

Social Studies Fair Requirements/Regulations

1. Projects may be entered by individual students or by groups of up to three students from Grades 5-12. The names of all students must be on the entry form. Group projects will be judged in the Class corresponding to the highest grade level represented by members of the group and in competition with individual projects.

Class I	Grades 5-6
Class II	Grades 7-8
Class III	Grades 9-10
Class IV	Grades 11-12

2. Projects are limited to a space of **30 inches front to back (depth), 48 inches in width (when opened), and 60 inches in height. (Additional support equipment may be placed under the table, but not at the sides.)** Entries will be placed on display tables according to class levels and disciplines. After all entry forms have been received by the state fair director and the final list of contestants has been published for the state fair, the classification of a project in a particular discipline cannot be changed.

3. If a project includes audio or video recording, slides, computers, or a combination of these audiovisual media, the total listening/viewing time **may not exceed ten minutes.** Audio media should be presented in such a way that it is not distracting to its neighboring projects.

4. At the regional and state fairs, at least one student who worked on the project must be present to interpret the project. Students should be prepared to present a five-minute oral overview of the project to the judges. Many times, after all projects have been scored, judging team leaders must use information gleaned from interviews to determine overall winners from among projects receiving the same number of points. When there is no student present on the day of the fair to answer judges' questions, the project is at a disadvantage. For this reason, there will be no interviews scheduled prior to regional or state fairs.

5. All projects must be accompanied by a research summary paper of approximately four or five double-spaced typed pages (see Appendix IX, p. 34). The summary paper should give the question being explored, methodology, research findings, and conclusions of the project. The summary paper must also include bibliographic references. If direct citations are to be used in the summary paper, the proper footnotes should be included.

6. An abstract of the project (see Appendix XI, p. 38) should be included on a **3" x 5"** card. Information on the abstract provides a succinct description of the project, including the title, statement of problem or question, methodology, and conclusion. Students should give this card to the judges at the beginning of the oral interview.

7. The visual presentation (see Appendices Xa and Xb, pp. 35-37) must include the following components on a backboard:

- Clear statement of the question being studied (may be stated as hypothesis, question, or purpose);
- Methodology (procedures used in the research);
- Visuals that illustrate or enhance the research findings; and
- Conclusion(s), based on analysis and interpretation of data that directly answer the question being studied

Extraneous material that does not relate to the answer to the research question should be avoided. Models should be the work of the student(s), rather than commercially designed and prepared.

8. Project components should meet all criteria shown on the Judges' Scoring Sheet posted following this guide on the GCSS website (www.gcss.net).

9. The construction of the project must be strong enough to remain intact when moved. Clearly worded instructions should be placed on any project requiring special operation. Explanatory matter should be kept to a minimum but must be provided by the student as needed.

10. Students must furnish all equipment such as extension cords, bulbs, projectors, recorders, and monitors. Students should indicate on their entry form if an electrical outlet is needed.

11. Students must be responsible for setting up the project for display and must remove the project at the required time. At the regional and state fairs, projects should be left on display until appropriate publicity photographs have been made and sufficient time has been given for additional viewing. Projects left at the local, regional, and state fairs beyond removal time will be discarded.

Steps in Preparing for the School Fair



Faculty Orientation

In past years, involvement of the faculty in social studies project development has been accomplished in several ways:

- Advanced studies and other individual social studies teachers assign projects as part of their coursework;
- Interdisciplinary teams work together to teach and coach students in the aspects of the projects related to their content areas;
- Gifted program collaborative teams of teachers contract with students to complete projects related to content area courses; and
- Vertical teams of teachers (Elementary, Middle, and High School Honors teachers) scaffold the steps in project development over 2-3 years.

Whether a superintendent, a principal, a team of teachers, or an individual teacher decides to require or make the opportunity available to students, all personnel involved should meet to discuss dates and guidelines, to determine the tasks to be accomplished, and to delegate responsibility for each task. A suggested Checklist for Planning School Fairs is available in Appendix II. p. 21.



Student Orientation

As a first step in the instruction process, students should receive an orientation to the purpose, components, and steps in the process of the development of social studies fair projects particular to the GCSS social studies fairs.

Required components include a research summary paper, a visual display, an abstract, and an interview with at least one of the students involved in the development of the project. The components will be explained in the project development steps that follow and in the correlated appendices.

Teachers may share photos of past projects (Appendix III, pp. 22-24), lists of past winning project titles/topics (Appendix V, pp. 28-29), and diagrams of components (Appendices Xa and Xb, pp. 35-37) in a media presentation and may recruit past winners or other resource personnel to introduce students to the concept.



Selection of Topics/Research Questions

Supervising teachers should lead students in the selection of a well-defined social studies topic that is neither too limited nor too broad. Appendix IVa (p. 25) provides further explanation of the terms *limited* and *broad*. An example of lesson procedures for topic selection may be found in Appendix IVb (pp. 26-27) of this guidebook. Appendix V (pp. 28-29) is a list of titles of winning projects from past state social studies fairs.

Although the *title* of the project is not required to be in question form, the formulation of a research question that clearly defines the focus of the project is the first step in the research process. The research question must be discussed in the summary paper and appear on the project board. All data in the paper and on the project board should relate to the answer to the question (conclusion).

Topics should clearly fall within one of the social studies disciplines (Appendix VI, p. 30). The discipline must be identified on the official entry form that accompanies the project throughout all levels of competition.

When the project is completed, the topic should be well developed, and the conclusion (answer to the research question) should be supported by evaluation and interpretation of data. Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet (pp. 41-42) to review judging criteria related to topic selection before, during, and following this step.



Confirming the Plans

Once the student has identified a particular topic for exploration and formulated a research question, a "contract" listing all requirements, benchmarks, deadlines, and the research question may be issued by the teacher and signed by the student and parents.

A contract is not required as part of the project, but experienced supervising teachers have found that students are more self-directed in their research, that the parents are more likely to provide the necessary support, and that the supervising teachers themselves are more likely to give feedback and connect students with resources beyond the classroom when everyone is clear on the expectations from the onset. This procedure also gives teachers and parents an opportunity to screen the selected topic for appropriateness for a student's grade level and maturity.

Examples of contracts from experienced teachers may be found in Appendices VIIa (p. 25) and VIIb (pp. 26-27).



Establishing Methodology

Establishing and implementing a research methodology is another required component of the project and must be reported in the summary paper and on the project board. Methodology includes the steps in gathering, analyzing, and interpreting the data used to answer the research question, and **does not include steps in writing the paper or constructing the display.**

Experts from social studies fields in higher education or research careers related to the topic are the best sources of suggestions for appropriate methodology.

Methodology should include a variety of resources, and the outcome of each type of methodology used may lead to the use of another. Successful projects have utilized as many resources and tools of methodology as needed to answer the research question. A list of possible sources of information and tools for methodology may be found in Appendix VIII (p. 33).

Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet (pp. 41-42) to review judging criteria related to methodology before, during, and following this step.



Collecting, Analyzing and Interpreting the Data

Once an appropriate methodology has been established, students may begin using the selected processes and instruments to collect information related to the research question. Data should first be organized in some logical format. Charts, tables and other graphic organizers may be used to record information in a form that clarifies the relationship of the data. Once the data is organized, students may use critical thinking processes to interpret the data and make inferences that lead to a conclusion. **It is the role of the supervising teacher to lead students in using critical thinking processes that lead to logical conclusions based on sufficient data.** Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet (pp. 42-42) to review judging criteria related to collecting, analyzing, and interpreting data.



Writing the Summary Papers and Abstracts

When a sufficient amount of information to reach a conclusion has been analyzed and interpreted, the student should write a draft of the research summary paper that includes the components described in Appendix IX (p. 34). Teachers should review the draft, and students should make revisions and corrections, if needed.

The abstract, which should be written on a 3 x 5 card after the summary paper is completed, will be given to the judges by the student to use as an overview at the beginning of the interview. An example of an abstract may be found in Appendix XI (p. 38).

Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet (pp. 41-42) to review judging criteria related to summary papers and abstracts before, during, and following this step.



Constructing the Visual Presentation

Criteria for the display may be found on pages 4 and 5 in items 2, 3, 7, 9 and 10. Art teachers and other adults talented in visual display development may be enlisted to coach students in developing the best layout for their information. It is a good idea to have students submit a draft of their proposed layout for suggestions before beginning to work on the display and to check the use of space before attaching any items to the board. If models are used in the display, they should be student designed and constructed, rather than commercially prepared.

Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet (pp. 41-42) to review judging criteria related to the visual presentation before, during, and following this step.



Preparing for the Interview

Students may prepare for the interview by having teachers or parents practice with them. Students should be able to give a brief overview of the development of their project and should be prepared to answer questions about importance of their topic, methodology, sources, research findings, and conclusion. Often judges will ask students to explain their reasons for choosing the topic, to evaluate their work (suggest what might be done differently or additionally if the student were to do the project again), or to recommend what next steps could or should be taken regarding the topic.

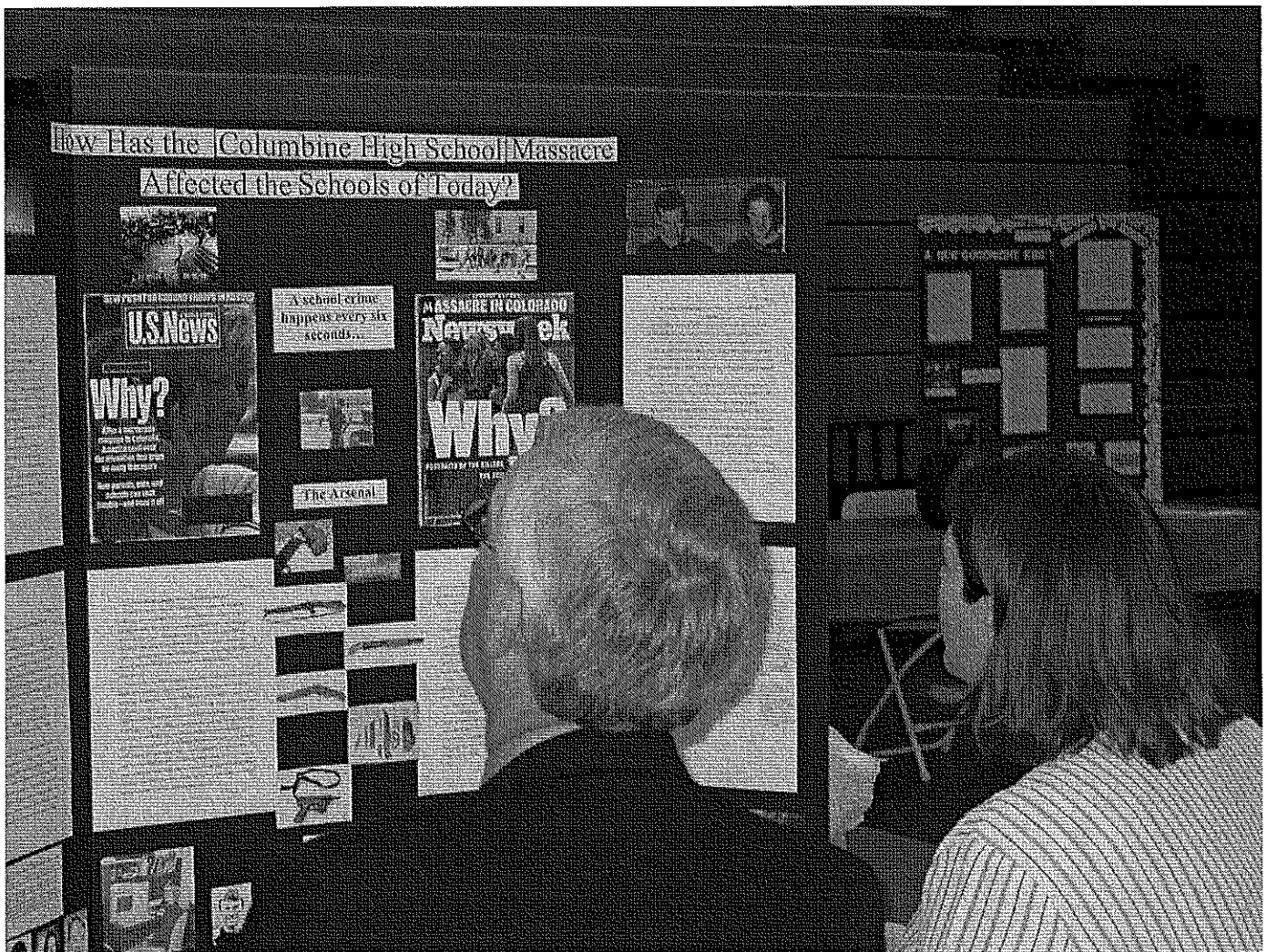
Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet (pp. 41-42) to review judging criteria related to the interview before, during, and following this step.



Competition Day

Teachers and parents should prepare students for competition day by making sure that all steps have been completed, that students are aware of the competition location and schedule, and that they have transportation.

This is also an excellent opportunity to reinforce desirable character traits that will aid them in making the most of the experience and to advise students as to suitable attire and grooming for participating in competitive endeavors.



Student Science Fair Project Methodology

- State the Question
- Research--Observe--Collect Data
- Form Conclusions

SCIENTIFIC METHOD OUTLINE

State the Question - *What do I want to find out?*

Materials- (sources, things you will need to research your project)

Procedure- *How are you going to answer your question or research your topic?*

Results - *What information did you find? (graphs & pictures)*

Draw Conclusions – *Reflect on your results and the project. What did you learn? Summarize and make statements about your results. Explain what your results mean.*



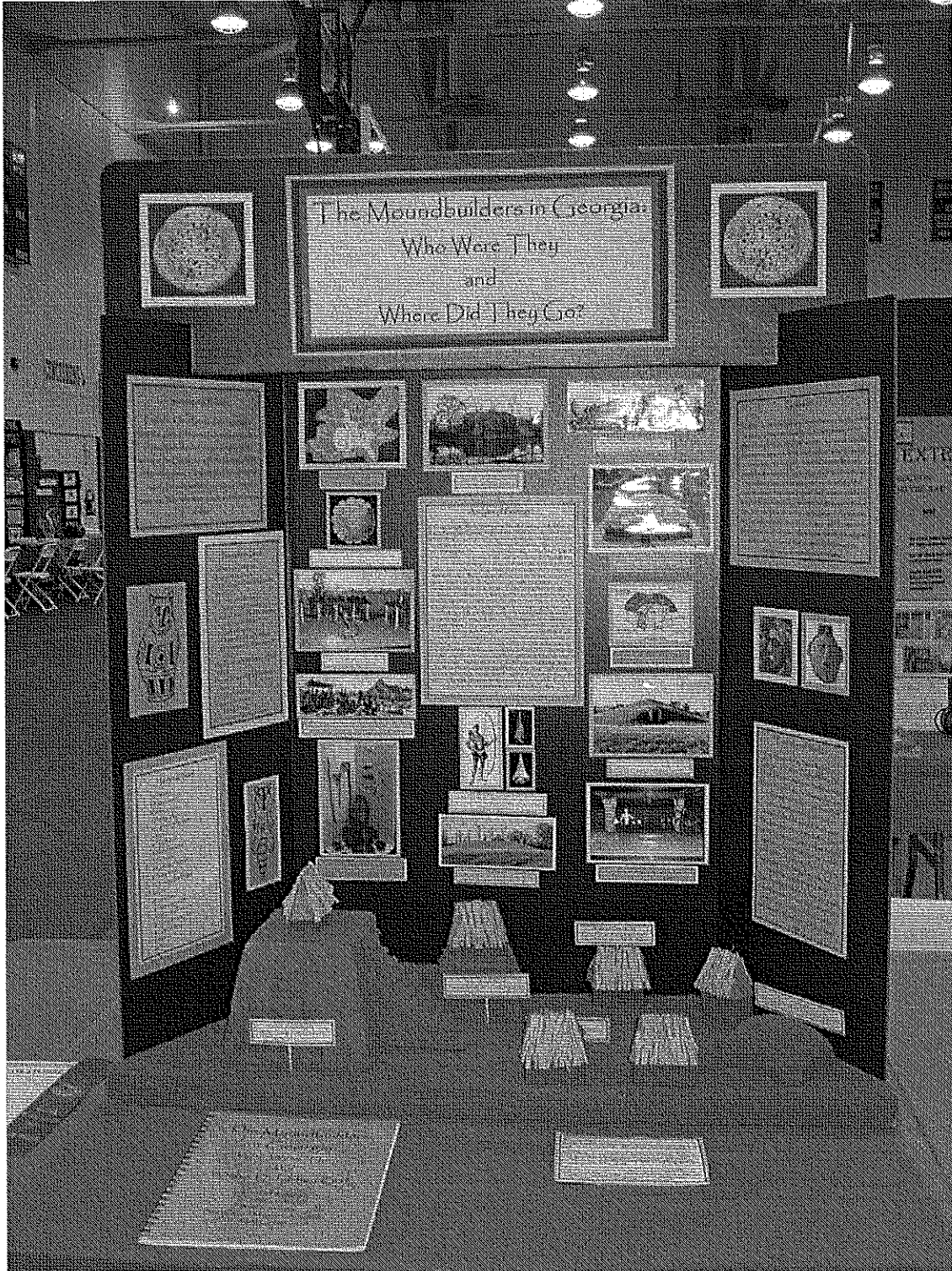
RESEARCH

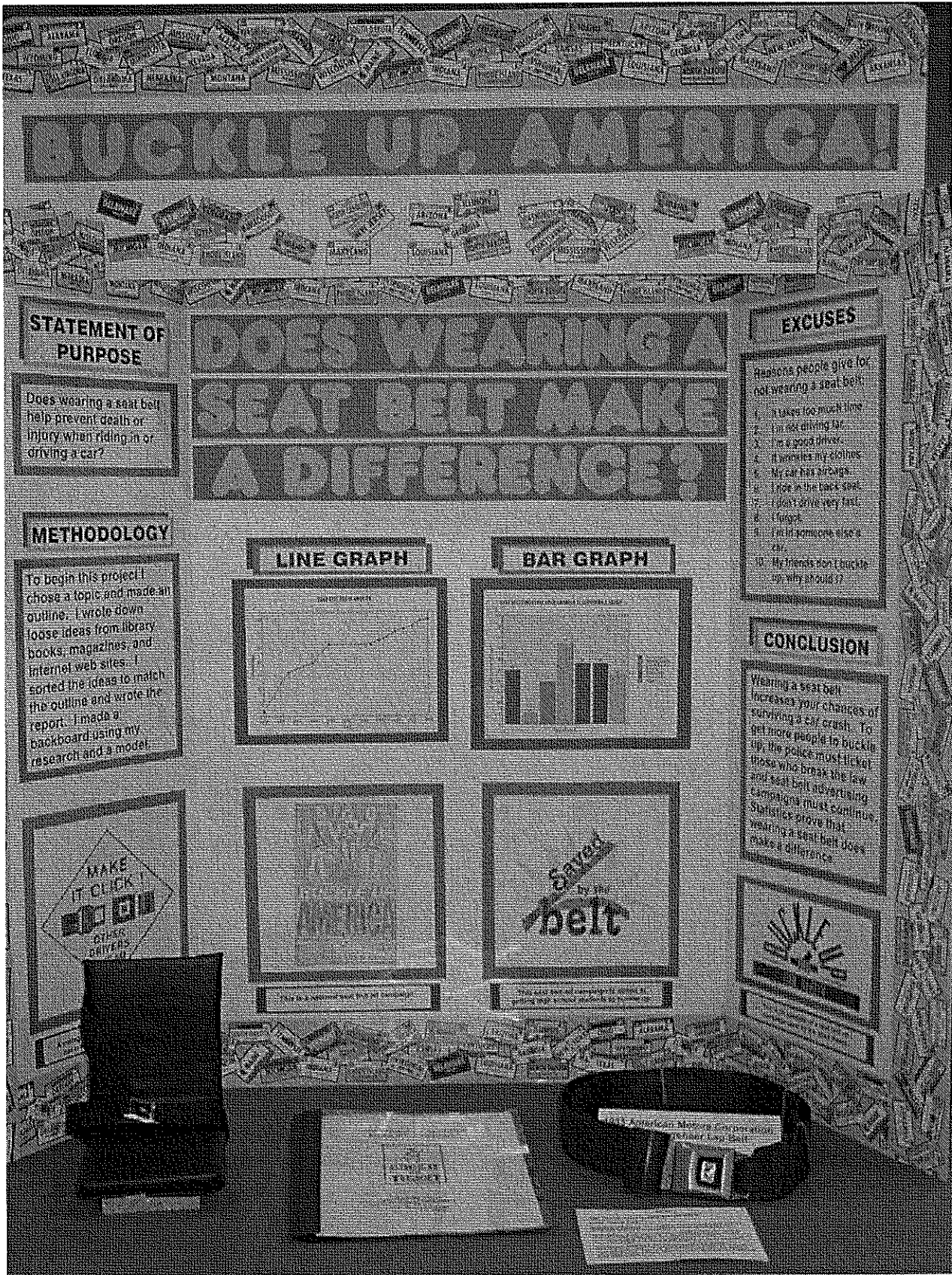
Using printed material, people and places, now you want to find out as much as you can about your topic.

Use 3 X 5 cards to record your research. Put useful information on one side, and write the source for your bibliography on the other. Some information will be written and other information might be drawings or a useful chart or graph. Find out as much as you can to give you a good background *before you write your summary.*

Appendix III

Photos of Past Projects





STATEMENT OF PURPOSE

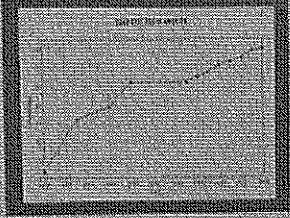
Does wearing a seat belt help prevent death or injury when riding in or driving a car?

DOES WEARING A SEAT BELT MAKE A DIFFERENCE?

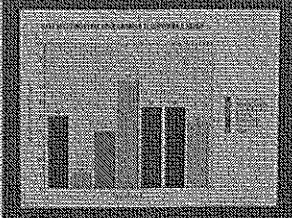
METHODOLOGY

To begin this project I chose a topic and made an outline. I wrote down loose ideas from library books, magazines, and internet web sites. I sorted the ideas to match the outline and wrote the report. I made a backboard using my research and a model.

LINE GRAPH



BAR GRAPH

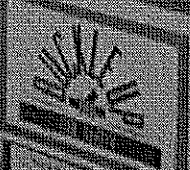
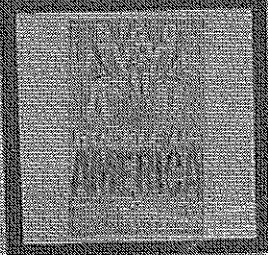
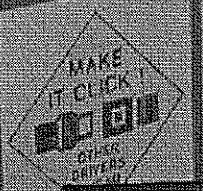


EXCUSES

- Reasons people give for not wearing a seat belt:
1. It takes too much time.
 2. I'm not driving far.
 3. I'm a good driver.
 4. It wrinkles my clothes.
 5. My car has air bags.
 6. I sit in the back seat.
 7. I don't drive very fast.
 8. I'm drunk.
 9. I'm in someone else's car.
 10. My friends don't buckle up, why should I?

CONCLUSION

Wearing a seat belt increases your chances of surviving a car crash. To get more people to buckle up, the police must ticket those who break the law and seat belt advertising campaigns must continue. Statistics prove that wearing a seat belt does make a difference.



Middle School Fashion Choices

PURPOSE

The purpose of this project is to determine favorite clothing styles and stores of middle school students at F.S.S.

PROCEDURE

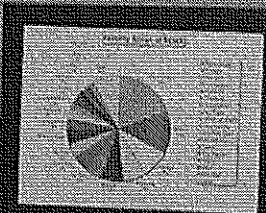
1. Proposed idea and goal of project
2. Designing questionnaires
3. Forward questionnaires to participants and get their responses
4. Forward responses and get permission to distribute them
5. Conduct survey by distributing questionnaires to participants
6. Analyze responses and prepare graphs
7. Prepare conclusions
8. Prepare display

MATERIALS

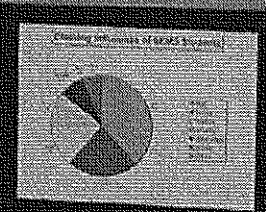
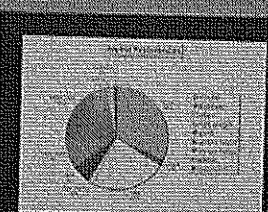
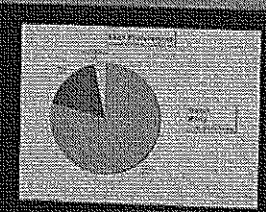
Questionnaires
The Survey
Fashion Magazine
Clipboard

What Are the Favorite Styles and Stores of Middle School Students?

RESULTS



GRAPH



- Many students surveyed that they enjoy their clothing designs.
- Students were like favorite jackets.
- Favorite stores were the most preferred purchase.
- Most girls prefer stylish skirts.
- The favorite store was American.

EVALUATION

Students were very interested in the project and they enjoyed the process of collecting data and preparing graphs. They also enjoyed the process of preparing the display.

CONCLUSION

The project was very successful and it helped us to understand the fashion choices of middle school students. We also learned that students prefer stylish and comfortable clothing.

Appendix IVa

Guidelines For Students: Selecting A Topic

(Adapted from *DeKalb County Elementary Social Science Fair Handbook*)

1. Avoid topics that are limited.

Example: *What crops are grown in our county?*

A student cannot write a report on a topic that can be explained in a few words or a sentence.

Better topic: *What is the economic impact of peanut production in our county?*

2. Avoid topics that are too broad.

Example: *What happened during the Civil War?*

Topics which are too big make it impossible to find all the information that is needed to cover the topic adequately.

Better Topic: *The Role of (name of a local historical figure, place or event) in the Civil War*

3. Some topics have no available information.

Example: *Why did Henry Hudson get into trouble with the crew of his ship?*

We often do not know exactly why people did what they did in the past.

4. Avoid topics that are confusing because it cannot be determined what specific information is being explored.

Example: *What do people of Japan like?*

We know that the people of Japan may differ in their likes and dislikes.

Better topic: *A Comparison of Japanese women and American women in sports competition*

5. Avoid topics on which people throughout the world cannot agree.

Example: *What is the most powerful country in the world?*

The topic should be supported with facts. The facts are used to arrive at a conclusion.

Better topic: *Why might Japan be considered one of the strongest economic powers in the world?*

6. Research the topic from a social studies viewpoint rather than investigating it as a natural science topic.

Example: Nuclear power as a political issue rather than "how it works"

Appendix IVb

Social Studies Research Preparing Student Projects

(from the teaching archives of Dr. Glen Blankenship)

I. CHOOSE A TOPIC.

A. Social Studies Disciplines

1. ANTHROPOLOGY – People are survivors.
I am a survivor.
2. ECONOMICS – People are consumers and producers.
I am a consumer and producer.
3. GEOGRAPHY – People are earth dwellers.
I am an earth dweller.
4. HISTORY – People are descendants.
I am a descendant.
5. POLITICAL SCIENCE – People are citizens.
I am a citizen.
6. SOCIOLOGY/SOCIAL PSYCHOLOGY – People are members of groups.
I am a member of many groups.
– People are individuals.
I am an individual.

[Ann Angell, Emory University]

- B. Think of a current topic about which you like to read and study; think of problems you would like to see solved.
- C. Look through newspapers, a variety of magazines (*Time, Newsweek, U.S. News and World Report, Psychology Today, National Geographic*, etc.) and other current publications. Read current editorials, listen to radio and television news broadcasts.
- D. Brainstorm possible topics. Talk to parents, teachers, and other students about topics that may interest you.
- E. Identify any bias you may have concerning a possible topic. Determine if you can sort through the data and not be prejudiced.

II. FORMULATE AN APPROPRIATE RESEARCH QUESTION.

- A. List ten questions that deal with your topic.
- B. Ask each of these questions about your possible research questions:
 1. Can you do *original* research on the topic? (preferable)
 2. Is the topic relevant? Will the answer be of any benefit to you or your community? Ask “so what?” about the question.
 3. Does the question use words that need to be defined?
 4. Did you avoid questions with “yes” or “no” answers?
 5. Do you already know the answer to the question? (avoid)
 6. Are you biased or prejudiced about the topic?
 7. Will you be able to draw some kind of conclusion to the question?
 8. Can you find information in your community on the topic?

- C. Narrow your list of questions to three.
 - 1. Discuss the questions with parents, teachers, and friends.
 - 2. Choose the *best* research question.

III. DETERMINE THE PURPOSE FOR CHOOSING THE TOPIC AND QUESTION.

- A. Why have you chosen this topic?
- B. Write a paragraph explaining why.

IV. CHOOSE METHODS OF RESEARCH.

- A. Begin in the Media Center.
 - 1. Books
 - 2. Magazines (*use the Reader's Guide*)
 - 3. Newspapers (*scan indices for the past several years*)
 - 4. Government Documents
 - 5. Vertical Files
- B. Choose at least one (preferably 2 or 3) original means of research.
 - 1. Interviews
 - 2. Polls
 - 3. Oral Histories
 - 4. Case Studies
 - 5. Questionnaires
 - 6. Photographs
 - 7. Movies/Sound Recordings
 - 8. Experiments/Observations
 - 9. Maps
 - 10. Physical Remains (buildings, artifacts, landscapes)
 - 11. Unpublished Manuscripts (wills, letters, deeds, minutes, diaries, family Bible)

V. CONDUCT THE RESEARCH.

- A. Devise a timeline.
- B. Keep a daily journal of the progress (both successes and setbacks) of the progress of your research.
- C. Roadblocks may occur during the research process. When they happen, do not quit. Talk with your parents/teacher and revise the plan. Not finding an answer may be just as significant as finding one.

VI. SUMMARIZE THE DATA.

- A. Outlines/Essays
- B. Statistics (in the form of graphs, tables, etc.)
- C. Photography/Diagrams/Drawings

VII. DRAW A CONCLUSION.

- A. Answer the question using the data collected during the research. The project is of no use if you do not answer the question.
- B. Use decision-making charts to help you draw a conclusion.

VIII. DETERMINE A PRESENTATION FORMAT

- A. Select a format (visual, written, dramatic presentation, audio, etc.)
- B. Use charts, graphs, photographs, drawings, maps, artifacts, diagrams, films, diagrams, political cartoons, murals, recordings slides, videotapes, computers, etc.

Appendix V

Titles of Winning Projects from State Fairs

- “Social Security: Are Educators and Others Prepared to Fund Their Retirement?”
- “I Am Homeless: Where Can I Get Help?”
- “Are You Ready?”
- “Citizenship – Can You Pass the Test?”
- “Pricing Trends in the Retail Market”
- “What is Ramadan? What Happens in Ramadan and Why?”
- “What is Coca-Cola’s History and Economic Impact on Georgia?”
- “Protected Species of the Okefenokee Swamp”
- “Red, White, and Black Civil War Signals”
- “What Did the Hookworm Eradication Program Accomplish Regarding Public Health in the South?”
- “How Did Sociopolitical Conditions in the Second Half of the Twentieth Century Affect Music?”
- “The Soul of the Samurai”
- “Teenage Spending”
- “Venice, Italy, vs. the Adriatic Sea”
- “The Mongols: Civilized or Savage?”
- “The New Deal”
- “Why Are There So Many Chinese Girls Who Need to Be Adopted?”
- “Upgrading Our Future: Are We Technology Dependent?”
- “How Can Atlanta Survive Delta’s Failure?”
- “What Damage, if any, Is Human Interaction Doing to the Great Barrier Reef?”
- “How Did Eleanor Roosevelt Become Known as ‘First Lady of the World’?”
- “50 Years After Brown v. Board of Education: Are Our Schools Desegregated?”

“Was the South Justified in Seceding from the Union?”

“How Did Voting Units Affect the 2004 Presidential Elections?”

“Should Auto Insurance for Teen Boys Be More Expensive Than for Teen Girls?”

“NASA Technology – Down to Earth”

“Can Public Schools Offer Fast Food as a Healthy Alternative Lunch?”

“Pet Therapy”

“What Are the Origins of Currency?”

“How Do Storm Chasers Help Save Lives?”

“Andersonville: The Worst Civil War Prison”

“The Pledge of Allegiance – How Do You Feel?”

“How is Title IX Funding Affecting Men’s and Women’s Sports?”

“What Events Led to Jimmy Carter Winning the Nobel Peace Prize?”

“Origins of Mummification”

“Common Cents: Should the Penny Go?”

“How Many People Can Identify the Continents?”

“What is the True Story Behind the Life and Talents of Blind Tom?”

“How did ‘Black May’ of 1992 Directly Impact the Politics in Thailand?”

“West Nile Virus”

“The Retail Industry: Friend or Foe During the Time of Economic Slowing?”

“Mardi Gras”

“How Successful Have the Land Reform Programs Been in Zimbabwe?”

“World War III: Africa vs. AIDS”

“Magic, Religion and Science”

“The Plight of Sudanese Refugees in Atlanta”

“Returned with Honor – POWs”

Appendix VI

Descriptions of Social Studies Disciplines

Anthropology

Anthropology is the scientific study of human beings from prehistory to contemporary societies. It includes all aspects of human development, both physical and cultural. The field of archeology is the study of humanity through fossils and artifacts. The field of physical anthropology deals with the biological development of humans. The field of cultural anthropology studies the ways humans have devised to cope with their natural settings and social environments and how customs are learned, retained, and handed down from one generation to another.

Economics

Economics is the scientific study of the production and exchange of goods and services. The economist analyzes the data, issues, and public policies related to the production, distribution, and consumption of scarce resources. The economist describes the economic system in an effort to explain how people satisfy their wants and needs. The economic behavior of humans is concerned with methods of doing business, producing, organizing (labor and management), financing, and regulating economic activities.

Geography

Geography deals with Earth's surface, the utilization of raw materials and resources, and human behavior as it is influenced by location and other geographic factors. Geography is the scientific study of the relationship between the physical environment and human activities. Geography deals with the description of the earth's surface, the changes that occur in it, the knowledge of its various parts (land, water, and atmosphere), and the theories of its formation and change.

History

History encompasses all that has happened to humanity. History, in a narrower sense, can be limited to the history of a country (all that has happened in that country), or it can be limited to a group of people, and institution, a community, etc. History is more than a systematic record of events of the past, because it usually includes analysis and explanation of these events. History is the record of changes of civilizations.

Political Science

Political science is the scientific study of the theory and practice of humanity in organizing and controlling the power necessary for group living. Different societies have different methods of human control. The process of government can be studied by description, through comparison and classification of political data. Political science includes the art, science, and philosophy of the governmental process.

Sociology/Psychology

Group living is the result of humanity's social needs and necessitates cooperation within and between groups. Groups are constantly changing in nature and functions because personality, attitudes, motivation, and behavior of individuals both influence and are influenced by social groups. Therefore, individual adjustment to group living is constantly necessary.

Appendix VIII

List of Social Studies Sources/Resources/Tools

Topics for study are unlimited, especially at the local level. Examples include studies of business, churches, government, people, community change, and rural and urban problems. Gathering information concerning one project may require distribution of questionnaires to a sample of people and tabulation of the results; another project may be based on the study of manuscripts and/or newspapers; and still another project may be based on studying the government publications of some specialized agency. The following are sources of information.

- Newspapers, magazines, published letters, memos
- Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)
- Government publications (international, national, state and local)
- Publications by private agencies
- Physical remains (buildings, battle areas, artifacts)
- Oral interviews, polls and questionnaires, photographs, sound recordings, and films
- Internet web sites

As a rule, a good researcher uses a variety of these sources of information. The use of one often leads to the use of another. The following are some tools used by social scientists to gather reliable data. Successful past projects have utilized as many of these tools as were appropriate to the subject researched.

- Case studies
- Experiments
- Observations
- Graphic studies
- Historical examinations
- Maps
- Samples
- Surveys
- Statistical analysis
- Interviews

Appendix IX

Research Summary Paper Format

1. Folder and Cover Page

The paper should be bound in a folder with a cover page, which clearly presents the name of the project, student name(s), school name, grade level, and the name of teacher. The cover should add to the overall aesthetic appearance of the project display. The paper should be placed on the table in front of the backboard.

2. Verification/Presentation Format

Reports must be typed and printed. Should the report be typed by someone other than the student, include the following statement **on the title page or on a page immediately following**:

"I verify that this paper, typed by _____, is exactly as I prepared it."

Student's Signature

Credit should also be given to anyone who has provided assistance in the preparation of the project on the same page.

3. Body of Summary Paper (4-5 double-spaced typed pages)

- The **Statement of the question being explored** clearly states why the research topic was chosen.
- The **Methodology** explains the steps in the research process—how data was systematically collected and analyzed.
- The **Research findings** include adequate and balanced information in a sequential and convincing manner.
- The **Conclusion** presents a summary of the key idea and answers the question being explored.

4. Bibliography/References

Supervising teachers may require MLA, APA, or any other traditional documentation style when listing references and giving credit within the summary paper. The supervising teacher should provide guidelines from a reliable source, and the student should use the chosen style consistently throughout the paper. Sources for manuals for these guidelines are Modern Language Association and the American Psychological Association handbooks. Ordering information can be found online, and the handbooks may be available in your school media center or regional library.

A bibliography is required at all levels. It is recommended that schools/systems scaffold requirements for giving credit within the paper as students progress through the grade levels, with Class IV (Grades 11-12) using documentation skills that should be mastered before entering college.

Appendix Xa

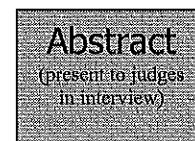
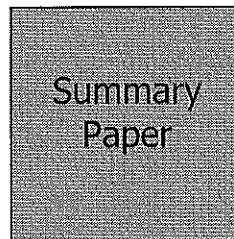
Basic Components of the Visual Presentation

(Components must be present and obvious; the layout shown is recommended but not required.)

Methodology (Also graphs, charts, illustrations related to the project question/purpose)	Question or Problem Statement (Also graphs, charts, illustrations related to the project question/purpose)	Conclusion(s) (Also graphs, charts, illustrations related to the project question/purpose)
--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

PROJECT BOARD

Optional: Other display items (videos, power points, models) related to the project question/purpose and made by the student may be on the board or on the table in front of the board. The total display must fall within size guidelines.



Students are encouraged to use inexpensive project boards that can be purchased from school and office supply stores. Projects are limited to a space of **30 inches front to back (depth), 48 inches in width (when opened), and 60 inches in height.** (Additional support equipment may be placed under the table, but not at the sides.)

The use of materials such as toy dolls, plastic models, and commercial products for illustration is discouraged. Objects should be made by the student and not purchased. Building materials such as wood, modeling clay, pipe cleaners, and foam board may be purchased for use in constructing models.

The following are suggested as ideas for illustrating information and results in the visual display:

- Artifacts
- Charts and graphs
- Computers
- Diagrams
- Photographs and illustrations
- Historical collections
- Maps
- Models
- Murals
- Recordings
- Power Point presentations (see regulations for length)
- Video

The application of computer technology in the social studies research process and the format of the visual presentation is encouraged.

Following are suggestions for obtaining assistance in purchasing supplies:

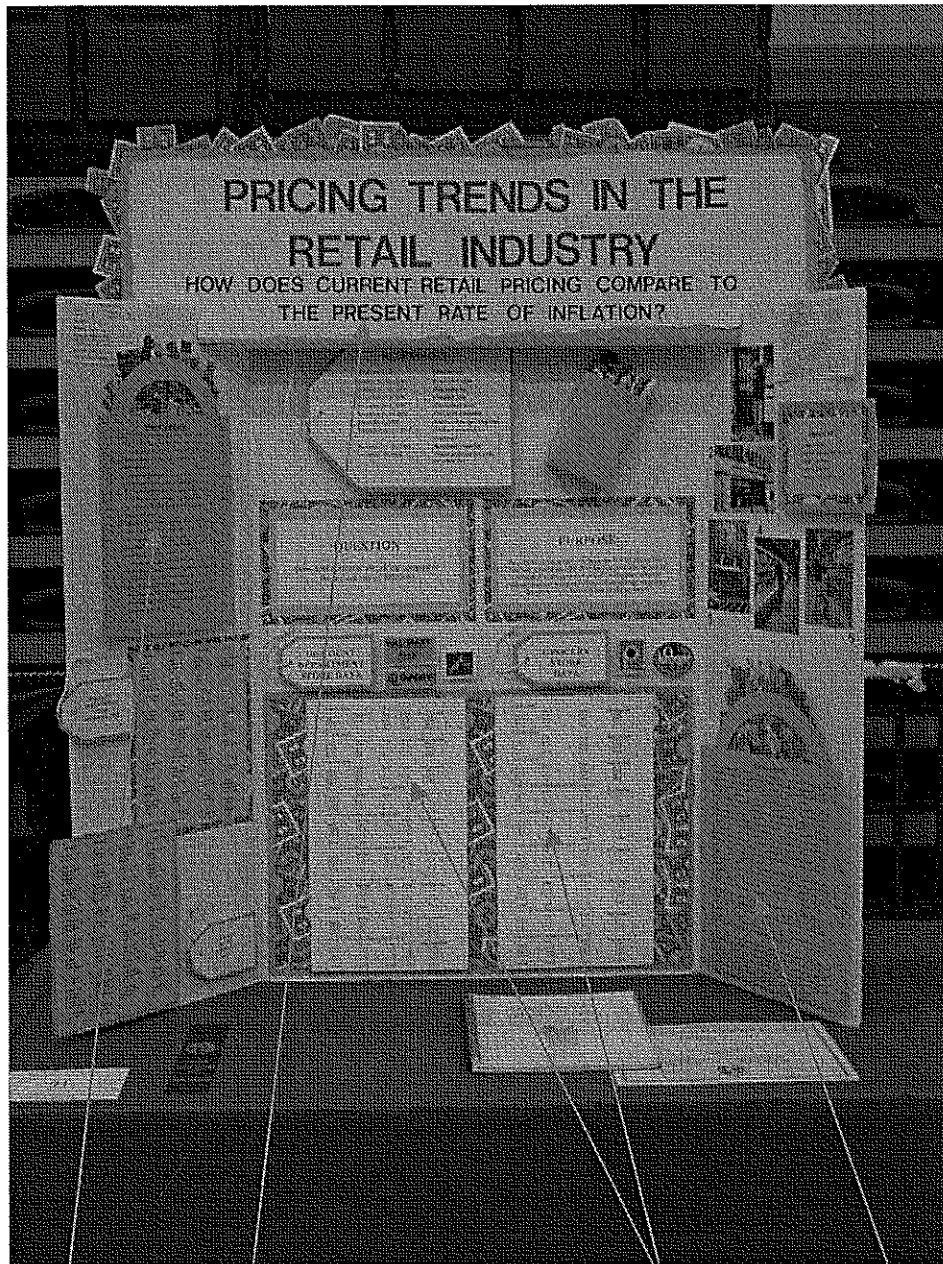
- Solicit funds from the PTA/PTO to purchase materials for the backboard;
- Solicit funds from businesses and/or community agencies (ex. Adopt-a-School program); or
- Solicit you principal's support to use other instructional funds.

If funds are not available, students should also consider

- Designing your board from a heavy cardboard box; or
- Soliciting the aid of the school's art department to make inexpensive backboards for the class.

Appendix Xb

Illustration from Previous Fair



Methodology Question/Problem Statement Data/Illustrations Conclusions

Appendix XI

Sample Abstract (3" X 5" index card)

Title: Advertising and Fast Food: How Effective?

Name(s): John Jones and Mary Martin

Statement of the Problem/Question: The purpose of this project is to determine the effectiveness of fast food restaurant advertising.

Methodology: Surveys were submitted to 138 elementary students asking them to match advertising slogans to companies' names. Sales accounts were compared from five fast food restaurants for two months when advertisement "wars" were held.

Conclusion(s): Findings indicated that students matched the slogans and compared sales accounts correctly. The advertisements were determined to be effective.

Georgia Social Studies Fair Judges' Score Sheet

(This scoring sheet should be used in judging all projects of all classes in local, regional and state fairs.)

Superlative	Good	Needs Improvement	Not Present	 Judges, please enter points in this column:
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I. Statement of the Question Being Explored/Abstract (5 points)

The project includes a/an

A. question/purpose that is clearly stated;	na	1	0	0	_____
B. question/purpose that is original or explores some new aspect of the topic;	na	1	0	0	_____
C. question/purpose that is neither too limited nor too broad;	na	1	0	0	_____
D. question/purpose that addresses a significant local, state, national or international social studies topic; and	na	1	0	0	_____
E. abstract that concisely states the project title, purpose, methodology, and conclusion(s).	na	1	0	0	_____

Section Total

II. Summary Paper (30 points)

The summary paper includes

A. a statement of the problem;	na	2	1	0	_____
B. development of the topic;	5	4	3	0	_____
C. interpretation of the topic;	5	4	3	0	_____
D. evidence of critical thinking (evaluation and interpretation of data);	5	4	3	0	_____
E. a logical conclusion that is well-developed and answers the question being explored;	5	4	3	0	_____
F. correct grammar;	na	2	1	na	_____
G. correct spelling;	na	2	1	na	_____
H. correct punctuation; and	na	2	1	na	_____
I. correct bibliographic style (APA, MLA, Turabian--as directed by the supervising teacher, based on local system curriculum requirements).	na	2	1	0	_____

Section Total

III. Visual Display (25 points)

The visual display includes/demonstrates

A. display of the question/purpose;	na	1	0	0	_____
B. display of the methodology;	na	1	0	0	_____
C. display of the conclusion;	na	1	0	0	_____
D. display of data/information that supports the conclusion;	na	2	1	0	_____
E. appropriate choice/correct use of media or format for presentation of data;	5	4	3	0	_____
F. a pleasing visual and/or auditory effect;	3	2	1	0	_____
G. conscientiousness of workmanship as manifested by accuracy, neatness, and craftsmanship;	3	2	1	0	_____
H. creativity or originality (including the absence of commercially prepared models) in the construction, arrangement and presentation of the materials;	3	2	1	0	_____
I. display and other media within size and time specifications;	na	3	0	0	_____
J. correct grammar;	na	1	0	0	_____
K. correct spelling; and	na	1	0	0	_____
L. correct punctuation.	na	1	0	0	_____

Section Total

(continued)

Georgia Social Studies Fair Judges' Score Sheet

Superlative	Good	Needs Improvement	Not Present
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IV. Oral Presentation (10 points)

The student demonstrates

A. knowledge of the content, vocabulary and research process used in the development of this project;	5	4	3	0	
B. confidence, poise, and projection; and	2	1	0	0	
C. elaborative thinking as to how the research topic may be extended and refined.	3	2	1	0	

Section Total

V. Methodology (30 points)

The project shows

A. in-depth investigation of adequate and reliable resources;	6	5	4	0	
B. sufficient data upon which to base conclusions;	6	5	4	0	
C. evidence of application of social studies skills (e.g., gathering and interpreting data, interpreting maps);	6	5	4	0	
D. relevance (all information related to the project question/purpose); and	6	5	4	0	
E. evidence of interpretation and analysis of data.	6	5	4	0	

Section Total

GRAND TOTAL _____

Comments: _____

Student name(s): (1) _____

(2) _____

(3) _____

Title of Exhibit: _____

Class: _____ Discipline _____ Project Number _____

Region: _____ School: _____ System: _____

Directing Teacher's Name: _____