methods of government. People have developed the means of regulating group life. Society has established regulations to govern human behavior. Examples include government agencies, FBI, crime, U.S. Constitution, court systems, international government etc.

<u>**Parent Involvement**</u>
Appropriate parent involvement in a social studies project is essential. The most important ingredient in any project is the amount of work the student accomplishes, how much knowledge he or she acquires, and how much initiative is displayed. Many abilities are developed: researching, organizing, outlining, measuring, calculating, reporting, and presenting.

Three Types of Projects

Problem Solving - In this type of project, you identify a problem, prove the problem exists, collect information about the problem, and offer a solution(s) to the problem. The solution can be yours or someone else's. If it belongs to someone else, you have to give him/her credit. Examples: The Cost of Higher Education, Mass Transit in Louisiana, Feeding the World

Exposition - Telling about something. This will call for research. Personal interviews and visits to certain sites may be part of the research process. Examples: Special Olympics in Louisiana, My French Ancestors, Food Problems on the Space Shuttle

Demonstration - Showing how. In this type of project, you tell and show how to do something. Examples: Duck Calling, Native American Games, Building a Bluebird House

Part 2
Begin Your Research
.

 Once the topic and/or the title is selected, the student should begin research. Information can be gathered from many sources. You must have at least 3 sources.

Possible Sources:

Do not use Wikipedia or wikis. It is not a reliable resource because the information can be changed by the public.

A. Newspapers, magazines, published letters, memos.

B. Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)

C. Government publications (international, national, state, local)

D. Publications by private agencies, physical remains (buildings, battle areas, artifacts)

E. Oral interviews, polls and questionnaires, photographs, sound recordings, films

As a rule, a good researcher uses a variety of three, and the use of one leads to the use of another. Use the tape recording as part of your display.

F. Visit an expert on a craft or technique and learn what makes it unique; make a home video to display with your project.

G. Select some of the folklore, types of unique industries, agriculture, architecture, festivals, food, music, or customs of this area, and bring back pamphlets, photographs, autographs, or samples for your backboard or display

H. Visit a historical site, and use the artifacts there to tell the story from the perspective of the children of the period. Try on clothes from another time and reproduce paper doll clothes of the period for your display.

I. Don't be afraid to use media other than print to get across your enthusiasm.

Students should consult general reference materials first if they have no background information at all or if the topic is not current. Some suggested reference sources of this type are:

     A. Encyclopedias

     B. Atlas and gazetteers

     C. Almanacs

     D. Yearbooks and handbooks

Titles of Past Social Studies Fair Projects

The Mystery That Boggles the Mind: Amelia Earhart	My Family Tree
Drummer Boys from the Battlefields	Locating / Building Duck Blinds
School Lunches Today: Are There Other Options	Poverty in the United States
Poverty Point: Louisiana Native Americans in Prehistory	Alternative Ranching in La.
The Continental Drift Theory: Is It Still Valid?	Immigrants in America
The Rex Connection: Mardi Gras in New Orleans	Recycle, Reduce, or Use It Up
Student Opinions About Garbage Disposal in St. Tammany Parish	

<u>**Part 3**</u>
<u>**The Research Paper**</u>

Once you select a topic, you will begin your research. A research paper is a detailed report. It should show how much effort went into your project and should tell exactly what your project accomplished. It is the most important part of your project

Follow these steps:

Go to the library; check out the Internet, interview people, etc. If you find too much information, you may need to narrow your topic. If you don't find enough information, talk to a librarian or other resource person. You may need to broaden your topic. After you have gathered your information, organize it in the form of an outline. Write the rough draft (sloppy copy) of your report. Have an adult edit it.

Each part of the research paper must be clearly labeled at the top of the appropriate page.

APA Style Research Paper Guidelines (examples below in Bibliography Section)
When writing a research paper in social studies or science, you should use APA style. Listed are specific guidelines for the research (review of literature) and the entire report.

Paper	white, 8.5' x 11, typed
Margins	1 inch – all sides
Each Page	Title of research paper, followed by page number in the upper right corner, not in bold print
Font Style	New Times Roman
Font Size	12 point
Bibliography	Last page of report, the ***Bibliography*** centered at the top of the page Entries must be listed in alphabetical order by the first word in the entry, double spaced **Do not label the type of reference used**

<u>**Research Paper Set Up**</u>

Title Date	Table of Contents	Title 3 Abstract	Title 4 Body of Paper	Title 5 Conclusion	Title 6 Bibliography

 The research paper must include these items:
1. Title Page: State title and date. No student name should be here at all!
Good titles usually are short, descriptive, and create pictures in the minds of the audience. A title should hint at the subject without telling the whole story like a riddle that sparks interest because it makes the listener think.

2. **Table of Contents** – Title page is considered as page 1; start with Abstract as page 3
Example:

Table of Contents	
Abstract	3
Body of Paper	4
Conclusion	6
Bibliography	7

3. **Abstract – a one page report** - The purpose of the report should be based on the questions you asked or the problem you identified. Tells why you chose that topic and what you hoped to learn. This is an introduction to your report. It is usually about a paragraph in length. It should include a <u>brief</u> summary of the content, purpose, and reference sources used in the report. . No more than a 250 words. The following is an example of an abstract:

Example Abstract:

<div style="border:1px solid;">

Janpanese-American Interment 3

Abstract

Title:
Student: (Name should be on only 1 copy. A second copy should not have a name posted.)

      This project is about the interment of Japanese-American citizens during World War II. The project will describe the historical background and reasoning behind anti-Japanese sentiment that began in the United States at the beginning of World War II. The project will show that the interment of these people was simply an act of fear following the attack on Pearl Harbor, not an act of national security. The unconstitutionality of these acts will also be shown.
      Information for this project was found in a variety of sources, including books, magazines, and government documents found on the internet. Interviews were also conducted with Japanese Americans who were affected by internet.
      This project intends to demonstrate that even in times of national emergency, citizens must be careful to ensure all citizens constitutional rights.

</div>

4. Body of Paper
This part of the paper tells the story of the project. It should include information about the basic purpose of the report, relevant questions asked, and information gathered for the research. The length of the paper may vary depending on the type of project, but it should be of adequate length to appropriately cover the topic. Write the **body** of the paper in your own words. The body includes answering your questions, or finding solutions to your problem; the information you have discovered in your research; the steps to your demonstration. This would include interviews, surveys, and any other information you have gathered.

Example of Body of Paper

<div style="border:1px solid;">

Body of Paper (**2-5 pages**)
This project is about the internment of Japanese-American citizens during World War II. The project will describe the historical background for popular sentiment against Japanese-Americans living on the west coast of the United States at the beginning of World War II. The project will show that the internment of these people was not an act of increase national security, but was apart of a greater effort to calm an alarmed American public frightened by the sudden attack on Pearl Harbor. Further, the project will show that the internment of these American citizens was inconsistent with constitutional principles.
Information for this project was secured from various sources, including books, periodicals, and government documents. Also included with the project will be taped interviews with legal experts and Japanese-Americans.
This project intends to demonstrate that even in times of national emergency, citizens must be careful to ensure constitutional rights.

</div>

5. Conclusion

The **conclusion** should **summarize** your data and/or research, or the result of any survey. Include the general ideas you discovered or learned from doing the project.

Conclusion   (**1 page**)

This is a paragraph to tell what you learned from the project. It is also a good place to tell what would do differently if you had to do it again or how you would improve the project.

---

 6. **Bibliography:** All books, articles, and other sources, included interviews, which are used in the report, must be listed in APA style. At least 3 references required.

> APA Style. Word "Bibliography" centered at top of page. Entries
> in ABC order by first word of entry.
> Fourth grade – at least one reference source
> Fifth grade – at least two reference sources
> Sixth grade – at least three reference sources

Example: Bibliography

Bishop, F. C. (2009). Sand. World book student, world book. Retrieved (2009, September 16) from
        http://www.worldbookonline.com/student/article?id=488900&st=sand

Blanchard, P. B. (n.d.) *Secrets of sand*. Retrieved October 23, 2007 from
        http://lamer.lsu.edu/classroom/seascope/folios/sand_folio.pdf

Parrish, M. (Ed.). (2006). *Encyclopedia of science.* New York, NY: DK Publishing.

        When reviewing literature, be sure to copy all important information to be included in the bibliography. This includes the author, dates, titles, publication names and other pertinent information. You must use the APA format. Center *Bibliography* at the top of the page.

        Students can use the Internet to cite sources. Follow the directions from the site. You will then cut and paste the information directly into a word document in alphabetical order.

        Websites:
        http://noodletools.com/login.php
        http://citationmachine.net/index.php?reqstyleid=2

APA Format: The references (with hanging indent) begin on the line following the Bibliography or References heading. Entries are organized alphabetically by surnames of first authors. Most references have three components.

1.   Authors: Authors are listed in the same order as specified in the source, using surnames and initials. Commas separate authors. When there are seven or more, list the first six and "et al." for remaining authors. If no author is identified, the title of the document begins the reference.
2.   Year of publication: In parentheses following authors, with a period following the closing parenthesis. If no publication date is identified, use "n.d." in parentheses following the authors.
3.   Source reference: Includes title, journal, volume, pages (for journal article) or title, city of publication, publisher (for books). Italicize titles of books, titles of periodicals, and periodical volume numbers.

Examples of Sources: (Do Not use bold printed reference types in your bibliography).
Journal Article

Mellers, B. A. (200). Choice and relative consequences. *Psychology Bulletin, 126*, 910-924.

Magazine Article

Kandel, E. R. & Squire, L. R. (200, November 10). Breaking down scientific barriers to the study of the brain and mind. *Science, 290*, 1112-1113.

Book

Mitchell, T. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

Encyclopedia Article

Bergmann, P. G. (1993). Relativity. In *The encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Newspaper Article

New drug appears to sharply cut the risk of death from heart failure. (1193, July 15). *The Washington Post,* p. A12.

Videotape

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me* [Videotape]. United States: Paramount Pictures.

Audio Recording

Costa, P. T., Jr. (Speaker). (1998). *Personality, continuity, and changes in life* (Cassette Recording No. 207-433-88A-B). Washington, DC: American Psychological Association.

Stand-alone Web Document (no date)

Nielsen, M. E. (n.d.). *Notable people of science.* Retrieved August 3, 2001, from http://psywww.com/psyrelpr.htm

Stand-alone Web Document (no author, no date)

Gender and society. (n.d.). Retrieved December 3, 2001, from http://wwwsociety.edu/gender.html

Internet-only Journal

Bergen, D. (2202, Spring). The role of science in education. *Journal of Applied Science, 20,* 168-175

<div align="center">

Part 4
Construct Your Display Board

</div>

An attractive backboard, a research report, and a bibliography are essential to a winning presentation. Displays make the difference in showing your creativity. **Avoid the use of purchased items and little plastic figures.** The physical element of your project comes in **two parts**- the **Display Board** and the **Center Display**. Equal care must be given to them because they are as important as your report.

PROJECT DISPLAY
 It must fit within a space 36 inches wide and 30 inches deep.
It cannot weigh over 100 pounds or be taller than 100 inches.

Part 1 - DISPLAY BOARD

The display board is the board on which you mount your project and/or visuals. A project board MUST be able to stand by itself. Project boards may be found at Wal-mart, Playville, Office Depot, and many other locations.

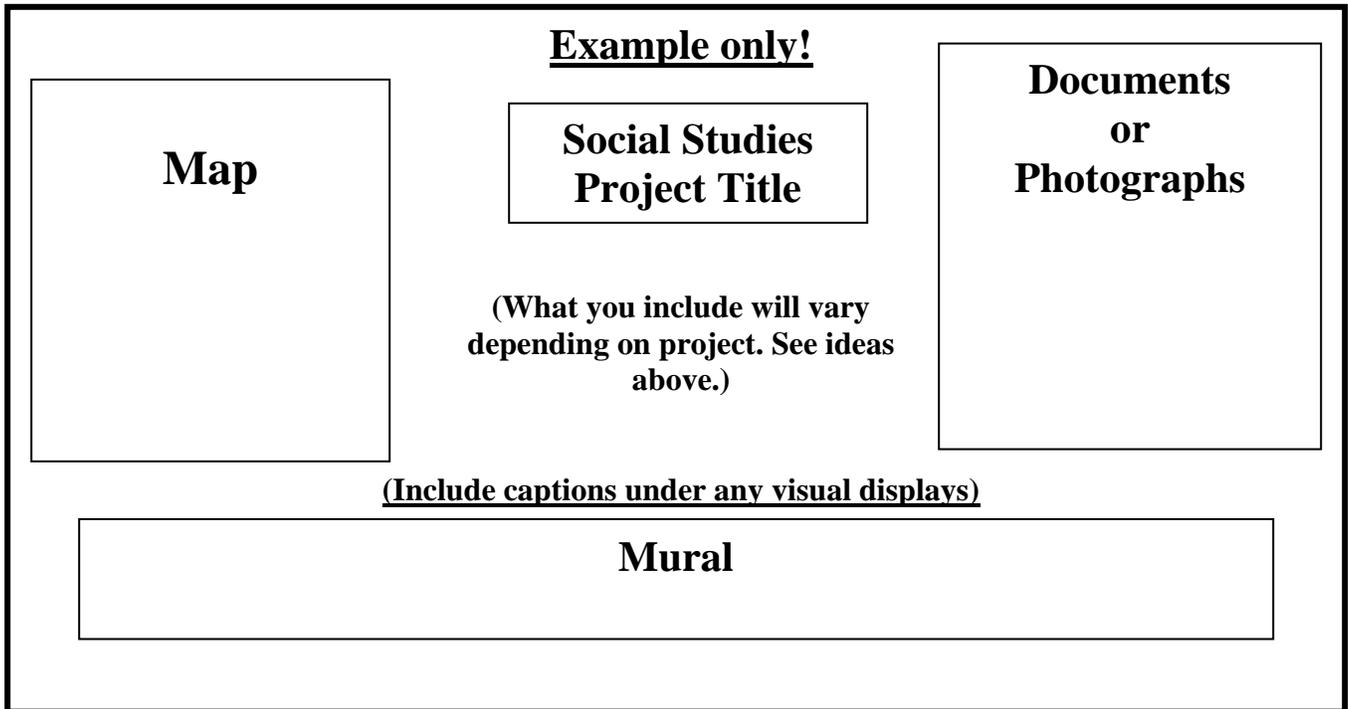**Helpful Tips**
A. The title of the project must be on display.
B. Use one color printing to avoid confusion.
C. The materials used for the project vary, but is should be safe, strong, lightweight,
and self-supporting. (Poster board is not acceptable. Please use a project board.)
D. Use attractive materials and lettering.
E. Words should be seen easily from a distance of three to five feet.
F. Choose colors which have good value contrast.
G. A visual display must be included. Avoid the use of purchased items and little plastic figures. Be creative; make your own figures from available materials or handmade items. Use original
materials or pictures where possible, and avoid the use or over use of photocopies.
H. Do not use flammable, toxic, or other dangerous materials or objects.
I. Various project media can be included in the project. These include:

Charts	Diagrams	Audio Recording
Documentaries	Photographs	Student generated computer game
Murals	Graphs	
Maps	Mock-up surveys	
Statistical analysis	Videotape	

Student generated 3-Dimensional - displays are highly encouraged (board game, card game, model)

Part 2 - CENTER DISPLAY –

When your board is opened for display, there is room on the table for additional material. **This is to be student generated. Do not use purchased items and little plastic figures.** This area is what we call your center display area. There should be some sort of three dimensional display located on the table in this space. You should consider using: exhibits, models, dioramas, sculptures, leaflets, models, crafts, collections, samples, notebooks, clothing, food, scrapbooks/albums, tools, tapes & recorders, books/magazines, TV, laptop.

Visual Display Example

Example only!

| **Map** | **Social Studies Project Title**

(What you include will vary depending on project. See ideas above.) | **Documents or Photographs** |

(Include captions under any visual displays)

Mural

Part 5
Oral Presentation

ORAL PRESENTATION –

You **should present your project orally to your teacher and your class.** This is an opportunity for you to share the information you have learned with your classmates. Your presentation should be organized and clearly presented. Practice at home so that you can face your audience and present it without reading. Remember, your teacher wants to know what **you** know. Use displays, props, costumes, or any other informative material to enhance your oral presentation. The use of technology is strongly encouraged (i.e. PowerPoint presentations, slide shows, Hyperstudio presentations, videos, …) Your presentation must be no longer than 5 minutes.

ORAL PRESENTATION:
   • The student should be comfortable with the subject matter.
   • Presentation is not "reading" the display board. Students should be clear and confident.
   • The student should describe the steps used for the project.
   • The student should speak loudly and clearly.

Teacher Review Sheet for Social Studies Fair Projects

This must be completed for all projects entered into the Social Studies fair **prior** to the fair.
If a student does not meet all criteria, the student must be given the opportunity to correct the project and resubmit to you **prior** to the fair.
Students who chose not to make corrections prior to the fair may display their project in the EXPO fair.
They will not be allowed to compete in the school science fair.

You need to submit this form <u>only</u> for students who are participating in the competitive social studies fair.

	<u>YES</u>	<u>NO</u>
1. Does the research paper follow proper format?	_____	_____
2. Does the report have a cover page?	_____	_____
3. Is the bibliography in the correct format? (APA format, ABC order, contains majority of the information needed)	_____	_____
3. Is the student knowledgeable of of subject matter?	_____	_____
5. Is student generated work included on the backboard?	_____	_____
6. Is there a student generated center display?	_____	_____

Teacher Signature _____
Name of Student _____

Comments: _____
_____
_____
_____

Social Studies Fair Judging Form

Individual   Group   (circle one)   **Project Number _____**

The Research Project	Yes (2)	Some (1)	No (0)
Title Page			
Includes date, no student name			
Appropriate for topic			
Table of Contents			
Begins with Abstract as page 3			
in order			
Words "Table of Contents" centered on page			
Abstract			
Tells why you chose topic and what you hope to learn			
Includes Introductory paragraph			
Includes reference sources			
No more than 250 words			
Body of Paper			
Tells the purpose of the project			
2 to 5 pages long			
Tells basic story			
Answers relevant questions			
Answers based on research			
Written in own words			
Found a solution to problem stated			
Organized			
Spelling and grammar correct			
Original or creative in thought			
Has a conclusion			
Conclusion			
Summarize data and/or research			
Includes general ideas			
Bibliography			
APA format			
Includes 3 references			
ABC order			
Word "**Bibliography"** centered on page			

Research Subtotal _____

PROJECT DISPLAY			
The Board			
Includes Title			
Creatively reflects the topic			
Overall neat appearance			
Exhibits balance			
Color used effectively			
Spelling and grammar correct			
Each section includes a caption or label			
Words easily seen			
Center Display			
Child generated			
3dimentional			
Related to research			

Project Subtotal _____

Total _____

Points

1-6	7-11	12-16	17-22	23-28	29-34	35-38

Comments:_____
_____
_____
_____
_____

<u>Parental Agreement</u>

I have read the Social Studies Fair Information Packet with my child, _____, and we are aware that if any requirements are not met as stated in the packet, the student will not participate in the competitive fair on January 27, 2010. The project can be displayed in the EXPO Fair at school.

Parent's signature _____

Student's signature _____

Date _____