

Catholic High School

Social Studies Fair Packet for Middle School Students

2015 - 2016

Schedule of Project Preparation

Topic Selection/Category Choice	-	September 3, 2015
Outline of Research Plan	-	October 1, 2015
Data from Exploration of Topic	-	October 30, 2015
Results, Data Analysis, Conclusion, Sketch	-	November 30, 2015
Abstract	-	November 16, 2015
Bibliography	-	November 16, 2015
CHS Science & Social Studies Fair Set-up	-	December 1, 2015
CHS Science & Social Studies Fair	-	December 2, 2015
UL-L District Fairs	-	January/February 2016
State Social Studies Fair	-	February 24, 2016

Participation

Projects are required of ALL CHS students in 7th, and 8th grades, as well as high school students who are enrolled in HONORS courses in Science or Social Studies. Sixth grade students will participate in class-directed projects.

- 6th grade students are required to participate in a class-directed Social Studies Fair project.
- 7th grade students are required to participate in Science fair.
- 8th grade students are required to participate in Social Studies fair.
- 9th – 12th grade students are allowed to choose which fair they would like to enter.

All students, even those not required to do a project, are encouraged to participate in the Fair for the learning experience it provides. Students placing 1st, 2nd, and 3rd at the CHS fair will advance to Iberia Parish fairs.

Project Set-Up

Students are required to set up their projects the evening prior to the fair, Tuesday, December 1, 2015 from 5:00 p.m. until 6:30 p.m. This is MANDATORY and necessary to assure that all projects are accounted for and placed in the proper categories for judging. This process takes time and MUST be completed Monday night!

Other Requirements Concerning Individual, Group, and Continuation Projects

- Students at all levels may elect to do an individual or group project in either fair. Groups may have a maximum of TWO students. When submitting approval forms and research plans, students working together submit only one form with the names of BOTH students on the form.
- **Continuation Projects** (Phase II, etc.) are allowed. However, the work must be a significant improvement/change over previous phases. Additionally, this year's "Board" may only have material from this year! Work from previous years may be included in binders or folders in front of the project. **Special rules govern continuation projects and special paperwork is required in science fair.**

Open House, Awards Ceremony, Removal of Projects

For parents and family members to be able to view the projects, Open House will begin at 4:30 p.m. on Wednesday, December 2, 2015. The Awards ceremony will follow promptly at 5:30 p.m. All 1st, 2nd, 3rd, and Honorable Mention Winners will receive awards, as well as Overall Winners in various levels of the Fair. All 1st, 2nd, and 3rd place winners will represent CHS at the Iberia Parish fair. Projects MUST be picked up immediately following the awards ceremony. **STUDENTS ARE NOT TO REMOVE PROJECTS PRIOR TO THE AWARDS CEREMONY!**

Questions or Concerns

Please Contact the Fair Coordinator, Michele Stelly, via email mstelly@chspanthers.com

Some useful hints for successful projects...

The purpose of the CHS Science and Social Studies Fair is to give students a chance to do original research. Thereby they learn how scientists, engineers, sociologists, economists, etc. work. Your project should not be merely a book report or Internet search that you display on a board. It should instead, ask a question, have a purpose, pose a problem, and then proceed through a logical series of steps to answer those questions and reach a conclusion. Some students might choose to seek a "mentor" to help them with their project at a university, research lab, engineering company, or a teacher or parent.

Social Studies Fair Categories:

The following is a list of the various social studies related disciplines. The descriptions should assist both students and teachers in properly assigning projects to a correct area. Please note the importance of "people" in each area; it is critically important that all projects stress the role of "people" within each area.

Anthropology - the studies of man's physical and cultural characteristics, distribution, customs, and social relationships. Culture is developed by men living and thinking together. Examples: ancient civilizations, Native Americans, customs, festivals, types of shelter and food, religion.

Economics - the production, distribution, and consumption of wealth and with the various related problems of labor, finance, and taxation. Man labors to satisfy human wants. Examples: money, manufacturing, trade, transportation of goods and services, communication, inflation, stock exchange, common market, government budgets.

Geography – deals with the surface of the earth, its divisions and the climate, plants, animals, natural resources, inhabitants, and industries of those division. Man and nature interact. Examples: ecology, foreign countries, lands and people, maps, flooding, rivers, lakes, cities, conservation.

History - concerns what has happened in the life or development of a people, country, or individual. Man's story is a continuous narrative of man's progress. Examples: story of mankind, historical events, places, biographies, personalities, wars.

Louisiana History - any project that concerns Louisiana. Example: Louisiana politics, geography, history, culture, music, people, unique festivals.

Political Science - concerns the determining of the form of government, choosing the officials, making the laws, and performing the function of one's government. Social control regulates group living. Examples: government agencies, FBI, crime, US Constitution, court system, international governments.

Sociology - the studies of the beliefs, values, and relationships of groups and the principles governing social acceptance. Man lives in groups. Examples: families, crime, mental health, propaganda, life styles, dreams, television, media.

Keep in mind...

Selecting the topic is often considered the most difficult step in doing a social studies fair project. Originality is the key element. Taking an old topic and adding a twist or coming up with a brand new idea adds interest to your subject. Doing research involving a primary source vs. using encyclopedias and textbooks gives life to your topic. Ideas for using primary sources would include:

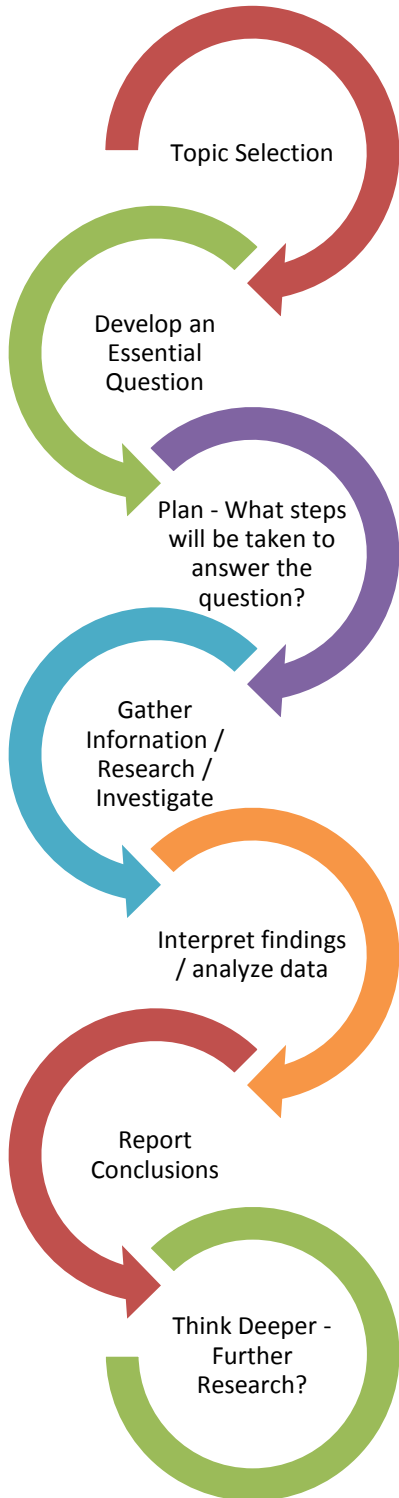
- Interview a person for a first-hand account of your topic. Use the tape recording as part of your display. Visit an expert on a craft or technique and learn what makes it unique; make a home video to display with your project.
- Select some of the folklore, types of unique industries, agriculture, architecture, festivals, food, music, or customs of this area, and bring back pamphlets, photographs, autographs, or samples for your backboard or display.
- 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.

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

An attractive backboard, a research report, and a bibliography are essential to a winning presentation. Displays make the difference in showing your creativity.

Methodology used in developing a Social Studies fair project:

Students entering Social Studies Fair are strongly urged to do a project involving comparison or data collection rather than just a “Book Report / Internet Search on Boards” about some event or place! A project should ask a question and collect some sort of data to answer it.



A true Social Studies project is done by a variant of the Scientific Method which is called the “**Socio-Scientific Method.**” This process used to explore observations of people and society. The necessary elements of the project include:

Background Information: Locating, reading, and organizing EXISTING information.

Purpose/Question: Creating a clear statement of the reason for doing the research.

Method: Deciding what type of data collection will be done – Interviews? Surveys? Data Collection? Comparisons? The methods need to be original.

Conclusion: What is the MAJOR finding? What are other conclusions you reach?

Three Types of Social Studies 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.

Exposition (telling about something). This project is just what the name says. You simply tell about something as thoroughly as you can.

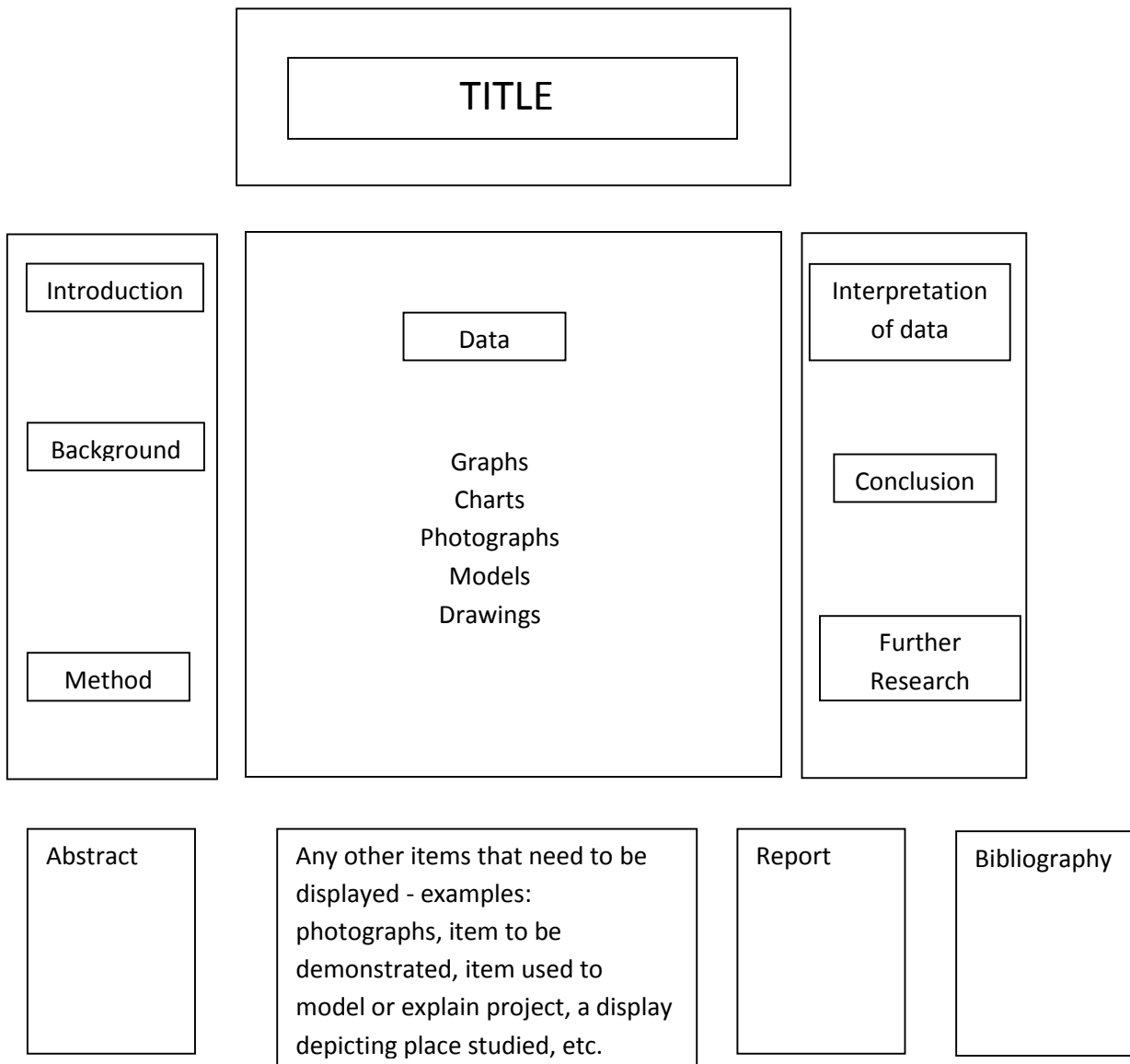
Demonstration (showing how). In this type of project, you tell and show how to do something.

Good Social Studies Project Titles:

Titles should ask a question or tell what you did.

“A Comparison of _____ to _____.”
“How Does _____ Influence _____?”
What Is the Effect of _____ on _____?”

Suggested Social Studies Fair Board Set Up



Introduction – State what you want to find out and why.

Background – Briefly state what you found out from background or literature research.

Method – In detail explain what you will do (your procedure) to find out the answer to your question.

Your Method may include surveys, interviews, literature research, visiting places, etc.

Data – Display the information you gather. This may be results of a survey, photographs, a map, pamphlets, drawings, etc.

Interpretation of data – This is the written explanation of your data.

Conclusion - Write a summary of your findings. Be sure to include the answer to the question that your project is asking.

Further research – If there is any other work that you wish you would have done on your project, discuss that here. If you have ideas for a Phase II of your project, these can be discussed here also.

Bibliography – Should be displayed on board or in front of project. Use MLA format.

Abstract – An abstract is a 250 word explanation of the purpose and content of the project. Place in front of your project.

Report – Place in front of your project. ***A specific format for Social Studies fair is required.**

The Social Studies Fair Project Report

Major Elements:

- 1 – Title Page
- 2 – Table of Contents (Including page numbers)
- 3 – Abstract
- 4 – Body of Research Paper
- 5 – Conclusion
- 6 – Footnotes (9th – 12th grades only, at least 5)
- 7 – Bibliography/References

Note:

- The elements of the paper must be in the order above.
- The top of the first page of each element must be labeled (excluding the element “title page”)
- Page numbers must be used.
- Footnotes are required for Division III (High School) only.
- MLA bibliographic form is required.
- All Information (including oral information/interviews) must be properly cited.

Title Page

Good titles are usually short and descriptive, and they 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.

Table of Contents

All major elements of report as listed above should be listed with the appropriate page number.

Abstract

An abstract 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 in the question you asked or the problem you identified. It is to be written in 3rd person.

Example Social Studies fair abstract:

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 to increase national security, but was part 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 departments. Also included with the project will be taped interviews with legal experts and Japanese-Americans. The project intends to demonstrate that even in times of national emergency, citizens must be careful to ensure constitutional rights.

Body of Paper

This element should be the longest section of the report. The length of the paper may vary, depending on the type of project, but it should be at least five (5) pages in length to adequately cover the topics. The body contains the important facts that the student has gathered from books, encyclopedias, magazines, and other references. Plagiarism, *copying word-for-word* from a reference book, is not allowed and will be graded as an “F”. The student should be able to read and understand all the information contained in the report. The body should contain the material the student learned during the course of the project.

Conclusion

The student should briefly describe the knowledge he/she has gained as a result of completing the project. The conclusion may consist of simply one or two paragraphs describing the general ideas that the student learned. The conclusion should be written on a separate sheet of paper and not written as the last paragraph or two of the body.

Footnotes

Footnotes are required for high school papers. MLA form for citations is required. All information (including oral information) must be properly cited.

Bibliography

This element is a list of the books and other references from which the student gained information for his/her project. MLA bibliographic form is required. All entries should be listed in alphabetical order. Here are a couple of online resources to use as a guide:

- <http://owl.english.purdue.edu/owl/search.php> - Owl Perdue Online Writing Lab is a great resource for proper MLA usage in research papers and bibliography entries.
- <http://www.easybib.com/> - Easy Bib is a resource that allows you to enter the information on your information source and it generates a MLA bibliography entry for you. If you choose to use this site, be aware that it sometimes makes mistakes! Use it as a guide and double check the entry. Middle school students will be provided instruction of creating bibliography entries and can ask their English teachers to look over the bibliography High School students are required to turn the Bibliography in their English teacher for a grade!

IMPORTANT:

Your name, school, hometown, or other identifying information is *NOT* to be visible anywhere on your *project board* or *paper (report)*.

Additional information for parents and students:

Adult help is NOT prohibited. In fact, a process called “mentoring” in which the student consults with teachers, adults, and experts in their field of research is encouraged. Mentoring is a way for students to “learn” or “get ideas” for their research. However, the actual “work” should be done by the student.

Any questions or concerns you may have should be directed to **Michele Stelly**, CHS Social Studies fair coordinator, via email mstelly@chspanthers.com.