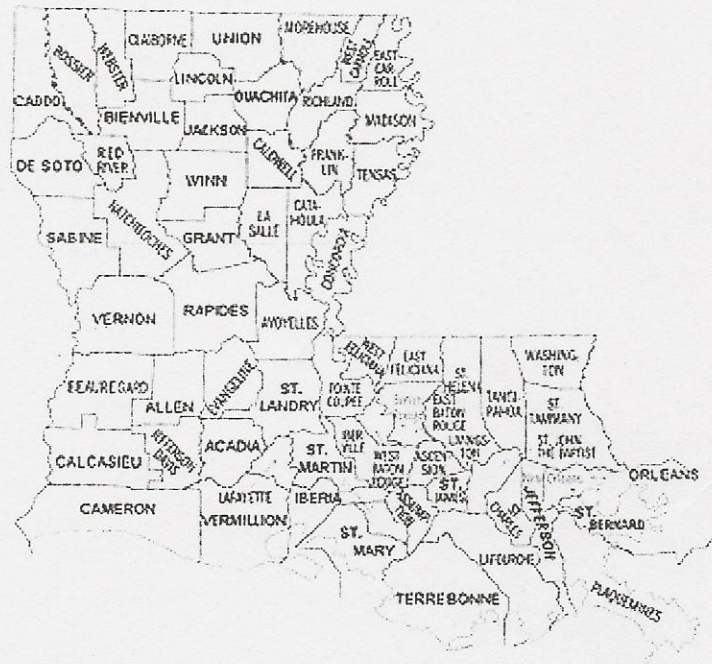


STUDENT/PARENT INFORMATION PACKAGE

LOUISIANA

SOCIAL STUDIES PROJECT/FAIR

RULES AND REGULATIONS



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Louisiana Social Studies Project/Fair Rules and Regulations

1.0 PARTS OF A PROJECT: Each project consists of three basic parts: a written report, a physical display/model, and an oral presentation.

2.0 PURPOSE OF THE PROJECT: The student should *learn something* about the topic he/she chooses. The project provides each student with the opportunity to relate the ideas and principles learned in social studies to his/her daily life. The Social Studies Fair recognizes and rewards the outstanding achievements of social studies students.

3.0 TOPICS: Ideas for projects may be taken from the social studies textbook, a library book, the newspaper, a magazine, or any other source. The student should be interested in the topic selected. The project title is very important. The title should attract attention. If possible, the title should be expressed in the form of a question or catchy phrase.

4.0 CATEGORIES: There are seven categories, or major disciplines, to be judged in the Social Studies Fair. The student's project must conform to one of these disciplines.

4.1 Anthropology: This deals with 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.

4.2 Economics: This deals with 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.

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

4.4 History: This 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.

4.5 Louisiana History: This category includes any project that concerns Louisiana. Examples: Louisiana politics, geography, history, culture, music, people, unique festivals, etc.

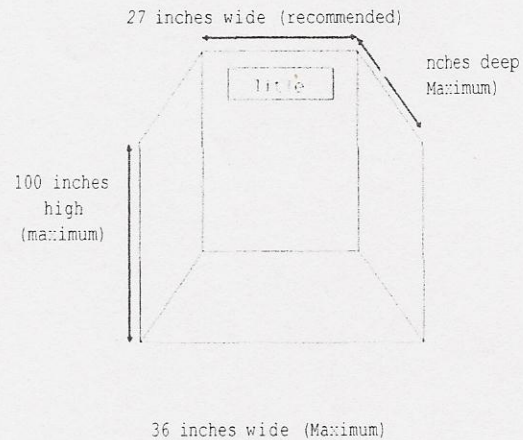
4.6 Political Science: This concerns the determining of the form of government, choosing the officials, making the laws, and performing the function of one's government. Social control regulates group living. Examples: government agencies, FBI, crime, US Constitution, court system, international governments.

4.7 Sociology: This deals with 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.

5.0 SIZE OF A PROJECT: The size of the physical display is limited to 36 inches wide (side-to-side), 30 inches deep (front-to-back), and 100 inches high (top-to-bottom). The weight of the project is limited to 100 pounds. No part of the project may extend beyond these measurements. Figure 1 illustrates these size limits.

6.0 THE PHYSICAL DISPLAY

The display is the physical representation of the student's topic. A good project generally has a backboard on which information can be displayed. Maps, drawings, time lines, tables, graphs, photographs, and other types of information may be presented on the backboard. The title of the project, made with neat, bold letters, should also be featured on the backboard. The research paper, as well as the title, may be displayed anywhere on the physical display. The display should be both attractive and informative. The cost of producing a project should be kept to a minimum. The model should be original work of the student and *not* a prefabricated store purchased item.



7.0 THE WRITTEN REPORT

Each project must be accompanied by a well-developed research paper containing the following elements: title page, table of contents, abstract, body of research, conclusion, footnotes, and bibliography. See the subsections below.

The report should be placed in a folder. The report must be typed.

7.1 Title Page

This page expresses the title of the project.

7.2 Table of Contents

All major elements in the paper should be listed with the appropriate page numbers.

7.3 Abstract

This is a brief summary of the content and the purpose of the project. Information about the reference sources used may also be included. The abstract should be no more than 250 words. The following box contains a sample 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 documents. Also included with the project will be taped interviews with legal experts and Japanese-Americans.

This project intends to demonstrate that even in times of national emergency, citizens must be careful to ensure constitutional rights.

7.4 Body of Research

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 topic.

The body contains the important facts that the student has gathered from books, encyclopedias, magazines, and other references. Plagiarism, or copying *word-for-word* from a reference book, is not allowed.

The student should be able to read and understand all information contained in the report. The body should contain the material that the student learned during the course of the project.

7.5 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.

7.6 Footnotes

Footnotes are required for high school papers. Any standard research form for citations is acceptable including parenthetical citations. All information (including oral information) must be properly cited.

7.7 Bibliography

This element is a list of the books and other references from which the student gained information for his/her project. Any standard bibliographic or reference style may be used. All entries should be listed in alphabetical order. A sample bibliography showing various types of references is given in the box below. Students should have a variety of sources and should not be mainly internet citations.

Book:

Adams, Mary. Women's Liberation and Equal Rights. Chicago: Prentice-Hall, 1973.

Encyclopedia:

Smith, Jane. "United States History." World Book Encyclopedia. Chicago: World Book-Childcraft International, Inc., 1985, Vol. 22, pp. 813-831.

Magazine:

Wilson, Robert. "Conflict in South Africa." Time. January 1977, p. 57.

Newspaper:

"Election Results." New Orleans States-Item. November 6, 1976.

Pamphlet:

The American Flag. United States Marine Corps, 1977.

Television Program:

Issues and Answers. NEC, February 10, 1976.

Interview:

Smith, Jan. Social Studies Teacher, Grace King High School, December 1991.

8.0 THE ORAL PRESENTATION

Oral presentations are required for both the Regional and State fairs. Students may also be required to provide oral presentations at the school level. The student should be prepared to respond to questions asked about his/her project. The oral presentation should be concise and direct. Students will be given four (4) minutes for their presentation. Two (2) minutes for their speech and two (2) minutes for judges' questions. At the regional and state level, only one student can be on the floor to defend the project-that applies to group projects as well as individual projects.

9.0 TIME LINE

The following time line may help the student complete his/her project. This suggested time line spans a 12-week period. The time line may vary depending upon teacher discretion.

- Step 1: Topic selection (1 week)
- Step 2: Research (4 weeks)
- Step 3: Outline (1 week)
- Step 4: Rough draft of all elements of the written report (1 week)
- Step 5: Final copy of the written report (1 week)
- Step 6: Diagram of physical model and gathering of materials (1 week)
- Step 7: Construction of physical model (2 weeks)
- Step 8: Preparation for the oral presentation (1 week)

10.0 TYPE OF PROJECT

All projects should be inquiry based in nature. A problem-solving project involves a higher level of thinking skills and generally draws a conclusion. The topic is treated as a problem, and the student attempts to achieve a solution. An example of a problem-solving project is "Should the United Nations be Abolished?"

11.0 INDIVIDUAL OR GROUP PROJECTS

A project may be performed by an individual student or by a group of students. A group size may range from two students to an entire class. In a group project, equal credit is given to each member, so the workload should be shared equally.

12.0 POSTERS

A poster board is not considered to be a project.

13.0 CREATIVITY

The student should be imaginative when working on the physical display. For instance, constructing figurines of people from clay, clothespins, cardboard, toothpicks, or pipe cleaners is better than buying plastic figurines from a toy store. Original drawings are better than photocopied facsimiles. Creative ability is one of the components involved in judging.

14.0 AWARDS

Each student who submits a project will receive a certificate of participation. Winners will receive one plaque including group winners. Additional plaques for group winners can be purchased by the school or students.

15.0 STATE FAIR

First and second place winners in the regional fair in each category for both individual and group will be eligible to enter the Louisiana Social Studies Fair. .

16.0 PARENTAL INVOLVEMENT

Parental involvement in a project is essential. The most important ingredient in the project is the amount of learning the student acquires while developing his/her topic. Many abilities are developed, such as researching, organizing, outlining, measuring, reporting, thinking, reading, writing, and social skills.

Parents should keep the following points in mind when assisting students with their project:

- The student is responsible for completing the project. It is inappropriate for the parent to complete the project for the child.
- Parents should support and encourage student involvement in the Social Studies Fair.
- The emphasis should be on student achievement and learning, not on *winning*.

Some forms of parental involvement which are welcomed include:

- Suggesting project ideas.
- Suggesting reference sources.
- Transporting students to libraries, business places, museums, and other locations that are sources of project information.
- Offering constructive criticism.
- Monitoring construction of the project to insure safety.
- Discussing the topic and asking questions about what he/she is learning.
- Giving encouragement.
- Being a good listener when the student wants to practice his/her oral presentation.

17.0 OTHER FAIR REGULATIONS

The following list contains regulations which must be followed by all participants:

- Each project must stand by itself and be self-explanatory. The project must be strong enough to remain intact when moved. Clearly worded instructions should be placed on any project which requires a special operation.
- All work on the project must have been accomplished by the student during the current school year and must be the student's own work.
- The student must furnish all auxiliary equipment that is required for his/her project. This includes such items as extension cords and tape recorders.
- Each student is responsible for setting up the project for display and removing the project at the specified times.
- A project must not have the student's name on the front. All projects will be identified by numbers.
- No live animals or any type of embryo may be exhibited. Only properly prepared animal skins, hides, or stuffed animals can be used in exhibits.

18.0 JUDGING

Projects will be evaluated by judges on the following components:

- Research: depth of research; scope of subject matter; quality of content; purpose, research, and conclusions clearly stated; bibliography
- Physical Display: self explanatory; educational; reflects thought, research, and organization; neat, attractive, and sturdy
- Creative Ability: subject shows creative ability and organization in development of topic
- Oral Presentation: knowledge of subject matter; speaking ability; flow of speech; quality of presentation

19.0 DIVISIONS:

The State Social Studies Fair consists of 3 divisions including grades 4th – 12th grades.

Division I consists of grades 4-5, Division II consists of grades 6-8, Division III consists of grades 9-12.