

SOCIAL STUDIES FAIR GUIDE 2014

Students participating in the Social Studies fair will...

1. Select an appropriate Social Studies topic.
2. Formulate an appropriate research question.
3. Conduct research (some original, when appropriate) to find an answer to your question.
4. Analyze the data. (Take notes and create an outline for your paper)
5. Write a research paper (4-5 page, typed double spaced, times new roman, MLA style)
6. Create a visual display that includes graphs, pictures, surveys, etc.
7. Prepare an abstract (on a 5x7 notecard)
8. Prepare for a short interview about the purpose and conclusions of your project.

Social Studies Fair Due Dates

TOPIC SELECTION	August – September
TOPIC & QUESTION	DUE September 24
NOTES & OUTLINE	DUE October 21
METHODOLOGY (Procedures)	DUE October 27
RESEARCH PAPER – 1st DRAFT	DUE October 31
BACKBOARD SKETCH	DUE November 6
FINAL PROJECT (Paper, Board, Abstract)	DUE November 10, 11, 12, 13
SUTTON ALL FAIR	November 18 - Community Hall

- 1. Select your topic** - Select a topic that really interests you. Here is a list of possible Social Studies Fair topics, many of which are hot current events topics that you may be discussing in your Social Studies class right now.

Shooting Death of Michael Brown Ebola ISIS – Iraq New Football Stadium for the Falcons New Baseball Stadium for the Braves Gay Marriage Marijuana Legalization Paying College Athletes Malala Yousafzai's & Women's Education Texting While Driving Fracking for Natural Gas Cyber Warfare Climate Change	Fast Food Workers strike for \$15 per hour Ukraine Affirmative Action Drones GA Gun Laws Women's Rights in the Muslim World Equal Pay for Women in the USA Deportation in America Mexican Drug Cartels Female Genital Mutilation Terrorism Locked up Congress in America Immigration	Stand Your Ground Law Cyber Bullying War in Afghanistan Syria's Civil War The Sudan / South Sudan Conflict North Korea's Totalitarian State South Africa after Apartheid Iran's Nuclear Program China & Human Rights Chief Justice Sotomayor President Obama Online Privacy Hacking
---	---	---

Make a list of things from the above list (or not from the list) that interest you most about social studies...

GROUP MEMBER NAMES (1 packet per group)

1. _____
2. _____ (SS teacher _____)
3. _____ (SS teacher _____)

TOPIC GOTCHAS

- A. Avoid topics that are limited.
 - a. Example: What crops are grown in our county?
 - b. A student cannot write a report on a topic that can be explained in a few words or a sentence.
 - c. Better topic: What is the economic impact of peanut production in our county?
- B. Avoid topics that are too broad.
 - a. Example: What happened during the Civil War?
 - b. Topics which are too big make it impossible to find all the information that is needed to cover the topic adequately.
 - c. Better Topic: The Role of (name of a local historical figure, place or event) in the Civil War.
- C. Research the topic from a social studies viewpoint rather than investigating it as a natural science topic.
 - a. Example: Nuclear power as a political issue rather than "how it works"
 - b. "How it Works" would be a Science Fair Project. It Science interests you do a Science Fair Project

TOPIC APPROVAL SECTION: The topic I (we) have chosen is...

Teacher Initials: _____

Parent Initials: _____

-
2. **Formulate an appropriate Research Question** – Coming up with the right question is the first step of any research process. As you narrow down your topic by reading about it, you will begin to have questions that seem important to you. Everything in your paper and on the project board will relate to the answer to the question. So your question needs to be good before you move forward with your research.

Why have the Kurds never gotten a country of their own? Why do the Palestinians and Jews keep fighting in Israel? These are questions that could make great Social Studies projects. Maybe you have a strong interest in cooking and you've love learning about different styles of food. Have you ever thought about looking into what makes Indian food Indian? Or, maybe "Civil Rights" is your thing. What impact has the shooting death of Michael Brown in Ferguson, MO had on American law enforcement?

- a. On a separate sheet of paper, list ten questions that deal with your topic. Ask each of these questions about your possible research questions:
 - i. Is the topic relevant? Will the answer be of any benefit to you or your community? Ask "so what?" about the question.
 - ii. Did you avoid questions with "yes" or "no" answers?
 - iii. Do you already know the answer to the question? (avoid)
 - iv. Are you biased or prejudiced about the topic?
 - v. Will you be able to draw some kind of conclusion to the question?
 - vi. Can you find information in your community on the topic?
 - vii. Can you do original research on the topic? (preferable)
- b. Narrow your list of questions to three & discuss the questions with parents, teachers, and friends.
- c. Choose the best research question.

QUESTION APPROVAL SECTION: The question I (we) have chosen is...

Teacher Initials: _____

3. **Establish your Methodology** - Methodology includes the steps in gathering, analyzing, and interpreting the data used to answer your research question. Methodology should include a variety of resources. *One method of research must be original. (Survey, Interview, etc).* Your methodology does not include the steps you take in writing the paper or constructing the display. Your research methodology must be reported in the paper and on the project board.

BELOW IS A SAMPLE METHODOLOGY

- I reviewed the information about recent trials for Pirates.
- I formulated my research question.
- I read books about the life and experiences of Pirates
- I looked up the United Nations Conventions on the Laws of the Sea(UNCLOS).
- I watched a documentary on modern Pirates.
- I reviewed political cartoons regarding international piracy.
- I analyzed the recent actions of several nations based on the UNCLOS.
- I looked at documents regarding human rights, and the actions being taking worldwide to control piracy.
- I reported my findings and conclusion.
- I created a display to show and report my findings.

4. **Collect, Analyze and Interpret the Data** - Gather articles about your research question. Go to GALILEO and find articles that will help you find answers. Read the articles and think about what they say. Annotate the articles. You should discover information that leads you to more articles. Take notes and make an outline that leads to a conclusion. Charts, tables and other graphic organizers may be used to record information in a form that clarifies how you reach your conclusion (answer to the question). Use critical thinking processes to interpret the data and make inferences that lead to a conclusion. Here is how you can find an article on your topic AND save the Bibliography info at the same time. USE GALILEO in SUTTON HELPFUL WEBSITES

- i. The 4th helpful website link is "Galileo". The password (8-21-14) for Galileo is... ***reptile***
- ii. Click on "Teen grades 6-8"
- iii. Click on "Social Studies"
- iv. Mrs. Marsh's very favorite DATABASE is called **SIRS DISCOVERER**
- v. **Type in "IRAN" (or whatever your topic is) in the search box**
- vi. **877 articles on IRAN (SIRS cuts to the chase, gives you articles that are "reliable")**
- vii. **Click on an article and read to see if you think it will help you answer your question.**
- viii. **Take notes on your article. Write down the title of the article and the author.**
- ix. **Now let's "Cite" the information of this article (so that when we write a paper, readers will know where the information came from**
- x. **SCROLL TO BOTTOM where there is a box that says "Citation"**
- xi. **Copy the information to the right of MLA (the MLA is on letter on top of the other) This is the authors name, article title, publication, volume, data base, date etc.**
- xii. **Paste this "citation" somewhere (email, word doc, mybackpack doc) and save it**
- xiii. **You have now "collected" and "analyzed" and "Cited" a resource. Plus, you have also started your bibliography using MLA style. How cool is that?!!**
- xiv. **Don't forget to save the article by emailing it to yourself.**

5. **Write the Summary Paper** – When a sufficient amount of information to reach a conclusion has been analyzed and interpreted, the student should write a draft of the research paper. Your paper should be 4 to 5 typed, double-spaced pages using Times New Roman font. It should also include a title page with credits, the paper itself, a bibliography, and a credits page. It should be neatly bound in a folder. The main purpose of your paper is to use facts gained from research to answer your question. These facts should be in your own words and should not be copied from any of your sources. Any idea that is not your own should be properly “cited.”
- I. **Title Page/ Cover Page** - The title/cover page should be bound in a folder which clearly presents the name of the project, student name, school name, grade level, and the name of your teacher.
- II. **Verification & Credit Page** - The credit page will include the names of people who helped you with your project. This can include names of your family members, along with anyone you talked to about your topic. The credit page should be in complete sentences in a paragraph form. You must also state how each person helped you. A list of names will not be accepted. Also, if your paper was typed by anyone other than yourself, you must include the following at the bottom of your credits page.
- "I verify that this paper, typed by _____, is exactly as I prepared it."

_____ Student's Signature
- III. **Body of Paper** (4-5 double-spaced typed pages)
- i. The **Statement of the research question/problem being explored** clearly states why the research topic was chosen.
 - ii. The **Methodology** explains the steps in the research process—how data was systematically collected and analyzed.
 - iii. The **Research findings** include adequate and balanced information in a sequential and convincing manner. Include the facts you found and information in a logical order that explains your research findings. Any idea that is not your own should be properly cited.
 - iv. The **Conclusion** presents a summary of the key idea and answers the question being explored. Your conclusion should be a paragraph (or paragraphs) that include facts from your research and it should be at the end of your paper. You will also need a separate copy of just the conclusion for your backboard.
- IV. **Bibliography** - A bibliography page is a list of the resources you used in order to complete your research paper. You must have at least 3 sources and only one may be an encyclopedia. Arrange the list of resources into ABC order according to the author's last name. If the author is unknown, use the name of the book or title of the article.

6. **Write the Abstract** - the Abstract should be written on an index card after the paper is completed, will be given to the judges by the student to use as an overview at the beginning of the interview. Information on the abstract provides a succinct description of the project, including the title, statement of problem or question, methodology, and conclusion.

Title: Advertising and Fast Food: How Effective?

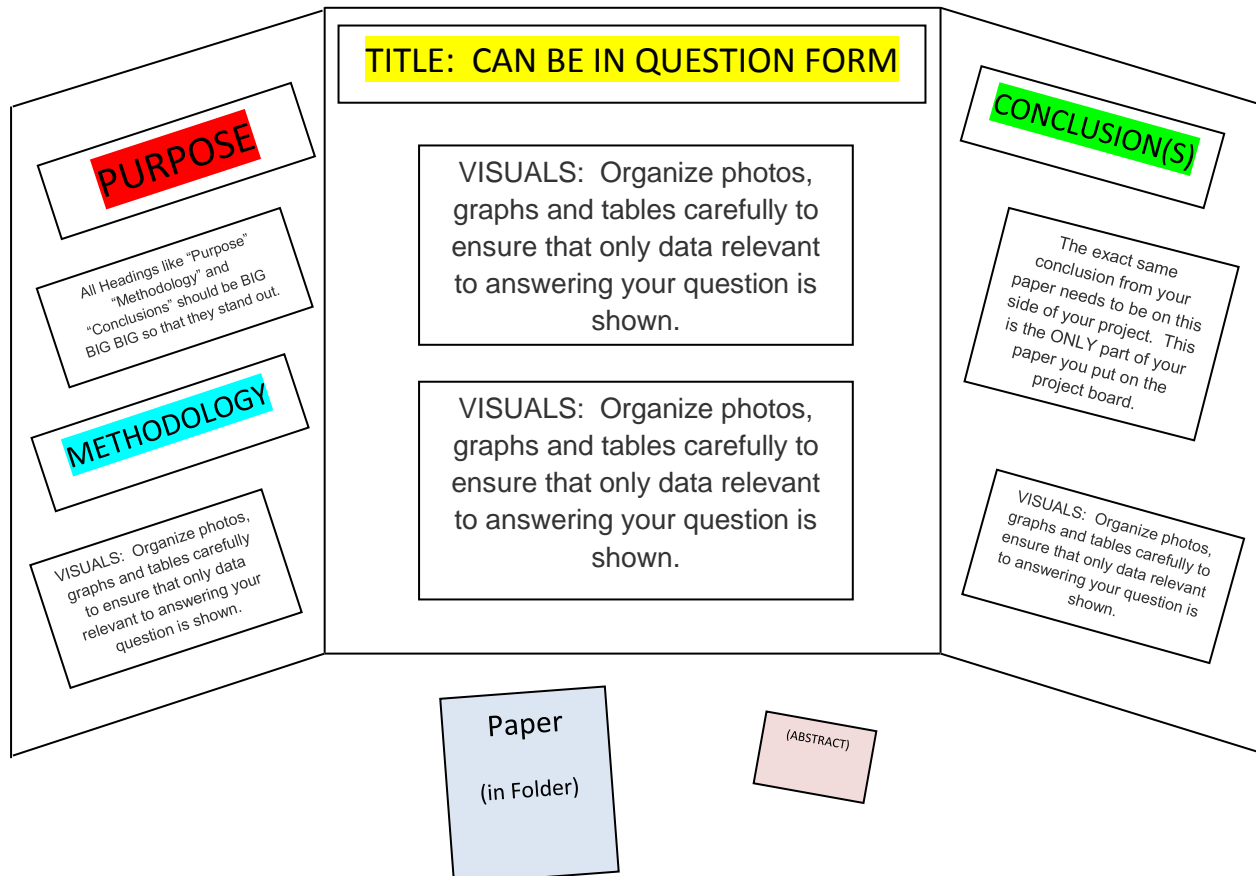
Name(s): John Jones and Mary Martin

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.

7. **Construct the Visual Presentation** – Here is a sketch of what your board could look like...



(Include Visuals that illustrate or enhance the research findings) Avoid materials that do not relate to the answer to the research question.

PURPOSE (the purpose should be a short paragraph explaining your reason or reasons for doing your project)

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. If models are used in the display, they should be student designed and constructed, rather than commercially prepared.

8. **Prepare 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 research question/problem, 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.