GEORGIA COUNCIL FOR THE SOCIAL STUDIES

GUIDE TO THE

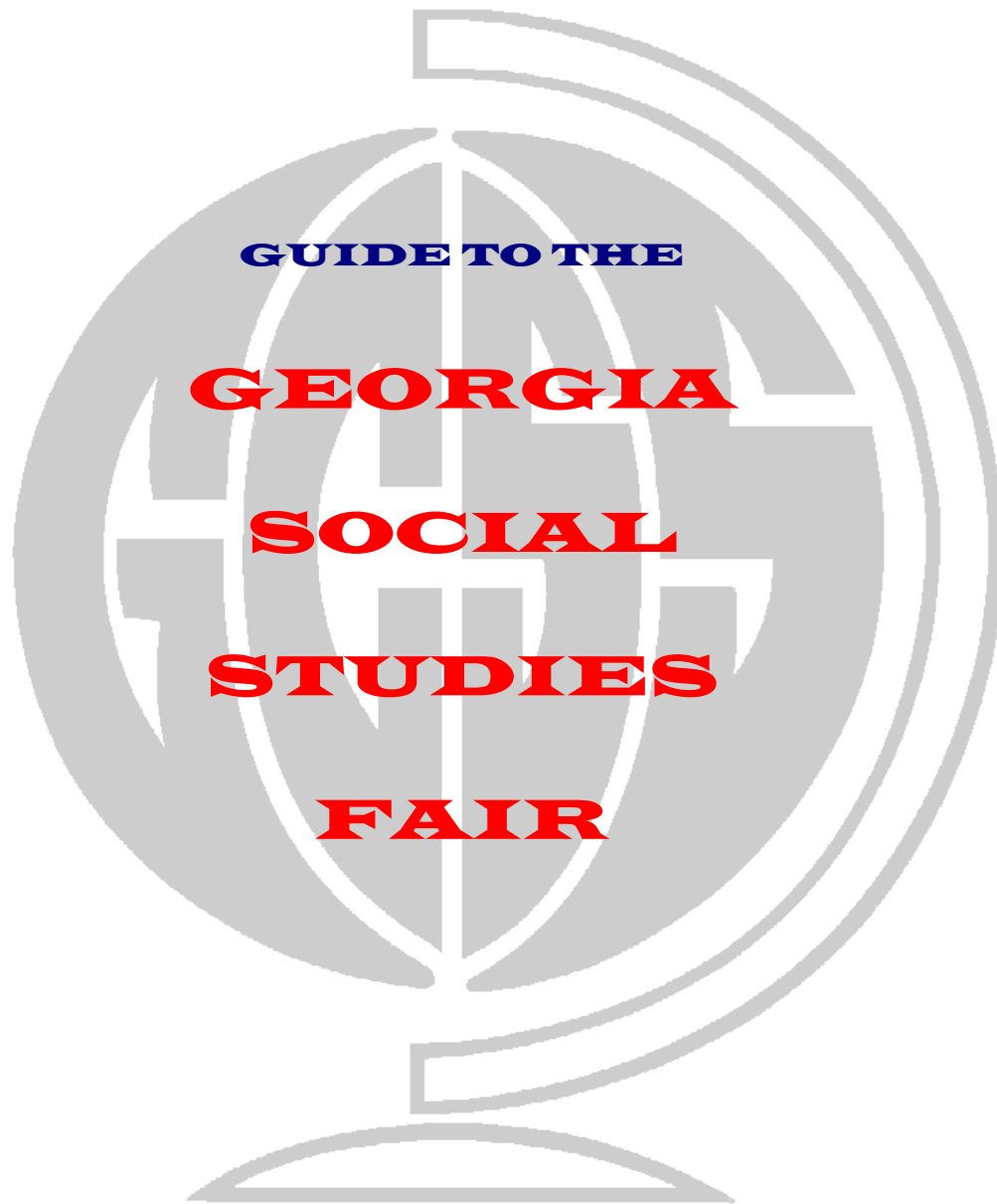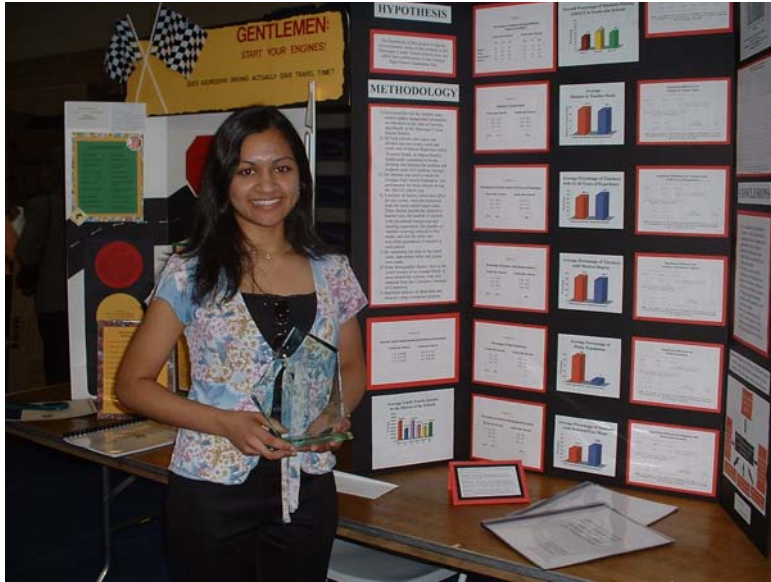# GEORGIA SOCIAL STUDIES FAIR

2005-06

Introduction

Welcome to the Georgia Social Studies Fair guidebook! This manual is for students who are eager to explore what social studies has to do with our daily lives, as well as for the teachers, parents, and other educators and community members who support them in their endeavors. Through local, regional, and statewide competition, the Georgia Social Studies Fair helps students learn, practice, and perfect research processes that can be used to make informed decisions that impact both today and the future.

The research practices encouraged by the local, regional and state fairs have been included in Georgia curriculum for many years and are referred to as *Information Processing Skills* in the new Georgia Performance Standards (Appendix I). These skills are part of a new state social studies curriculum that will be implemented in the 2006-07 school year. The *Information Processing Skills* are included in this manual to provide guidance in scaffolding the teaching of more advanced skills as students progress through the grade levels.

The Georgia Council for the Social Studies provides incentives, sets high standards, and celebrates student accomplishments by combining its resources with resources from a large group of higher education institutions, social studies-related agencies, and commercial representatives to sponsor regional and state competitive events.

The fairs are largely volunteer efforts of adults who value these processes and want the best for students. The Georgia Council for the Social Studies thanks all of those who give their knowledge, time, and financial resources to support our largest project!

Sharon Coleman
Coordinator
Georgia Social Studies Fair

Purpose and Goals

Local, regional and state social studies fairs annually present exhibitions of student work from grades 5-12. Each project is designed to show research and conclusions about the study of people and their relationships to their physical and social environment.

The student . . .

 . . . Develops a visual and verbal presentation on a selected topic by

- Selecting a significant topic of study;
- Gathering and analyzing data;
- Interpreting findings; and
- Reporting conclusions.

The teacher . . .

. . .   Uses a variety of instructional techniques for guiding students in understanding social studies concepts and research methodology.

The fair . . .

 . . . Improves students' skills in social studies through

- Evaluation of student work according to established criteria; and
- Communication with judges, fair officials, and their teachers.

. . . Recognizes and rewards students' academic competence in social studies through

- Ribbons;
- Certificates; and
- Other appropriate recognition.

. . . Creates public awareness of social studies through

- Publicity;
- Displays of exhibits in public and business places following the fair; and
- Public attendance at the fair.

Social Studies Fair Requirements

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.

5 . All projects must be accompanied by a research summary paper of approximately four or five double-spaced typed pages (see Appendix IX). The summary paper should give the question being explored, methodology, 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) 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), 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.

8. Project components should meet all criteria shown on the Judges' Scoring Sheet located at the end of this guide.

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.

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 .

✔ 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 presentation, 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), lists of past winning project titles/topics (Appendix V), and diagrams of components (Appendices Xa and Xb) 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 provides further explanation of the terms *limited* and *broad*. An example of lesson procedures for topic selection may be found in Appendix IVb of this guidebook. Appendix V 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). 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 at the end of this guide 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 and VIIb.

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 needed 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 .

Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet 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 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 which includes the components described in Appendix IX. 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.

Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet 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.

Teachers, students, and other supporting adults should refer to the Judges' Scoring Sheet 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 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.
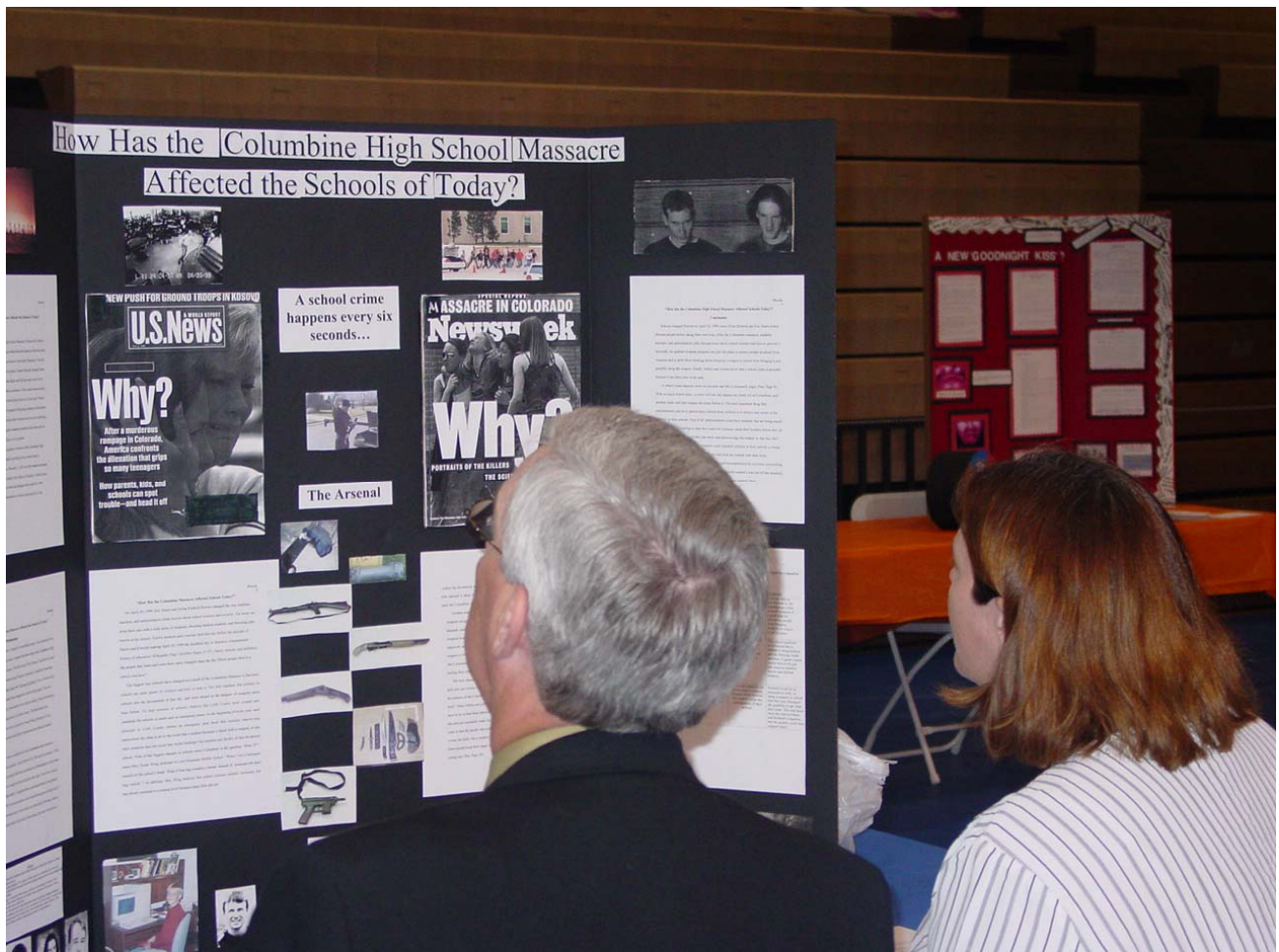
Fair Administration

Local Fairs

The preliminary competition is the school system local fair. The local curriculum director and school representatives should set a date for the fair early in the school year. It is recommended that **system fairs be completed by the end of January** in order to be ready for regional fairs in February and early March. This will afford each teacher sufficient time to plan projects with students. Careful consideration should be given in selecting a date so that it does not conflict with other community activities and so that it provides parents and public an opportunity to view the projects. The local fair coordinator should work with school level coordinators to determine how many projects can be submitted to the local competition from each school.

A committee should be organized to handle the fair and each member given a specific task such as the following:

- Providing space and facilities for the exhibits
- Securing judges
- Registering the exhibits
- Securing and awarding prizes
- Clean-up activities

It is recommended that students be used as assistants in all activities pertaining to the fair except judging.

Teachers and students are encouraged to start work on proposed projects as early in the school year as possible. Projects should relate to a subject being studied and assist the student and the class in learning more about the subject. Teachers should urge students to undertake individual projects rather than group projects. However, group projects are eligible provided no more than three students cooperate on the project.

Only first prize winners in the local fair (projects with scores of 90 and above) will be eligible for entry in the regional fair. The number of projects which may be submitted to the regional fair from a local fair is based on the student population of the local school system, using the following scheme.

1 - 4,999 students 4 projects
5,000 - 9,999 students 8 projects
10,000 - 20,000 students 16 projects
Over 20,000 students 32 projects

The local fair coordinator should have students of projects selected to go on to the regional fair complete an official entry form and obtain the required signature of the custodial parent/legal guardian for each student working on the project. These entry forms should be typed and sent immediately to the regional director(s), in order that

appropriate arrangements can be made for display space and judges for the regional fair. No project will be accepted for regional competition without an official entry form found at the end of this guide having been completed and mailed to the regional director(s). Parents or legal guardians must sign an accompanying form, indicating permission or denial of permission to publicize the student names and awards received by the project at all levels.

All information requested is used at the state level; missing and incorrect information may lead to inaccurate classification and labeling of awards at levels beyond the local school. The local fair director(s) should ensure that the projects are placed in the proper class and discipline for regional competition.

Regional Fairs

The best projects among the four classes at local fairs are eligible for entry in the regional fair (Class I--Grades 5-6, Class II--Grades 7-8, Class III--Grades 9-10, Class IV--Grades 11-12). The judges at the regional fairs will select the sixteen best projects to advance to the state fair. Projects sent to the state fair must be first prize winners (score of 90 or above) at the regional fair.

All projects must be classified at the time of entry according to the disciplines of social studies. Teachers should be sure that their students' projects are put in the correct class and appropriate discipline. **(All exhibits at the regional fair will be set up and judged by class and discipline.)**

It is the responsibility of the regional fair director to give directions and information to local fair officials. Curriculum directors or other appropriate persons should be consulted in setting a date for the regional fair. The regional director(s) should give specific directions to local fair officials concerning plans for holding the regional fair.

Other duties of the regional fair director (s) include the following:

- Providing space and facilities for the exhibits;
- Securing judges;
- Registering the exhibits;
- Clean-up activities;
- Distributing information about the state fair to regional winners; and
- Sending entry forms for the 16 best first place projects to the state director.

GEORGIA
SOCIAL STUDIES
FAIR REGIONS

Social Studies Regions by Systems

East Metro Region

Fair Date: Saturday, February 11, 2006

Location: Miller Grove High School

Deadline for Entries: Tuesday, January 31, 2006

	Systems		
Ben Ridgeway (Director)	Gwinnett	Henry	DeKalb
DeKalb County Schools	Buford City	Rockdale	Decatur City

3770 North Decatur Road
Decatur, GA 30032
Phone: 678-676-0144
Fax: 678-875-5090
E-mail: ridgewab@fc.dekalb.k12.ga.us

West Metro Region

Fair Date: Saturday, February 18, 2006

Location: Mundy's Mill High School

Deadline for Entries: February 4, 2006

Michael Powell (Co-director)
Robert DeLuca (Co-director)

Systems

Clayton County Schools	Troup	Spalding	Coweta
1058 5th Avenue	Meriwether	Fayette	Heard
Jonesboro, GA 30235	Pike	Clayton	Atlanta City
Phone: (678) 817-3091 (770) 473-2705	Lamar	Fulton	LaGrange City
Fax: (678) 817-3107	Hogansville City		

mlpowell@clayton.k12.ga.us
rdeluca@clayton.k12.ga.us

Northwest Metro Region

Fair Date: Saturday, February 25, 2006

Location: Berry Alumni Center

Deadline for Entries: February 8, 2006

Systems

Dr. Leslie Marlow and Dr. Duane Inman (Co-Directors)	Dade	Cherokee	Carroll
P.O. Box 5019, CSEHS	Walker	Bartow	Marietta City
Berry College	Catoosa	Floyd	Dalton City
Mt. Berry, GA 30149	Whitfield	Polk	Carrollton City
Phone (Dr. Marlow): (706) 238-7889	Murray	Paulding	Calhoun City
Phone (Dr. Inman): (706) 238-5641	Gordon	Cobb	Trion City
FAX: (706) 238-7857	Chattooga	Haralson	Cartersville City
E-mail (Dr. Marlow): lmarlow@berry.edu	Pickens	Douglas	Rome City
E-mail (Dr. Inman): dinman@berry.edu	Chickamauga City	Bremen City	

Northeast Georgia Region

Fair Date: Saturday, February 11, 2006

Location: Gymnasium, Gainesville College in Oakwood, GA

Deadline for Entries: Wednesday, February 1, 2006

Website: http://www.gc.peachnet.edu/socsci/socialstudiesfair/

Systems

Dr. Charles H. (Trey) Wilson III (Co-director) Fannin	Banks	Walton
Gainesville College Gilmer	Franklin	Newton
P.O. Box 1358 Union	Hart	Morgan
Gainesville, GA 30503 Towns	Elbert	Greene
Phone: (770) 531-6069 Rabun	Madison	Taliaferro
FAX: 770-718-3937 Lumpkin	Jackson	Columbia
E-mail: twilson@gsc.edu White	Barrow	McDuffie
Habersham	Clarke	Warren
Dixie Watkins (Co-director) Stephens	Oglethorpe	Glascock
Gainesville High School Dawson	Wilkes	Hancock
Phone: (770) 536-4441 ext. 259 Forsyth	Lincoln	Putnam
FAX: (770) 287-2031 Hall	Oconee	Jasper
E-mail: dixie.watkins@gcssk12.net Butts	Monroe	Jones
Baldwin	Jefferson City	Commerce City
Region fair website (for entry address info and directions): www.gc.peachnet.edu/socsci/socialstudiesfair	Gainesville City	Social Circle City

Southeast Georgia Region

Fair Date: March 4, 2006

Location: College of Education, Georgia Southern University

Deadline for Entries: February 24, 2006

Systems

Dr. Don Rakestraw (Director)
History Department
Georgia Southern University
P.O. Box 8054
Statesboro, GA 30460
Phone: (912) 681-0252
Fax: (912) 681-5093
E-mail:
dastraw@georgiasouthern.edu

Echols	Appling	Dodge
Clinch	McIntosh	Laurens
Ware	Long	Treutlen
Atkinson	Liberty	Emanuel
Charlton	Chatham	Candler
Camden	Bryon City	Bulloch
Brantley	Evans	Effingham
Glynn	Tattnall	Screven
Wayne	Toombs	Jenkins
Coffee	Montgomery	Johnson
Bacon	Wheeler	Wilkinson
Jeff Davis	Telfair	Washington
Jefferson	Burke	Richmond
Pierce	Vidalia City	

Southwest Georgia Region

Fair Date: February 11, 2006

Location: HPER Gymnasium, Albany State University

Deadline for Entries: January 27, 2006

Systems

Dr. Hyacinth Ezeamii (Director)	Harris	Stewart	Turner
Dept. of History, Political Science, and Pub. Admin.	Talbot	Webster	Ben Hill
Albany State University	Thomaston-Upson	Sumter	Irwin
504 College Dr.	Crawford	Dooly	Tift
Albany, GA 31705	Bibb	Pulaski	Berrien
Phone: (229) 430-7830	Twiggs	Wilcox	Cook
Fax: (229) 430-7895	Peach	Crisp	Colquitt
E-mail: Hyacinth.Ezeamii@asurams.edu	Houston	Lee	Mitchell
	Bleckley	Terrell	Baker
	Macon	Randolph	Early
	Taylor	Quitman	Miller
	Schley	Clay	Seminole
	Marion	Calhoun	Decatur
	Chattahoochee	Dougherty	Grady
	Muscogee	Worth	Thomas
	Brooks	Lowndes	Lanier
	Americus City	Pelham City	Valdosta City
	Thomasville City	Fitzgerald City	Pelham City

The State Fair

The state fair consists of the display and review of the best sixteen projects from each of the six regional fairs. All projects that do not adhere to the stated size requirements will be penalized. Points will be deducted from the project's total score.

The state fair will be held at **Clayton State University** on **March 18, 2006.** Regional Directors will forward the original official entry forms to the state coordinator by March 4.

Schedule - Saturday, March 18, 2006

8:00 - 9:00 a.m.	Students set up projects in the gymnasium of the building where the fair is held
9:00 - 9:30 a.m.	Judges receive orientation, designated classroom
9:00 - 9:30 a.m.	Opening ceremonies for students, parents, teachers, and guests in gymnasium
9:30 - 11:30 a.m.	Judging of projects; students remain in gymnasium bleachers until called for interview with judges
12:15 – 12:30 p.m.	Exhibits open to the public
12:30 - 12:50 p.m.	Awards ceremony in gymnasium
12:50 p.m.	Students remove projects from gymnasium

Judging Guidelines

Selecting and preparing judges are critical factors to the success of the local, regional, and state fairs. Judges should be chosen for their ability to empathize with students as well as for their knowledge of content. Judges should be given the criteria in advance. In addition, an orientation session should be held prior to the judging. At this session, the importance of helping students relax and feel good about participating in the fair should be stressed.

If is recommended that the judges be persons experienced in social studies. Local college teachers, social studies coordinators, school administrators, publisher representatives, and teachers may serve as judges.

Note: Teachers from schools submitting projects should not be used as judges in the Classes (I, II, III, IV) corresponding to the entries from their school.

Local Fairs

The local fair chairperson is responsible for selecting the judges and establishing the criteria. It is recommended that the official judge's scoring sheet be used at all levels of competition to provide consistency. All projects should be judged by class and by discipline. The sponsoring teacher should ensure that a student's project is clearly labeled.

Regional and State Fairs

The regional directors are responsible for providing qualified persons for judging at the regional fair. The state fair coordinator will obtain judges for the state fair. The following suggestions are offered.

1. Judges should be cautioned to use common sense rules of judging criteria as presented on the official judge's scoring sheet.

2. Local, Regional, and State directors/coordinators will provide judges with the list of requirements/regulations for projects.

3. At least **two** judges should judge each project.

4. Judges should be careful to give comparable time to each student and each project.

5. It is required that students (at least one student for a group project) be present for interviews at the regional and state fairs.

6. Each project should be assigned a score based on what is present in the paper and display and available from student interviews. A judging team will compare projects across disciplines and classes, using scores as guidelines, when determining class and

fair awards and in making decisions as to which projects will progress to higher level competition.

7. No visitors (including parents and teachers) should be allowed in the exhibition hall during judging. The judges should not discuss a project outside of a judging team or with a student before the winners are announced.

8. The decision of the judges will be final.

Interviewing Students and Evaluating Their Projects

1. Many students are terrified by the interview with the judges. Try to put the student at ease initially by asking friendly, non-threatening questions.

2. Once you have established some rapport with the student, the interview should be used to determine just how much the student really knows about the project and how much outside help the student received. If you are suspicious that a project appears too professionally designed and constructed, a few carefully worded questions should reveal just how much help the student received.

3. All questions you ask the student should be directly related to the project under consideration.

4. Projects may be entered by individuals or by groups of two or three. Individual and group projects compete against each other in the same category. Take this fact into consideration when you judge.

5. Judges should be very careful about what they say to each other when students are present. Casual comments overheard by the students can frequently lead to misunderstandings.

6. Try to spend equal time with each project. Do not slight an obviously inferior project and do not show undue enthusiasm for an obviously superior project. It is suggested that you devote approximately five minutes to the interview.

7. In order to establish some uniformity in assigning numerical scores, use 85 as the score for an average project, high 80s or low 90s for an above-average project, and mid to high 90s for prize-winning projects. The score of 100 should be reserved for a superlative project, one that could not be improved in any way. At the other end of the scale, there should not be any projects at the state level of competition that score less than 70. In summary, almost all scores should rage between 70 and 99, with 85 as the average. You may wish to look over several projects in each category before beginning to assign scores.

8. In your written comments, try to make at least two observations. The first should be something favorable or complimentary; for example, "good craftsmanship," "excellent

choice of subject," "shows much hard work." Any unfavorable comments should be phrased in constructive terms; that is, suggest how the project could be improved rather than just describe what is wrong with it. For example, "The project could have been improved by placing results in a graph."

Copies of the score sheets from the state fair will be mailed to the students upon request. If the score sheet needs revision, please ask the director for extra copies. Please be sure all comments are appropriate and legible. Students and teachers should be able to use the feedback to produce better projects in the future.

9. Once you have finished your interview, you should tell the students that they are free to leave the exhibit room. Announcement of winners will be made at the awards ceremony.

Adapted from original by David Laushey, PhD

Awards

Local Fairs

Appropriate ribbons and certificates should be given at the local level.

Regional Fairs

Regional fairs will grant ribbons and award certificates in each of the following classifications: Class I, Class II, Class III, and Class IV. Ribbons will be given on the basis of points scored in each discipline.

Purple ribbon .... Regional fair winners selected for
                                             state participation
Blue ribbon .... First prize - 90 to 100 points
Red ribbon .... Second prize – 80 to 89 points
White ribbon .... Third prize - 70 to 79 points
Certificate .... All participants will receive
                                             certificates.

Additional awards may be solicited by the regional chairperson. Publishers, equipment dealers, film producers, insurance companies, civic organizations, and local businesses may be asked to provide awards appropriate to their business.

State Fair

At the state fair awards ceremony, the following recognitions will be made.

A certificate, T-shirt, and ribbon will be given to all students to acknowledge participation as a state finalist (T-shirt availability subject to budget constraints).

A rosette will be awarded to the best project in each discipline in each class. "Best in Discipline" - 24 awards

A glass plaque and a $50 cash award will be awarded to the best overall project in each class. "Best in Class" - 4 awards

A glass plaque and a $100 cash award will be awarded to the best overall project. "Best in Fair" - 1 award

A glass plaque and a $100 cash award will be awarded to the supervising teacher of the student(s) winning "Best in Fair". - 1 award

All awards will be based on the criteria given on the official judge's scoring sheet. In determining student award winners, the decision of the judges is final.

Appendix I

Georgia Performance Standards Information Processing Skills

(Please note: The GPS Social Studies Processing Skills are not scheduled for implementation until 2006-07.
These standards are shared because they are a clear listing of expectations for teachers and students at each grade level.)

SOCIAL STUDIES SKILLS MATRIX GOAL: The student will use maps to retrieve social studies information.

  I: indicates when a skill is **introduced** in the standards and elements as part of the content
  D: indicate grade levels where the teacher must **develop** that skill using the appropriate content
  M: indicates grade level by which student should achieve **mastery**. Mastery is the ability to use the skill in all situations. At the mastery level students will be assessed on state wide assessments.
  A: indicates grade levels where students will continue to **apply** and improve mastered skills

MAP AND GLOBE SKILLS	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on a map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

Georgia Performance Standards Information Processing Skills
(continued)

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/making decisions.

I: indicates when a skill is **introduced** in the standards and elements as part of the content

D: indicate grade levels where the teacher must **develop** that skill using the appropriate content

M: indicates grade level by which student should achieve **mastery**. Mastery is the ability to use the skill in all situations. At the mastery level students will be assessed on state wide assessments.

A: indicates grade levels where students will continue to **apply** and improve mastered skills

INFORMATION PROCESSING SKILLS	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulates appropriate research questions					I	M	A	A	A	A
15. determines adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interprets political cartoons					I	D	D	D	M	A

Appendix II

Checklist of Questions for Planning School Fairs

1. Who is the social studies fair coordinator for the system?

2. When and where will the system competition be held?

3. How many projects may advance from the school to the system fair?

4. Who will be the chairperson of the school fair?

5. When and where will the school fair be held?

6. What are the tasks necessary to implement the fair?

7. Who will do each task?

8. What is the process and timeline for reporting to other social studies fair committee members?

9. How will project development be reflected in lesson plans as addressing QCC (Quality Core Curriculum) or GPS (Georgia Performance Standards)?

10. Is there a particular contract format that all students in the school will be using?

11. What content area teachers and support personnel (art, technology, media, language arts, math) are needed to mentor students?

12. How will the mentors know what is needed from them?

13. How will students obtain needed materials (home, community contributions)?

14. Who will pay for awards?

15. Who will take care of publicity?

Photos of Past Projects

BUCKLE UP, AMERICA!

DOES WEARING A SEAT BELT MAKE A DIFFERENCE?

STATEMENT OF PURPOSE

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

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.

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 airbags.
6. I ride in the back seat.
7. I don't drive very fast.
8. I forgot.
9. I'm in someone else's car.
10. My friends don't buckle up, why should I?
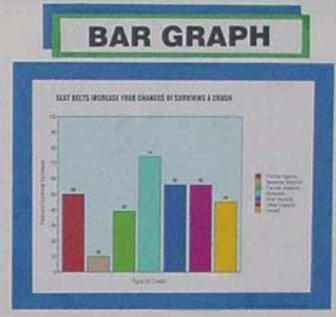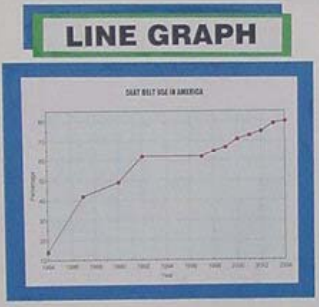
CONCLUSION

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.

LINE GRAPH

SEAT BELT USE IN AMERICA

BAR GRAPH

SEAT BELTS INCREASE YOUR CHANCES OF SURVIVING A CRASH

MAKE IT CLICK !

OTHER DRIVERS

BUCKLE UP AMERICA

Saved by the belt

This is a national seat belt ad campaign.

This seat belt ad campaign is aimed at getting high school students to buckle up.

1985 American Motors Corporation Pioneer Lap Belt

CLICK IT OR TICKET

Middle School Fashion Choices

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

PURPOSE

The purpose of this project is to find out the favorite clothing styles as well as the reason for the clothing choices of the students at SEMS.

PROCEDURE

1. I decided on a topic and got it approved.
2. I began my research
3. I created questions for a questionnaire and got them approved
4. I printed my questionnaires and got permission to distribute them.
5. I passed out the questionnaires to fifty students in each grade level.
6. I tallied my results and recorded my data.
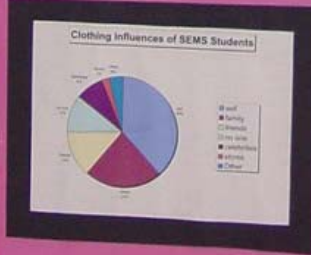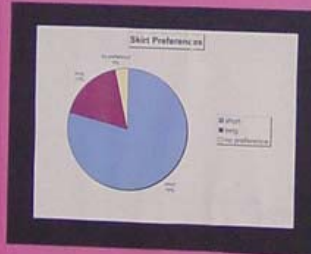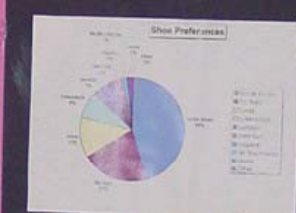7. I reached my conclusion.
8. I wrote my paper.

MATERIALS

Questionnaires
The Internet
Fashion Magazines
Dictionary
Computers

RESULTS

Favorite Stores of SEMS

Skirt Preferences

Clothing Influences of SEMS Students

GRAPH

Shoe Preferences

Jacket Preferences

- Many students express their individuality in their clothing decisions.
- Hoodies were the favorite jackets.
- Tennis shoes were the most preferred footwear.
- Most girls prefer shorter skirts.
- The favorite store was Aeropostale

EVALUATION

I used to think that it should matter what other people thought about your clothes, but it is apparent that most students do not really care what their peers think. What matters most is their own opinions and the comfort of the clothing.

I have learned through this project that there are many more styles than one might think and that fewer people than thought are concerned with what is "in style." Clothing choices, in general, reflect individuality more than a desire to be "in style."

CONCLUSION

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 we cannot tell what specific information is being requested.**

   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. ATHROPOLOGY-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 an 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.

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—POW's"

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.

Social Studies Fair Contract and Timeline

(adapted from former Center Junior High plan, Waycross City Schools)

Name_____

Research Question_____

Supervising Social Studies Teacher_____

Parent's/Guardian's Name_____

By signing below, my child and I have agreed that he/she will complete a project for the Social Studies Fair. We realize that doing the project will require work hours beyond the school day. We also acknowledge that the research paper portion of the project is required coursework to achieve the existing state curriculum objectives, and the teacher is responsible for providing instruction on project development.

_____   _____
Parent/Guardian Signature   *Student Signature*

(Cut along the dotted line. Send the top portion back to the supervising social studies teacher. Keep the timeline for your information.)

September 1-22	Topic Exploration
September 15	Contracts Issued Letters to parents sent Requirements reviewed Timeline distributed Project board information distributed
September 22	Contracts returned to teachers
November 1	Last day to purchase project boards Teacher-led research process
November 15	Final draft of paper Sketch of board due
December 10	Set up projects for school fair
December 11	School fair
December 12	Awards Ceremony School Viewing Projects removed from the media center

Social Studies Research Contract

(adapted from High School Contract from the teaching archives of Glen Blankenship)

Name_____ Partner_____*(Plan 3 only)*

Topic_____ Social Studies Discipline_____

Research Question_____

Plan 1-Project Proposal

Grade Range, 60-79

Includes: Purpose statement
                Research Question
                Research Methods (list of specific strategies that could be used)
                Bibliography and Credits

Plan 2-Research Paper

Grade Range, 80-92

Includes: Purpose statement
                Research Question
                Research Methods (actually carried out and written into the paper)
                Conclusion Statement (based on analysis of data gathered)
                Bibliography and Credits

Plan 3-Social Studies Display*

Grade Range, 93-100

Includes: Project Proposal (from Plan 1)
                Research Paper (from Plan 2)
                Project on Display Board

*Students choosing Plan 3 may work with a partner.

I _____ agree to complete Plan _____. I understand that failure to include any of the requirements will lower my grade.

_____   _____
     Signature of Parent/Guardian   Signature of Student

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
(4-5 double-spaced typed pages)

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

- 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.
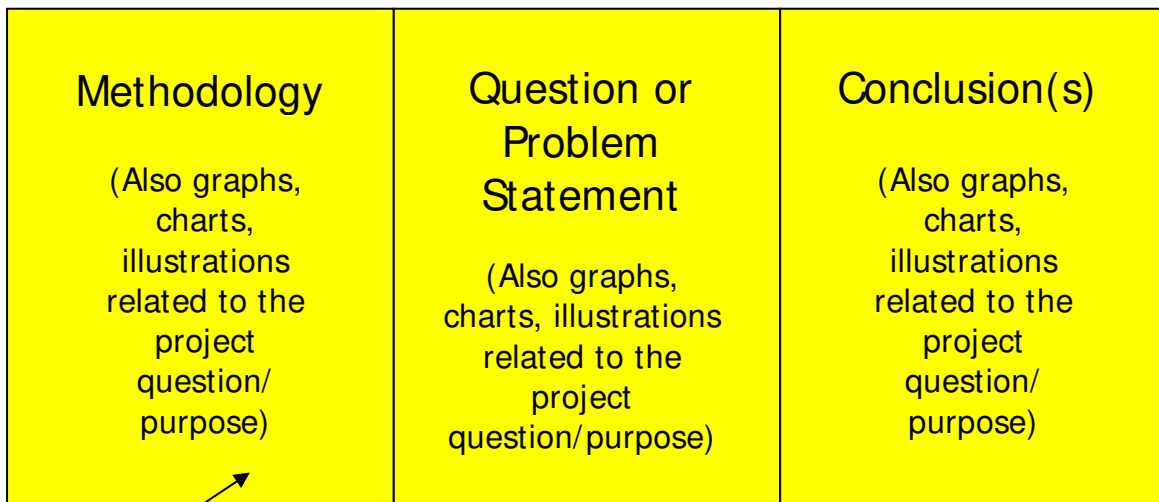
4. Biblography/References

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.

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, PowerPoints, 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.

Summary Paper

Abstract
(present to judges in interview)
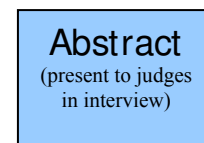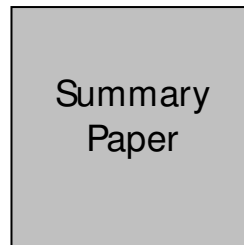
Students are encouraged to use inexpensive project boards that can be purchased from school and office supply stores. Projects are limited to a space of **30 inches front to back (depth), 48 inches in width (when opened), and 60 inches in height.**   (Additional support equipment may be placed under 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.

40

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
- PowerPoint 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
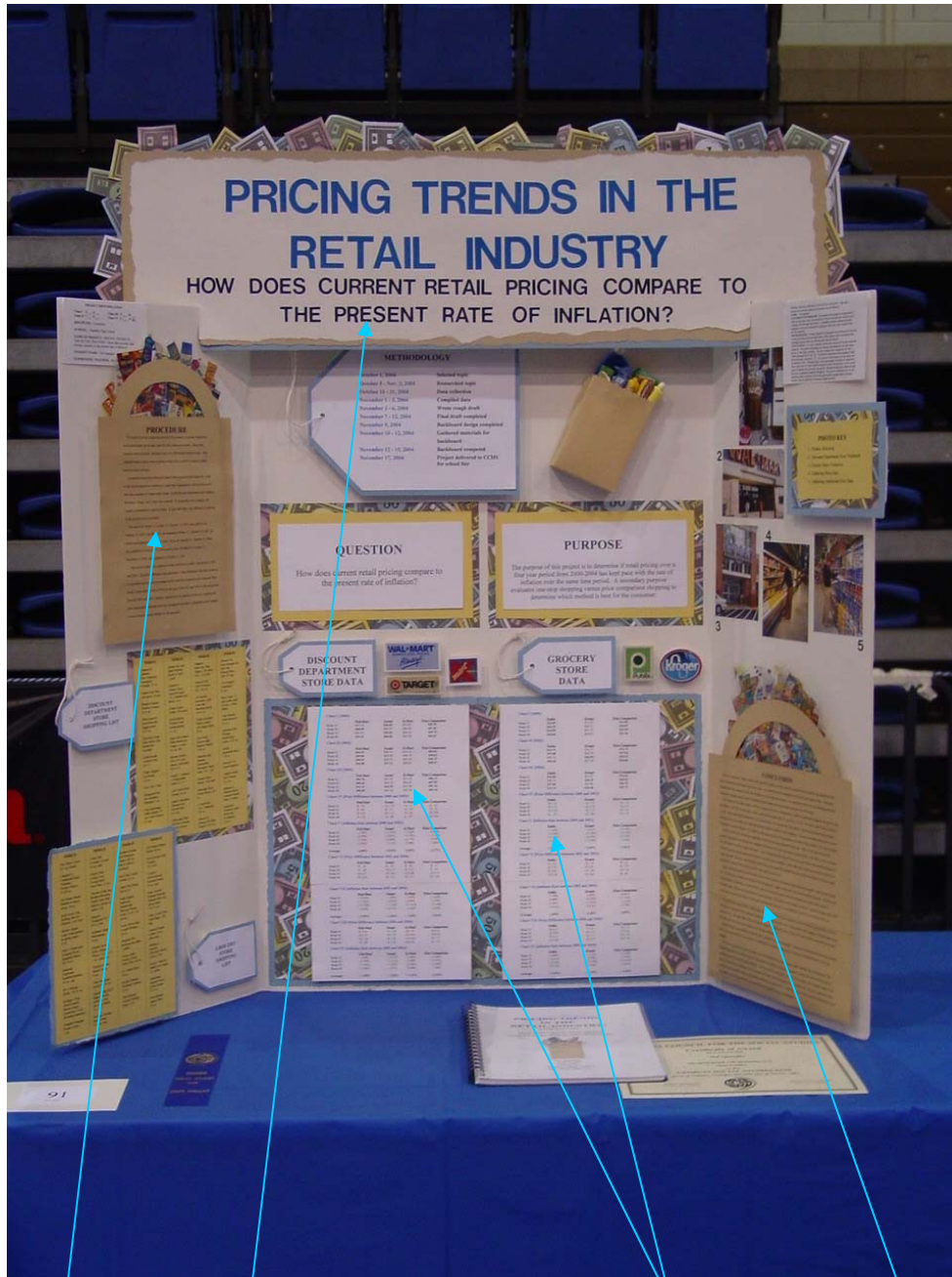
Methodology   Question/Problem Statement   Data/Illustrations   Conclusions

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.

GCSS SOCIAL STUDIES FAIR
Entry Form

All requested information on this form must be completed and typed.

Student name(s):   (1) _____

(2) _____

(3) _____

School _____ System _____

School Address

Street _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ E-Mail _____

Title of Project _____

Directing Teacher's Full Name _____

Directing Teacher's Address

Street _____

City _____ State _____ Zip Code _____

Telephone (_____) _____ E-Mail _____

Discipline
☐ Anthropology
☐ Economics
☐ Geography
☐ History
☐ Political Science
☐ Sociology-Social Psychology

Grade Level

☐ Class I (5-6)   ☐ Class II (7-8)   ☐ Class III (9-10)   ☐ Class IV(11-12)

Is an electrical outlet needed?   ☐ Yes   ☐ No

Local Fair Coordinator _____

Regional Fair Coordinator _____

<u>Permission to Publish Participation and Award Information about Each Student in Newspaper, Newsletter, Website, Email, Radio, and Television Announcements and T-shirt size information</u>

(This page must be completed for each student before participation in the regional fair.)

Typed Name of Student 1: _____

In signing this form, I give permission/do not give permission (circle appropriate response) for the Georgia Council for Social Studies and State, Regional, and Local Social Studies Fair sponsors to publish the name, photograph, school, school system, and project title of my child, _____, at all levels of competition.   *Write in student's name*

Student's T-shirt size for state fair only (circle one):   YM   YL   AS   AM   AL   AXL   AXXL   AXXXL

_____
Custodial Parent/Legal Guardian of Student 1

_____
Date

Typed Name of Student 2: _____

In signing this form, I give permission/do not give permission (circle appropriate response) for the Georgia Council for Social Studies and State, Regional, and Local Social Studies Fair sponsors to publish the name, photograph, school, school system, and project title of my child, _____, at all levels of competition.   *Write in student's name*

Student's T-shirt size for state fair only (circle one):   YM   YL   AS   AM   AL   AXL   AXXL   AXXXL

_____
Custodial Parent/Legal Guardian of Student 2

_____
Date

Typed Name of Student 3: _____

In signing this form, I give permission/do not give permission (circle appropriate response) for the Georgia Council for Social Studies and State, Regional, and Local Social Studies Fair sponsors to publish the name, photograph, school, school system, and project title of my child, _____, at all levels of competition.   *Write in student's name*

Student's T-shirt size for state fair only (circle one):   YM   YL   AS   AM   AL   AXL   AXXL   AXXXL

_____
Custodial Parent/Legal Guardian of Student 3

_____
Date

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.)

I. Statement of the Question Being Explored/Abstract (5 points)

The project includes a/an

	Superlative	Good	Needs Improvement	Not Present	Judges, please enter points in this column:
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

	Superlative	Good	Needs Improvement	Not Present	
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 biblographic 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

	Superlative	Good	Needs Improvement	Not Present	
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	_____

(continued)   Section Total ☐

Georgia Social Studies Fair Judges' Score Sheet

IV. Oral Presentation (10 points)

The student demonstrates

	Superlative	Good	Needs Improvement	Not Present	
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

	Superlative	Good	Needs Improvement	Not Present	
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:_____