

Appendix III

Photos of Past Projects



BUCKLE UP, AMERICA!

STATEMENT OF PURPOSE

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

DOES WEARING A SEAT BELT MAKE A DIFFERENCE?

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?

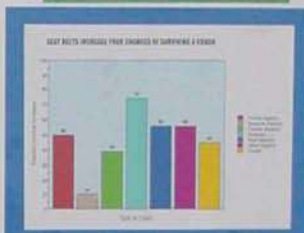
METHODOLOGY

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

LINE GRAPH



BAR GRAPH



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.



©1985 American Motors Corporation
Pioneer Lap Belt

Middle School Fashion Choices

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

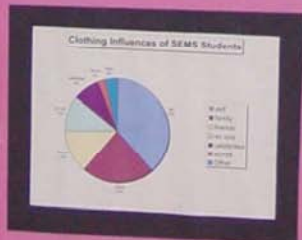
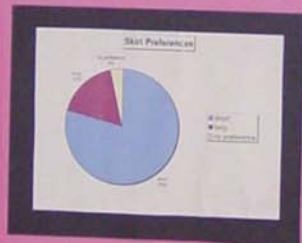
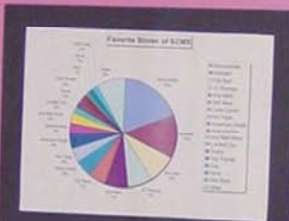
1. I decided on a topic and got it approved.
2. I began my research.
3. I created questions for a questionnaire and got them approved.
4. I printed my questionnaires and got permission to distribute them.
5. I passed out the questionnaires to fifty students in each grade level.
6. I tallied my results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

MATERIALS

Questionnaires
The Internet
Fashion Magazines
Dictionary
Computers

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

RESULTS



GRAPH



- 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 I should matter what other people thought about my clothes, but it's 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

Through this project, I discovered that middle school students have a wide variety of clothing preferences. Many students value individuality and comfort over following trends. The most popular clothing items were hoodies, jackets, and tennis shoes. Family was the most influential factor in clothing choices, followed by friends and media. The project also revealed that many students are not as concerned with what is considered "in style" as I initially thought. This suggests that middle school students are developing their own sense of fashion and self-expression.

Appendix IVa

Guidelines For Students: Selecting A Topic

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

1. Avoid topics that are limited.

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

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

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

2. Avoid topics that are too broad.

Example: *What happened during the Civil War?*

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

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

3. Some topics have no available information.

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

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

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

Example: *What do people of Japan like?*

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

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

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

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

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

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

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

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

Appendix IVb

Social Studies Research Preparing Student Projects

(from the teaching archives of Dr. Glen Blankenship)

I. CHOOSE A TOPIC.

A. Social Studies Disciplines

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

[Ann Angell, Emory University]

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

II. FORMULATE AN APPROPRIATE RESEARCH QUESTION.

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

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

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

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

IV. CHOOSE METHODS OF RESEARCH.

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

V. CONDUCT THE RESEARCH.

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

VI. SUMMARIZE THE DATA.

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

VII. DRAW A CONCLUSION.

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

VIII. DETERMINE A PRESENTATION FORMAT

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

Appendix V

Titles of Winning Projects from State Fairs

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

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

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

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

“NASA Technology – Down to Earth”

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

“Pet Therapy”

“What Are the Origins of Currency?”

“How Do Storm Chasers Help Save Lives?”

“Andersonville: The Worst Civil War Prison”

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

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

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

“Origins of Mummification”

“Common Cents: Should the Penny Go?”

“How Many People Can Identify the Continents?”

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

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

“West Nile Virus”

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

“Mardi Gras”

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

“World War III: Africa vs. AIDS”

“Magic, Religion and Science”

“The Plight of Sudanese Refugees in Atlanta”

“Returned with Honor – POWs”

Appendix VI

Descriptions of Social Studies Disciplines

Anthropology

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

Economics

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

Geography

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

History

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

Political Science

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

Sociology/Psychology

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