Social Studies Fair
Project Presentations
Workshop 4th-6th

www.selu.edu/ssfair
Social Studies Fair Projects

• selecting a discipline and the GLE (SS)
• Selecting a topic and title
• Research and GLE (ELA)
• Research paper and GLE (ELA)
• Oral Presentation and GLE
• Display board
Disciplines: Anthropology

• concerning how culture has developed by people living and thinking together.
• Examples are Ancient civilizations, Native Americans, customs, festivals, types of shelter and food, religion, etc.
Anthropology: GLE Examples

- 5th: Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration
- 6th: Describe features of the earliest communities (e.g., shelter, food, clothing)
Economics

• concerning the utilization of the natural environment to produce the goods and services needed by man.

• Examples are money, manufacturing, trade, transportation of goods, services, communication, inflation, stock exchange, Common Market, government budgets, etc.
Economics/4\textsuperscript{th}-5\textsuperscript{th} Grade GLE Examples

- 4\textsuperscript{th}: Fundamental concepts of Economics
- 5\textsuperscript{th}: Describe economic activities within and among American Indian cultures prior to contact with Europeans
- Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas
Economics/6th Grade GLE Examples

• Explain the role of expanding specialization in the development of world civilizations
• Identify the functions and characteristics of money
• Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history
Geography

- concerning the relationship between man and his natural environment.
- Examples include ecology, foreign countries, lands and peoples, maps, flooding, rivers, lakes, cities, conservation, etc.
Geography/ 4th grade GLE Examples

• use of maps
• Identify the best place for human settlement based on a map showing physical characteristics of an area
• Identify, define, and compare regions of the United States using physical and human characteristics
Geography/ 4th grade GLE Examples

• Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people

• Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment
Geography/ 5th-6th Grade GLE Examples

- 5th: focus on colonial America
- 6th: focus on World History, Ancient Civilizations
History

• concerning the written story of man and the development of civilizations.
• Examples include historical events and trends, wars, diplomacy, politics, religious institutions, biographies, etc.
History/ 4th grade GLE Examples

• Interpret data presented in a timeline or construct a historical timeline

• Compare how a person today might view an issue or event differently from a person living in an earlier time

• Describe the point of view of an historical figure or group, (can use speeches)

• Interpret historical information in a map, table, or graph

• Compare and contrast primary and secondary sources
History/ 4th grade GLE Examples
• Identify and describe major early explorers and explorations in North America
• Identify leaders and their influence in the early development of America
• Describe the importance of events and ideas significant to our nation’s development
• Identify a document/speech/address significant to the development of the nation and identify the author/speaker of a particular document/speech/address
History/ 4th grade GLE Examples

• Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)

• Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America

• Identify and explain cultural elements that have contributed to our national heritage
History/ 4th grade GLE Examples

• Identify and describe inventions that have affected people’s lives or altered their view of the world
• Identify the chronological order of major scientific or technological advancements
• Identify important historic figures from around the world and explain the impact of their contributions
History/ 5th grade GLE Examples

• Construct a timeline of key events in American history (beginnings to 1763)

• Identify different points of view about key events in early American history

• Identify the causes, effects, or impact of a given event in early American history
History/ 5th grade GLE Examples

- Use both a primary and secondary source to describe key events or issues in early American history
- Identify historical issues or problems in early America and explain how they were addressed
- Conduct historical research using a variety of resources to answer historical questions related to early American history
History/ 5th grade GLE Examples

• Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection

• Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492
History/ 5th grade GLE Examples

• Describe major early explorations and explorers and their reasons for exploration

• Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples

• Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa
History/ 5th grade GLE Examples

• Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century
• Explain the societal impact of the immersion of Africans in the Americas
• Identify instances of both cooperation and conflict between Indians and European settlers
History/ 5th grade GLE Examples

• Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States

• Describe reflections of European culture, politics, and institutions in American life

• Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland
History/ 5th grade GLE Examples

• Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec)
History/ 6th grade GLE Examples

• Construct a timeline of key developments in world history (political, social, technological, religious/cultural)
• Interpret data presented in a timeline to identify change and continuity in world civilizations
• Describe the defining characteristics of major world civilizations from political, social, and economic perspectives
• Describe the causes, effects, or impact of a given historical development or event in world civilizations
History/ 6th grade GLE Examples

• Use multiple primary and secondary sources to describe world civilizations
• Identify historical issues or problems in world civilizations and discuss how they were addressed
• Conduct historical research using a variety of resources to answer historical questions related to world civilizations
History/ 6th grade GLE Examples

• Describe hunter-gatherer societies, including the development of tools and the use of fire
• Explain why agricultural societies developed from hunters and gatherers
• Describe the major characteristics of early river valley civilizations
History/ 6th grade GLE Examples

• Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia
• Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations
• Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region
• Explain the significance of Phoenician trade in the Mediterranean basin
History/ 6th grade GLE Examples

• Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life

• Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great’s conquests

• Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures
History/ 6th grade GLE Examples

• Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese)

• Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam)

• Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism)
History/ 6th grade GLE Examples

• Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500
• Explain how communication among regions was accomplished between AD 1000 to 1500
• Describe the major contributing factors that led to the Renaissance
• Describe the major contributing factors that would lead to the Reformation
History/ 6th grade GLE Examples

• Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization

• Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations

• Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing
Political Science/Civics

- concerning principles, organization, and methods of government.
- Examples include government agencies, constitutions, courts, international agencies, FBI, CIA, etc.
Political Science/Civics: 4th grade
GLE Examples

• Explain the role of government and the rights of citizens
• Identify the three branches of the federal government and describe their major responsibilities
• Identify key government positions at the national level, their respective powers, and limits on their powers
Political Science/Civics: 4th grade

GLE Examples

• Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels

• Identify the purpose and importance of a rule or a law

• Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights

• Explain the similarities between the Louisiana and U.S. Constitutions
Political Science/Civics: 4th grade

GLE Examples

• Identify the United Nations and its role in international peace keeping

• Identify the means by which individuals become U.S. citizens
Political Science/Civics: 5th-6th grade GLE Examples

5th: Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government

6th: Identify the essential elements of Greek and Roman government that would later influence the U.S. government
Sociology

• concerning people living in groups.
• Examples include the family, crime, mental health, lifestyles, media, drug abuse, etc.
Selecting a discipline: For example: Native Americans

• examine the history of Native Americans (history),
• how they earned their living (economics),
• their customs (anthropology),
• how they lived together (sociology),
• government policy toward Native Americans (political science),
• or where they lived (geography).
Selecting a Topic and Title

- Must have a relationship to man
- Don’t make the topic too broad or too specific
- Should be interesting for the student
- Try to spread out the disciplines and not have every project in History
- Title should be concise and spark interest
Secondary Research Sources

- First students need to consult secondary sources for general information
- Encyclopedias
- Atlas and Almanacs
- Textbooks
- Yearbooks and handbooks
- Biographical dictionaries
Primary Research Sources

• Newspapers, magazines, published letters, memos.
• Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)
• Government publications (international, national, state, local)
• Oral interviews, polls and questionnaires, photographs, sound recordings, films, speeches
• Current biography
GLE/ELA Research 4th grade
Information Resources standard 5

• Locate information using organizational features of a variety of resources, including:
  • electronic information such as keyword searches, passwords, and entry menu features
  • print materials such as indices, glossaries, table of contents, title pages, and map legends
  • Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures
GLE/ELA Research 4th grade
Information Resources standard 5

• Evaluate the usefulness of information selected from multiple sources, including:
  • library and online databases
  • electronic reference works
  • Internet information
  • community and government data
  • Interviews and surveys
GLE/ELA Research 4th grade

Information Resources standard 5

• Use keywords and phrases to take notes from oral, written, and electronic media sources
• Paraphrase or summarize information from a variety of sources
• Construct simple outlines with main topics and subtopics that reflect the information gathered
• Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports
GLE/ELA Research 4th grade

Information Resources standard 5

- Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format
- **Define plagiarism**
- Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
GLE/ELA Research 5th grade
Information Resources standard 5

• Locate information using:
  • almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, and appendices
  • electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
  • frequently accessed and bookmarked Web addresses
GLE/ELA Research 5th grade
Information Resources standard 5

- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
- electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic
- Surveying, interviewing, paraphrasing
GLE/ELA Research 5th grade

Information Resources standard 5

• Generate grade-appropriate research reports that include information presented in a variety of forms, including:
  • visual representations of data/information
  • graphic organizers (e.g., outlines, timelines, charts, webs)
  • Bibliographies
  • Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports
GLE/ELA Research 5th grade
Information Resources standard 5

- Give credit for borrowed information following acceptable use policy, including:
  - integrating quotations and citations
  - using endnotes
  - creating bibliographies and/or works cited lists
- Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
GLE/ELA Research 6th grade
Information Resources standard 5

- Locate information using:
- complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
- electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
- frequently accessed and bookmarked Web addresses
GLE/ELA Research 6th grade
Information Resources standard 5

• organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses)
• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
• electronic sources (e.g., Web sites, databases)
• other media sources (e.g., audio and video tapes, films, documentaries, television, radio)
GLE/ELA Research 6th grade
Information Resources standard 5

- Identify sources as primary and secondary to determine credibility of information
- Locate, information using:
  - Surveying, interviewing, and paraphrasing
  - Generate research reports that include
    - visual representations of data/information
    - graphic organizers (e.g., outlines, timelines, charts, webs)
    - bibliographies
GLE/ELA Research 6th grade
Information Resources standard 5

• Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters

• Give credit for borrowed information following acceptable-use policy, including:
  • integrating quotations and citations
  • using endnotes
GLE/ELA Research 6th grade
Information Resources standard 5

• creating bibliographies and/or works cited lists

• Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources
Social Studies Research Paper

• Title Page-no name or school listed
• Table of Contents
• Abstract: Brief summary of the content, purpose and references sources (view Bulletin for example)
• Body of Paper
• Conclusion: what the student discovered or learned
• Bibliography
• Can be handwritten or typed
GLE/ Research Paper 4th grade
Writing standard 2

• Write compositions of at least three paragraphs
• Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences
GLE/Research Paper 4\textsuperscript{th} grade Proofreading Standard 3

• Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency

• Write using standard English structure and usage

• Avoiding writing with sentence fragments and run-on sentences
GLE/ Research Paper 5th grade Writing standard 2

- Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
  - an established central idea
  - important ideas or events stated in sequential or chronological order
  - Elaboration, transitional words and phrases that unify points and ideas
GLE/ Research Paper 5th grade
Writing standard 2

• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas

• Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences
GLE/Research Paper 5th grade
Proofreading Standard 3

- Use standard English punctuation, including:
  - parentheses and commas in direct quotations
  - correct sentence fragments and run-on sentences
GLE/ Research Paper 6th grade
Writing standard 2

• Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
  • an established central idea
  • organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
  • elaboration and transitional words and phrases that unify ideas and points
GLE/ Research Paper 6th grade
Writing standard 2

• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas

• Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences
GLE/Research Paper 6\textsuperscript{th} grade Proofreading Standard 3

- Capitalize names of companies, buildings, monuments, and geographical names
Oral Presentation (3 min.)

• What to do: VERY IMPORTANT: KNOW YOUR TOPIC!
• Keep eye contact with judges.
• Stand on both feet.
• Dress neatly. Don’t wear school uniforms.
• Stay within the time limit.
• Integrate the display into the presentation.
• Use conversational speech.
• Relax, speak slowly and clearly.
Oral Presentation

• What NOT to do:
• Chewing gum or tobacco.
• Moving nervously.
• Standing in front of or obscuring the project.
• Using note cards or notes.
• Putting hands in pockets.
• Wearing heavy jewelry or distracting clothing.
GLE/ Oral Presentation
4th grade Standard 4: Speaking and Listening

- information drawn from several sources and identification of the sources
- effective introductions and conclusions
- details, examples, anecdotes, or statistics that explain or clarify information
- information selected to persuade or influence the audience
GLE/ Oral Presentation

5th grade Standard 4: Speaking and Listening

- Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking
- Adjust volume and inflection to suit the audience and purpose of presentations
- Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion
GLE/ Oral Presentation
5th grade Standard 4: Speaking and Listening

• Deliver formal and informal presentations for a variety of purposes, including:
• explanations of projects
GLE/ Oral Presentation
6th grade Standard 4: Speaking and Listening

• Adjust diction and enunciation to suit the purpose for speaking
• Adjust volume and inflection to suit the audience and purpose of presentations
• Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion
GLE/ Oral Presentation
6th grade Standard 4: Speaking and Listening

- Deliver oral presentations and responses, including:
  - a research-based presentation
  - formal and informal descriptive presentations that convey relevant information and descriptive details
Display Board

- 36 inches wide and 30 inches deep. It cannot weigh over 100 pounds or be taller than 100 inches, nothing under table
- Be creative
- Use Charts, Documentaries, Murals, student drawn Maps, Statistical analysis, Diagrams, Photographs, Graphs, surveys
- Can use audio equipment but student must supply
Submission of Projects

• You can submit your entries online or through the mail:  www.selu.edu/ssfair

• How many can we submit? For example, a Division I school (4\textsuperscript{th}-6\textsuperscript{th}) may submit up to 12 projects. The ideal is 1 Individual and 1 Group for each Discipline. No more than 4 in any one discipline.

• A Division I and II or II and III school may submit up to 24 projects.

• Please read the Bulletin for more information, a checklist and rules for the Regional Fair.