

**Social Studies Fair Packet**

- 1 Purposes
  - 1.1 Major purposes of the Social Studies Fair are to:
    - 1.1.1 Recognize and reward outstanding scholarship and achievements of social studies students.
    - 1.1.2 Provide students and teachers with an opportunity to put into practice ideas and principles of Americanism and patriotism as taught in the social studies.
    - 1.1.3 Provide students and teachers with an opportunity to relate their daily lives to the ideas and principles taught in the social studies.
    - 1.1.4 Give students and teachers an opportunity to compare and see what others are doing in the social studies.
    - 1.1.5 Give students in the social studies an opportunity to interpret the cultural, social, political, and economic forces of our times.
    - 1.1.6 Encourage students and teachers to exchange techniques and ideas that have been successful in their classrooms.
    - 1.1.7 Encourage students to do creative research and discover ways in which they can contribute to the development of society.
    - 1.1.8 Lead students to draw more heavily upon all areas of social studies as a means of broadening and deepening their social concepts.
    - 1.1.9 Arouse public interest in and appreciation for the broad areas of content in the social studies.
    - 1.1.10 Develop an appreciation and understanding among the public for the abilities of youth.
    - 1.1.11 Encourage an awareness of the world of work.
- 2 Participation
  - 2.1 Students
    - 2.1.1 All Gateway students are required to participate in the Social Studies Fair by submitting projects to their Social Studies teacher for a grade.
    - 2.1.2 Enriched students are welcome to participate in the Social Studies Fair.
  - 2.2 Parents
    - 2.2.1 Appropriate parent and teacher involvement in a social studies project is essential.
    - 2.2.2 Both parents and teachers should remember that 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.
    - 2.2.3 Many abilities are developed:
      - 2.2.3.1 Researching
      - 2.2.3.2 Organizing
      - 2.2.3.3 Outlining
      - 2.2.3.4 Measuring
      - 2.2.3.5 Calculating
      - 2.2.3.6 Reporting
      - 2.2.3.7 Presenting
      - 2.2.3.8 These involve the reading, writing, arithmetic, and social skills so much a part of successful daily living.
    - 2.2.4 There are some points that both teachers and parents should keep in mind:
      - 2.2.4.1 Parents and teachers should support and encourage involvement in the social studies program.
      - 2.2.4.2 The emphasis should be on student achievement and learning and not strictly on "winning."
      - 2.2.4.3 It is appropriate for parents and teachers to work with students to ensure that projects are safe.
      - 2.2.4.4 Some forms of parental or teacher involvement that are welcomed include:
        - 2.2.4.4.1 Suggesting project ideas.
        - 2.2.4.4.2 Suggesting reference sources.
        - 2.2.4.4.3 Transportation to libraries, businesses, museums, and other places that are sources of project information.
        - 2.2.4.4.4 Being a good listener for practice oral presentations.
        - 2.2.4.4.5 Offering general constructive criticisms.
        - 2.2.4.4.6 Giving encouragement to students.
        - 2.2.4.4.7 Monitoring construction of projects to insure safety.
- 3 Requirements
  - 3.1 Planning
    - 3.1.1 Categories
      - 3.1.1.1 Plan your category
        - 3.1.1.1.1 Plan your entry for a specific category from the beginning of your project.
          - 3.1.1.1.1.1 Do not try to "shoehorn" an entry into a category where it does not belong.
            - 3.1.1.1.1.1.1 Judges will be instructed that they may grade down or disqualify an entry that does not fit in its category.

## Social Studies Fair Packet

- 3.1.1.1.2 Entries without a category are disqualified.
- 3.1.1.1.2 History and sociology categories are generally entered heavily, particularly in Divisions I and II; you may wish to work on projects in other categories.
- 3.1.1.2 The Six Categories
  - 3.1.1.2.1 Anthropology
    - 3.1.1.2.1.1 Ancient civilizations, Native Americans, customs, festivals, types of shelter and food, religion, etc.
  - 3.1.1.2.2 Economics
    - 3.1.1.2.2.1 Money, manufacturing, trade, transportation of goods and services, communication, inflation, stock exchange, common market, government budgets, etc.
  - 3.1.1.2.3 Geography
    - 3.1.1.2.3.1 Ecology, foreign countries, lands and people, maps, flooding, rivers, lakes, cities, conservation, etc.
  - 3.1.1.2.4 History
    - 3.1.1.2.4.1 Story of mankind, historical events, places, biographies, personalities, wars, etc.
  - 3.1.1.2.5 Political Science
    - 3.1.1.2.5.1 Government agencies, FBI, crime, U.S. Constitution, courts system, international governments, etc.
  - 3.1.1.2.6 Sociology
    - 3.1.1.2.6.1 Families, crime, mental health, propaganda, life styles, dreams, television, media, etc.
- 3.1.2 Topics and Grades
  - 3.1.2.1 Your topic should be part of the curriculum for your grade.
    - 3.1.2.1.1 Division I -- 6th Grade
      - 3.1.2.1.1.1 World topics
        - 3.1.2.1.1.1.1 The 6th Grade Curriculum focuses on the period from prehistory to about 1600.
    - 3.1.2.1.2 Division II -- 7th & 8th Grades
      - 3.1.2.1.2.1 7th Grade -- American topics, but not Louisiana topics
        - 3.1.2.1.2.1.1 The 7th Grade Curriculum focuses on the period from 1776 to 1877.
        - 3.1.2.1.2.1.2 Avoid Louisiana topics, such as:
          - 3.1.2.1.2.1.2.1 Huey Long
          - 3.1.2.1.2.1.2.2 The Louisiana Purchase
          - 3.1.2.1.2.1.2.3 Coastal erosion
      - 3.1.2.1.2.2 8th Grade -- Louisiana topics
        - 3.1.2.1.2.2.1 The time period for Louisiana History is prehistory to the present.
        - 3.1.2.1.2.2.2 Civics and economics are important aspects of the Louisiana History course.
- 3.2 The Checklist (from the regional entry form)
  - 3.2.1 1. Research paper is not attached to the backboard.
  - 3.2.2 2. Title page is included (not labeled as such).
  - 3.2.3 3. Table of Contents is included (labeled at the top of the page, separate page).
  - 3.2.4 4. Abstract is included (labeled at the top of the page, separate page).
  - 3.2.5 5. Body of Research is included (pages are not labeled).
  - 3.2.6 6. Conclusion is included (labeled at the top of the page, separate page).
  - 3.2.7 7. Footnotes/ Endnotes are included (labeled at the top of the page)
  - 3.2.8 8. Works Cited is included (labeled at the top of the page, separate page).
  - 3.2.9 9. The research paper is typed
  - 3.2.10 10. Minimum 100 ft. extension cord if needed for project.
  - 3.2.11 11. The project, as is, has not, nor will be entered into any other type of fair (i.e. Science, Home Economics, and Industrial Arts) other than the Social Studies Fair.
  - 3.2.12 12. Oral presentation has been prepared for defending the project (3 minutes). Two minutes additional for judges' questions.
  - 3.2.13 13. This project conforms to the maximum space allotment of 36" wide, 30" deep, 8" high, and not over 100 lbs. (These figures are maximums, projects may be smaller.)
  - 3.2.14 14. The entrant's name, school, hometown, or other identifying information is not visible anywhere on the project or research paper.
  - 3.2.15 15. No live animals, embryos, fetuses, or original archaeological items are exhibited on the project.
  - 3.2.16 16. Only one student is permitted to defend and be present on the floor for judging of group projects.
  - 3.2.17 17. If your project deals with archeology, you are aware of regional regulations governing this topic.
- 4 Research Paper
  - 4.1 YOU MUST SUBMIT TWO COPIES OF YOUR RESEARCH PAPER on the due date assigned by your teacher. One copy will be submitted to your English teacher and another copy to your Social Studies Teacher.
    - 4.1.1 Students will NOT be permitted to make copies of their papers at school. Failure to bring two copies will result in a late penalty in one of the classes. Students will **not** be allowed to make phone calls home to get copies of the paper.
    - 4.1.2 The research paper late penalty is set by each teacher. See your teacher for more information. Some teachers do not accept late work, others may deduct a letter grade or half of the credit for the assignment.
  - 4.2 Font

## **Social Studies Fair Packet**

- 4.2.1 The paper must be typed in 12 point Arial, Times, or Times New Roman font.
  - 4.2.1.1 This document (the Social Studies Fair Packet) is in 12 point Arial font.
- 4.3 Paper
  - 4.3.1 The paper must be 8.5" by 11" white standard printer paper.
- 4.4 No Plastic Cover
  - 4.4.1 Please DO NOT use a plastic cover.
- 4.5 Stapling
  - 4.5.1 Staple the paper ONLY in the upper left-hand corner no more than 1/2" from the corner.
  - 4.5.2 Make sure that the staple does not prevent any part of your paper from being read.
- 4.6 Research Methods
  - 4.6.1 Your English teacher will provide instructions on research methods.
- 4.7 Elements of the Research Paper
  - 4.7.1 A well-developed research paper must accompany each social studies fair project. The research paper must include these items:
    - 4.7.1.1 Title Page
      - 4.7.1.1.1 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.
    - 4.7.1.2 Table of Contents
      - 4.7.1.2.1 All major elements in the paper should be listed with the appropriate page number.
    - 4.7.1.3 Abstract
      - 4.7.1.3.1 It is a brief (approximately 250 words) summary of the content, purpose, and reference sources used in the paper. The purpose of the report should be based on the questions you asked or the problem you identified. The following is an example of an abstract.
        - 4.7.1.3.1.1 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 only an act to increase national security, but was a part of a great effort to calm an alarmed American public frightened by the sudden attack on Pearl Harbor. Further, the project will show that the internment of the American citizens was inconsistent with the principles of the U.S. Constitution.

Information for this project was secured from various sources including books, periodicals, and government documents. Also included will be taped interviews with legal experts and Japanese-Americans.

This project intends to demonstrate that even in time of national emergency, citizens must be careful to insure constitutional rights.
  - 4.7.1.4 Body of Paper
    - 4.7.1.4.1 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.
    - 4.7.1.4.2 Do not go over one page in a single paragraph. Paragraphs should be 5 to 7 sentences long.
    - 4.7.1.4.3 The paper should be 5 paragraphs long in the following format:
      - 4.7.1.4.3.1 Introduction
      - 4.7.1.4.3.2 Point 1
      - 4.7.1.4.3.3 Point 2
      - 4.7.1.4.3.4 Point 3
      - 4.7.1.4.3.5 Conclusion
  - 4.7.1.5 Conclusion (Restated)
    - 4.7.1.5.1 The general ideas the student discovered or learned from doing the project should be concisely described in this section.
  - 4.7.1.6 Footnotes or Parenthetical Documentation
    - 4.7.1.6.1 Any information (including oral interview information) directly cited in the report or paraphrased should be properly indicated in the body of the research paper. Research papers require footnotes or parenthetical documentation.
  - 4.7.1.7 Works Cited
    - 4.7.1.7.1 All books, articles, and other sources, including interviews, that were used in the report must be listed. Use the Modern Language Association format.
- 4.8 Social Studies Fair Research Paper Grading Rubric: Social Studies Classes
  - 4.8.1 English teachers taking Social Studies Fair Papers in their classes will have a different grading rubric. See your English teacher for more information.
  - 4.8.2

**Social Studies Fair Research Paper -- Grading Rubric**

	<b>20 Points</b>	<b>10 Points</b>	<b>0 Points</b>
<b>Quantity of Sources</b>	At least 3 sources cited	2 sources	Less than 2 sources
<b>Primary Source</b>	1 Primary Source (a primary source is an eyewitness account or other document or artifact from the person or people involved in the events described in the paper)	N/A	No primary sources
<b>Varied Sources</b>	3 types of sources cited (web site, encyclopedia, magazine, scholarly journal, diary, interview, book, newspaper, photograph, map, etc.)	2 types of sources cited	1 type of source cited
<b>Organized</b>	Information is very organized in well-constructed paragraphs.	The paper is somewhat organized.	Paper is not well organized.
<b>Amount of Information</b>	All topics are addressed and all questions answered with 5 to 7 sentences about each. The paper is concise yet thorough.	Most topics are addressed and all questions answered with 5 to 7 sentences about each. The paper is less than thorough or concise.	Less than half of the topics are addressed and all questions answered with 5 to 7 sentences about each. The paper is not thorough nor concise.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information relates to the main topic. It includes a few supporting details and/or examples.	Information fails to relate to the main topic. It lacks supporting details and/or examples.
<b>Social Studies Fair Format</b>	The paper follows the specifications of the Social Studies Fair instructions.	The paper follows the specifications of the Social Studies Fair instructions with 3 or less errors.	The paper follows the specifications of the Social Studies Fair instructions with 4 or more errors.
<b>Appearance</b>	Font is Arial, Times, or Times New Roman 12 point double spaced. Paper is neat white 8.5" x 11".	Paper lacks one of the following: Font is Arial, Times, or Times New Roman 12 point double spaced. Paper is neat white 8.5" x 11".	Paper lacks two or more of the following: Font is Arial, Times, or Times New Roman 12 point double spaced. Paper is neat white 8.5" x 11".
<b>Thesis Statement</b>	Argumentative or informative thesis is clearly stated.	Argumentative or informative thesis is stated but the point is unclear.	Argumentative or informative thesis is not stated.
<b>TOTAL:</b> <b>____/180</b> <b>Project Points</b>	COLUMN TALLY: ____	COLUMN TALLY: ____	COLUMN TALLY: ____

- 4.8.2.1

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- 5 Display
  - 5.1 Display Rules
    - 5.1.1 Cassette players, light bulbs, batteries, etc. must be provided by the entrant. All projects requiring electricity must be accompanied by a minimum 50 foot extension cord. Also, projects using computers must have electrical surge protection devices. All equipment must be contained within the space allocated for the project.
    - 5.1.2 No live animals or any type of embryos or fetus may be exhibited. Only properly prepared animal skins, hides, or stuffed animals can be used in exhibits.
    - 5.1.3 The Social Studies Fair and Caddo Parish Middle Magnet School are not responsible for valuables left on display, especially audio-visual or computer equipment. You are advised against including valuable items with your display.
    - 5.1.4 No projects are to be removed until after the awards ceremony. (This is to prevent damage to projects on display and as a courtesy.)
    - 5.1.5 Projects not removed after the awards ceremony will be removed and discarded during clean-up operations. Teachers may penalize students for failing to take responsibility for removing their own projects.

**Social Studies Fair Packet**

- 5.1.6 Displays of archaeological materials/human remains should be limited to those: (a) from the ground surface (not dug up); (b) from private property (not state or federal); and (c) not associated with any sort of human burial or contain any human remains. Students can contact the Division of Archaeology, P.O. Box 44247, Baton Rouge, LA 70804; (504) 342-8170 for booklets about archaeology. (Refer to state law 1991- Act 704, House Bill No. 1446)
- 5.2 The Display Grading Rubric

**Social Studies Fair Display Rubric**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class period:  1st  2nd  3rd  4th  5th  6th  7th

Category:

Anthropology  Economics  Geography  History  Political Science  Sociology

	10 Points	5 Points	Zero Points
Complies with Rules	The display complies with all rules in the Social Studies Fair Packet.	The display violates one or two rules in the Social Studies Fair Packet.	The display violates three or more rules in the Social Studies Fair Packet.
Height	The display is 36" to 100" tall.	The display is less than 36" or more than 100" tall.	No display.
Covered	The display board is completely covered. The covering is: <input type="checkbox"/> Opaque <input type="checkbox"/> Neat with no wrinkles <input type="checkbox"/> Colored <input type="checkbox"/> Textured	The display board is completely covered. The covering has at least 2 of the four characteristics: <input type="checkbox"/> Opaque <input type="checkbox"/> Neat with no wrinkles <input type="checkbox"/> Colored <input type="checkbox"/> Textured	The display board is not completely covered or the covering has at less than 2 of the four characteristics: <input type="checkbox"/> Opaque <input type="checkbox"/> Neat with no wrinkles <input type="checkbox"/> Colored <input type="checkbox"/> Textured
Border	The entire display has a border with the following attributes: <input type="checkbox"/> Student made (not store-bought) <input type="checkbox"/> Textured or three-dimensional <input type="checkbox"/> Visually appealing <input type="checkbox"/> Unusual (not the standard bulletin board border)	The entire display has a border. The border has at least 2 of the four attributes: <input type="checkbox"/> Student made (not store-bought) <input type="checkbox"/> Textured or three-dimensional <input type="checkbox"/> Visually appealing <input type="checkbox"/> Unusual (not the standard bulletin board border)	The entire display does not have a border or the border has at less than 2 of the four attributes: <input type="checkbox"/> Student made (not store-bought) <input type="checkbox"/> Textured or three-dimensional <input type="checkbox"/> Visually appealing <input type="checkbox"/> Unusual (not the standard bulletin board border)
Attractiveness	The display is colorful yet tasteful.	<input type="checkbox"/> The display is colorful but the colors clash or are garish; or <input type="checkbox"/> The display is bland and dull; or <input type="checkbox"/> The display is monochromatic.	No display.
Neatness	The display is very neat. All elements are well proportioned and well placed on the display.	The display is fairly neat. Most elements are well proportioned and well placed on the display.	The display is not neat or there is no display.

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	10 Points	5 Points	Zero Points
Clarity	The message and meaning of the display is immediately apparent to the viewer and needs no explanation.	The message and meaning of the display is not immediately apparent to the viewer and needs some explanation.	<input type="checkbox"/> The message and meaning of the display is not apparent to the viewer and needs extensive explanation; or <input type="checkbox"/> No display.
Title	The title has all of the following attributes: <input type="checkbox"/> The display title is easily readable from 8 feet away. <input type="checkbox"/> The letters are neat. <input type="checkbox"/> The title is informative and interesting. <input type="checkbox"/> Correctly spelled	The title has two of the following attributes: <input type="checkbox"/> The display title is easily readable from 8 feet away. <input type="checkbox"/> The letters are neat. <input type="checkbox"/> The title is informative and interesting. <input type="checkbox"/> Correctly spelled	The title has less than two of the following attributes or is not present: <input type="checkbox"/> The display title is easily readable from 8 feet away. <input type="checkbox"/> The letters are neat. <input type="checkbox"/> The title is informative and interesting. <input type="checkbox"/> Correctly spelled
Compelling Question	The display includes a question that is: <input type="checkbox"/> Easily readable <input type="checkbox"/> Prominently displayed (easy to find) <input type="checkbox"/> Gets the viewer's attention and interest <input type="checkbox"/> Is clearly answered by the display board <input type="checkbox"/> Clearly related to the topic	The display includes a question that has at least two of the following attributes: <input type="checkbox"/> Easily readable <input type="checkbox"/> Prominently displayed (easy to find) <input type="checkbox"/> Gets the viewer's attention and interest <input type="checkbox"/> Is clearly answered by the display board <input type="checkbox"/> Clearly related to the topic	The display includes a question that has less than two of the following attributes: <input type="checkbox"/> Easily readable <input type="checkbox"/> Prominently displayed (easy to find) <input type="checkbox"/> Gets the viewer's attention and interest <input type="checkbox"/> Is clearly answered by the display board <input type="checkbox"/> Clearly related to the topic
Map (8th GLE #2, #3)	The display includes a map that is: <input type="checkbox"/> Easily readable <input type="checkbox"/> Prominently displayed (easy to find) <input type="checkbox"/> Gets the viewer's attention and interest <input type="checkbox"/> Clearly related to the topic <input type="checkbox"/> Provides information about the geographic aspects of the project <input type="checkbox"/> Neat and visually appealing <input type="checkbox"/> To scale	The display includes a map that has at least 4 of these attributes: <input type="checkbox"/> Easily readable <input type="checkbox"/> Prominently displayed (easy to find) <input type="checkbox"/> Gets the viewer's attention and interest <input type="checkbox"/> Clearly related to the topic <input type="checkbox"/> Provides information about the geographic aspects of the project <input type="checkbox"/> Neat and visually appealing <input type="checkbox"/> To scale	The display includes a map that has less than 4 of these attributes: <input type="checkbox"/> Easily readable <input type="checkbox"/> Prominently displayed (easy to find) <input type="checkbox"/> Gets the viewer's attention and interest <input type="checkbox"/> Clearly related to the topic <input type="checkbox"/> Provides information about the geographic aspects of the project <input type="checkbox"/> Neat and visually appealing <input type="checkbox"/> To scale

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	10 Points	5 Points	Zero Points
Map Legend (5th Grade GLE #3; 8th Grade GLE #3, #4)	The legend on the map includes: <input type="checkbox"/> Compass rose <input type="checkbox"/> Scale <input type="checkbox"/> Time Zone(s) <input type="checkbox"/> Explanations of all objects, symbols, textures, colors, etc. used on the map <input type="checkbox"/> Clearly readable <input type="checkbox"/> Neat	The legend on the map includes three of these attributes: <input type="checkbox"/> Compass rose <input type="checkbox"/> Scale <input type="checkbox"/> Time Zone(s) <input type="checkbox"/> Explanations of all objects, symbols, textures, colors, etc. used on the map <input type="checkbox"/> Clearly readable <input type="checkbox"/> Neat	The legend on the map includes less than three of these attributes or is not present: <input type="checkbox"/> Compass rose <input type="checkbox"/> Scale <input type="checkbox"/> Time Zone(s) <input type="checkbox"/> Explanations of all objects, symbols, textures, colors, etc. used on the map <input type="checkbox"/> Clearly readable <input type="checkbox"/> Neat
Relevance Statement	The display includes a brief statement that clearly explains the relevance or importance of the topic to the world today.	The display includes a brief statement that explains the relevance or importance of the topic to the world today. However, the explanation is not clear.	No relevance statement or the relevance statement is too poorly written to merit credit.
Graph	The display includes a graph with the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Appropriate type for the data used <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory	The display includes a graph with three of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Appropriate type for the data used <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory	No graph or the display includes a graph with less than three of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Appropriate type for the data used <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory
Timeline (8th Grade GLE #62)	The display includes a timeline with all of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Is a real timeline, not a list <input type="checkbox"/> Events are placed on the line at the correct dates <input type="checkbox"/> Time between events is proportional on the line <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory	The display includes a timeline with at least 5 of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Is a real timeline, not a list <input type="checkbox"/> Events are placed on the line at the correct dates <input type="checkbox"/> Time between events is proportional on the line <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory	The display includes a timeline with less than 5 of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Is a real timeline, not a list <input type="checkbox"/> Events are placed on the line at the correct dates <input type="checkbox"/> Time between events is proportional on the line <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory

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	10 Points	5 Points	Zero Points
Pithy Quote	The display includes a pithy quote that: <input type="checkbox"/> Cites a checkable source <input type="checkbox"/> Makes an important statement about the topic <input type="checkbox"/> Comes from a source connected to the topic <input type="checkbox"/> Gets the viewer's attention	The display includes a pithy quote that has at least two of these attributes: <input type="checkbox"/> Cites a checkable source <input type="checkbox"/> Makes an important statement about the topic <input type="checkbox"/> Comes from a source connected to the topic <input type="checkbox"/> Gets the viewer's attention	The display includes a pithy quote that has less than two of these attributes: <input type="checkbox"/> Cites a checkable source <input type="checkbox"/> Makes an important statement about the topic <input type="checkbox"/> Comes from a source connected to the topic <input type="checkbox"/> Gets the viewer's attention
Chart	The display includes a chart with the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Presents the data or information in a clear manner <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory	The display includes a chart with the following at least 4 of these attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Presents the data or information in a clear manner <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory	The display includes a chart with the following less than 4 of these attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate <input type="checkbox"/> Colorful but not garish <input type="checkbox"/> Presents the data or information in a clear manner <input type="checkbox"/> Source cited <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory
Interesting facts	The display includes at least 10 interesting, accurate, and provable facts about the topic. The sources of the facts are documented in such a way that the facts may be checked.	The display includes at least 6 interesting, accurate, and provable facts about the topic. The sources of the facts are documented in such a way that the facts may be checked.	The display includes less than least 6 interesting, accurate, and provable facts about the topic. The sources of the facts are documented in such a way that the facts may be checked.
Picture with caption	The display includes a picture or photo with the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate caption <input type="checkbox"/> Source cited and checkable <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory <input type="checkbox"/> Interesting	The display includes a picture or photo with at least 3 of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate caption <input type="checkbox"/> Source cited and checkable <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory <input type="checkbox"/> Interesting	The display includes a picture or photo with less than 3 of the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Accurate caption <input type="checkbox"/> Source cited and checkable <input type="checkbox"/> Clearly relates to the topic <input type="checkbox"/> Self-explanatory <input type="checkbox"/> Interesting

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	10 Points	5 Points	Zero Points
GLE Addressed	The display includes a statement explaining which GLE for the grade level is addressed by the project: The statement has the following attributes: <input type="checkbox"/> Accurate <input type="checkbox"/> Correct spelling <input type="checkbox"/> The GLE is quoted verbatim <input type="checkbox"/> The GLE is from the student's current grade level <input type="checkbox"/> The GLE clearly relates to the project	The display includes a statement explaining which GLE for the grade level is addressed by the project: The statement has at least 4 of the following attributes: <input type="checkbox"/> Accurate <input type="checkbox"/> Correct spelling <input type="checkbox"/> The GLE is quoted verbatim <input type="checkbox"/> The GLE is from the student's current grade level <input type="checkbox"/> The GLE clearly relates to the project	The display includes a statement explaining which GLE for the grade level is addressed by the project: The statement has less than 4 of the following attributes: <input type="checkbox"/> Accurate <input type="checkbox"/> Correct spelling <input type="checkbox"/> The GLE is quoted verbatim <input type="checkbox"/> The GLE is from the student's current grade level <input type="checkbox"/> The GLE clearly relates to the project
Category Explained	The display includes a statement that clearly explains the Social Studies Fair category of the project (Anthropology, Economics, Geography, History, Political Science, or Sociology). The statement has the following attributes: <input type="checkbox"/> Neat <input type="checkbox"/> Clear <input type="checkbox"/> Accurate <input type="checkbox"/> Names the category <input type="checkbox"/> Explains why the project belongs in that category	The display includes a statement that clearly explains the Social Studies Fair category of the project (Anthropology, Economics, Geography, History, Political Science, or Sociology). The statement has the following attributes: <input type="checkbox"/> Clear <input type="checkbox"/> Accurate <input type="checkbox"/> Names the category <input type="checkbox"/> Explains why the project belongs in that category	The display does not include a statement that clearly explains the Social Studies Fair category of the project (Anthropology, Economics, Geography, History, Political Science, or Sociology). The statement has the following attributes: <input type="checkbox"/> Clear <input type="checkbox"/> Accurate <input type="checkbox"/> Names the category <input type="checkbox"/> Explains why the project belongs in that category
Research Paper	A copy of the research paper. The copy may not be the one turned in for the research paper grade! The copy includes a cover sheet BUT DOES NOT GIVE THE STUDENTS NAME OR OTHER IDENTIFYING INFORMATION ANYWHERE IN OR ON THE PAPER!!! The paper is laid at the bottom of the display board and is not attached to the display board.	The copy of the paper includes the student's name or is the same copy that was submitted for the research paper grade.	No research paper is submitted or the research paper is attached to the display board.

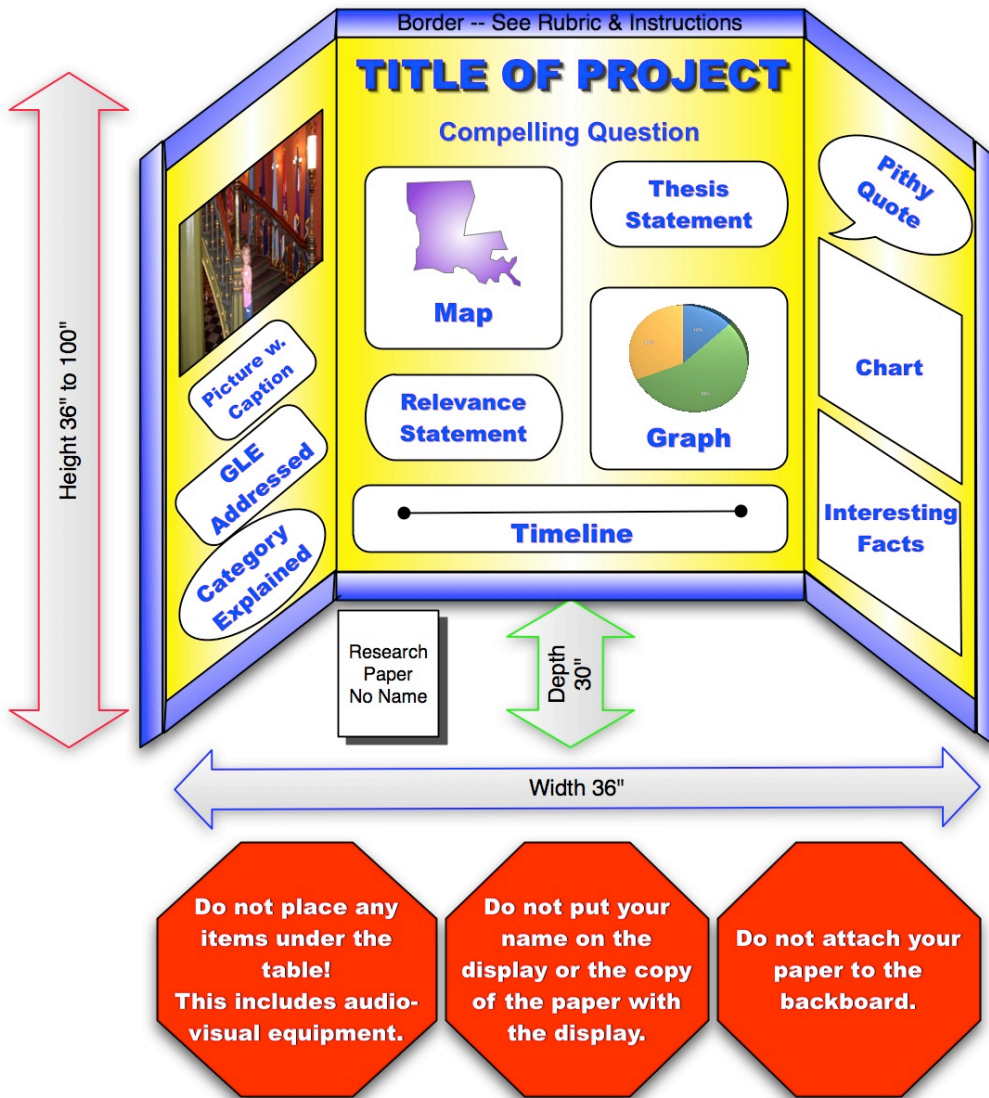
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- 5.3 Due Dates
  - 5.3.1 See your teacher's instructions for the due date.
- 5.4 The Display Diagram

**Social Studies Fair Packet**

•  5.4.1



- 6 Oral Presentation
  - 6.1 Only one student will be present to defend a project--even in group projects.
    - 6.1.1 No individual will be allowed to defend more than one project. No substitute presenters are allowed.
    - 6.1.2 Check with your teacher to see if group projects are accepted. Many teachers require individual projects.
  - 6.2 Each student must give an oral presentation to judges on his/her project. The student should also be prepared to respond to any questions that might be asked about the project. The oral presentation should be concise, to-the-point, and in logical order. Responses to questions should also be concise and to-the-point. These are some things that will help in the oral presentation and when responding to questions:
    - 6.2.1 Keep eye contact with the judges
    - 6.2.2 Stand on both feet
    - 6.2.3 Dress neatly
      - 6.2.3.1 Young men should wear dress shirts, ties, and dress pants or khakis.
      - 6.2.3.2 Young ladies should wear dresses or dress pants and dress shirts.
      - 6.2.3.3 Historically appropriate costumes are also acceptable.
    - 6.2.4 Stay within the time limit
    - 6.2.5 Integrate the display into the presentation
    - 6.2.6 Use conversational speech
    - 6.2.7 Relax, speak slowly and clearly
  - 6.3 There are several things that should not be done during the oral presentation. These include:
    - 6.3.1 Chewing gum or tobacco
    - 6.3.2 Moving nervously
    - 6.3.3 Standing in front of or obscuring the project
    - 6.3.4 Using note cards or notes

**Social Studies Fair Packet**

- 6.3.5 Putting hands in pockets
- 6.3.6 Wearing heavy jewelry or distracting clothing
- 6.4 Social Studies Fair Oral Presentation Rubric

**Social Studies Fair Oral Presentation Rubric**

	10 Points	5 Points	Zero Points
<b>Appearance</b>	Student is very neatly dressed or in appropriate and convincing period costume.	Student is casually dressed or is in a costume that is somewhat appropriate to the time period or somewhat convincing as a costume.	The student is wearing street clothes and/or her or his appearance in less than neat.
<b>Time Limit</b>	The presentation lasts between 1:30 and 3:00 long.	The presentation goes over exactly 3 minutes.	The presentation is less than 90 seconds long.
<b>Content</b>	The presentation is concise yet thorough given the time limits.	The presentation lacks either brevity or thoroughness.	The presentation does not convey the idea of the paper or seems improvised, lacking evidence of preparation.
<b>Quality of Speech</b>	The presentation is articulate and well-paced.	The student talks too fast or too slow. Some names or words are mispronounced.	The student is difficult to understand or the quality of speech is otherwise poor. Or, the presentation is too brief to evaluate.
<b>Eye Contact</b>	The student maintained eye contact with the listener(s) for most (about 75% or more of the presentation).	The student maintained eye contact with the listener(s) for some (about 74% or less) of the presentation.	The student maintained eye contact with the listener(s) for less than half of the presentation.
<b>Posture</b>	The student stood up straight and kept both feet flat on the floor for over 90% of the presentation.	The student stood up straight and kept both feet flat on the floor for 51% to 90% of the presentation.	The student stood up straight and kept both feet flat on the floor less than 51% of the presentation.
<b>Question &amp; Answer Period</b>	The student was able to answer the question(s) asked by the teacher or judge in a clear, concise, and thorough manner to the satisfaction of the questioner.	The student attempted to answer the question(s) asked by the teacher or judge but the response was not to the satisfaction of the questioner.	The student's response did not reflect preparation or knowledge of the project topic; or no effort was made to respond.
<b>TOTAL POINTS: __/70</b>	Column Tally: ____	Column Tally: ____	Column Tally: ____

- 6.4.1

The Social Studies Fair Oral Presentation is a 70 point project grade.

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- 7 Judging
  - 7.1 There is to be no communication between the student and the parents, teachers, or other participants while a student is being judged.
    - 7.1.1 Silence your phone.
  - 7.2 Parents and guests will be asked to leave the Fair during the judging. When the judging is completed, the parents and guests may enter the Fair.
  - 7.3 Do not leave your project until the judging in your division/discipline has ended.
  - 7.4 Students are not to bring food or beverages into the project display area.
  - 7.5 Decisions of judges are final and are not subject to review or appeal.

## Social Studies Fair Packet

- 7.6 Judges' evaluation forms for projects will not be made public following the conclusion of the fair.
- 8 Levels of Competition
  - 8.1 Classroom
    - 8.1.1 Each CMM classroom teacher participating in the Social Studies Fair will select the top three projects in each category and up to three group projects (if group projects are allowed by that teacher) to proceed to the CMM Social Studies Fair. No more than three projects may be submitted by a teacher in any category.
  - 8.2 School
    - 8.2.1 The CMM Social Studies Fair is held on the last week of January each year.
    - 8.2.2 Some winners proceed to the Regional Social Studies Fair.
      - 8.2.2.1 Both Group and Individual projects may be entered in three divisions. The total number of entries from your Local Social Studies Fair eligible for the Region I competition is:
        - 8.2.2.1.1 Division I Grades 4-6 top four Group and top four Individual in each school (sixth grade)
        - 8.2.2.1.2 Division II Grades 7-8 top four Group and top six Individual in each school (seventh & eighth grades)
  - 8.3 The Regional Social Studies Fair
    - 8.3.1 "First and Second place winners in the Individual categories and First and Second place winners in the Group categories in all three divisions of the Region I Social Studies Fair will be eligible for participation in the State Social Studies Fair."
    - 8.3.2 The Regional Social Studies Fair is usually held in late February or early March.
    - 8.3.3 The entrant's name, school, hometown, or other identifying information is not to be visible anywhere on the project or research paper unless it is specifically related to the project. Entrants are not to wear school uniforms or other identifying clothing.
    - 8.3.4 Food services are located on the LSUS campus and in the area immediately adjacent to campus. (Food may not be brought into the project display area.) Telephones and restroom facilities are available within the Fair site at designated locations.
    - 8.3.5 Please observe all LSUS campus parking regulations, especially during loading and unloading of projects in front of the Fair site. A special area near the Fair site has been designated for loading projects. Do not leave your vehicle there while registering for the Fair. You must move your car to a designated parking area immediately. Failure to adhere to LSUS parking regulations will result in your car being towed away. A FINE MUST BE PAID TO RECOVER YOUR VEHICLE!
    - 8.3.6 Once projects are set up for display in the Fair site, students are both free and encouraged to visit the LSUS campus until time for judging.
  - 8.4 State Social Studies Fair
    - 8.4.1 The Louisiana Social Studies Fair is the highest level of competition.
    - 8.4.2 The Louisiana Social Studies Fair is usually held in April.
    - 8.4.3 The entrant's name, school, hometown, or other identifying information is not to be visible anywhere on the project or research paper unless it is specifically related to the project. Entrants are not to wear school uniforms or other identifying clothing.
    - 8.4.4 No additional entries from regional competitions will be accepted the day of the State Fair. Only entries certified by regional Fair Directors and received at least ten (10) working days prior to the State Fair are acceptable. If a registration form was not sent in from a regional competition because of an error at the Regional competition, the student must be prepared to present evidence that his project is eligible and the necessary Fair fee has been paid.
  - 8.5 National Social Studies Fair
    - 8.5.1 Unlike the Science Fair, no national Social Studies Fair exists.
- 9 Regulations
  - 9.1 The following specific regulations should be kept in mind by both the students and their sponsoring teachers:
    - 9.1.1 Projects must conform to Division level and to academic discipline at both the Regional and State competition. **Group projects must have one person designated as spokesman for the group. Other members of the group will be asked to leave the hall during judging.** (A group project is one in which at least two students were involved in its development.) The Social Studies Fair director cannot assume responsibility for incorrectly completed forms. No projects will be changed from one category to another at the School, Regional, or State Fairs.
    - 9.1.2 The exhibitor will be allowed a maximum of five minutes to explain, defend, and answer questions on the project. It is mandatory that student presentations not exceed three (3) minutes in order to give judges time for questions. Judges will use an additional two (2) minutes for questions and answers.
    - 9.1.3 Projects are limited to a table space of 30 inches deep (front-to-back) and 36 inches wide (side-to-side). All elements of the project must fit within the space assigned at the Fair and not encroach on adjacent space. No part of the project may be under the display table. No project may exceed 100 pounds in weight and 100 inches in height. Projects must be self explanatory, stand by themselves, and have back and/or side boards.
    - 9.1.4 All visual or audiovisual projects must be accompanied by a paper that shows the purposes, methods, conclusions, references, and other supporting work appropriate to the type of project.
      - 9.1.4.1 All projects must be accompanied by a paper with the appropriate elements. These elements must include a properly written:
        - Title page
        - Table of contents
        - Abstract
        - Body of research paper
        - Conclusions
        - Footnotes (Division III only)
        - Works Cited (Sources specifically cited in paper)
        - References (Sources generally used to prepare paper)

### **Social Studies Fair Packet**

- 9.1.5 The exhibitor must furnish all auxiliary equipment, such as extension cords, light bulbs, etc.
- 9.1.6 Displays may be modified or improved between the Regional and State Fairs; however, the major theme must be maintained.
- 9.1.7 Fair Directors (local and regional) may make final decisions on matters pertaining to fairs if these matters are not covered in the Fair regulations.
- 9.1.8 Failure by a student, parent, or teacher to adhere to Fair regulations on all requests from Fair Committee members will result in disqualifications of the associated student project.
- 10 Sources
  - 10.1 This document was compiled from materials provided by the Region I Social Studies Fair.
  - 10.2 Edited by Paul Blankenship, CMM Social Studies Fair Coordinator (2006-2008)
  - 10.3 The grading rubrics are Copyright 2010 by Paul Blankenship and are available under a Creative Commons license for free non-commercial use.