



Social Studies Project Handbook



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Social Studies Fair Project Purpose and Goals

The social studies fair provides an opportunity for students to explore self-chosen topics in sociology, political science, history, geography, economics, and anthropology. Through the development of social studies fair projects, students gain knowledge and skills that contribute to achievement of the St. Charles Parish Learner Goals:

A KNOWLEDGEABLE, COMPETENT PERSON

- Accesses, analyzes, and processes information
- Acquires new knowledge and skills and applies the learning to various situations
- Understands the interrelationships among concepts, principles, and skills
- Uses technology to gather, analyze, and synthesize information

A CRITICAL THINKER

- Identifies, assesses, integrates, and utilizes information and resources to solve problems and make decisions
- Demonstrates the ability to ask questions in order to continuously improve products, services or processes
- Demonstrates adaptability, flexibility, and the ability to use a variety of tools to solve problems

AN INVOLVED CITIZEN

- Contributes time, energy, and talent to local, national and global efforts
- Makes choices that contribute to personal well being
- Demonstrates the ability to effectively communicate with people of different backgrounds and cultures

A CREATIVE PRODUCER

- Uses appropriate resources and technology to create quality products and services
- Demonstrates creativity, innovation, and flexibility to provide a service, to accomplish a goal, or to develop a product
- Produces an original product appropriate for its intended use

A SELF-DIRECTED ACHIEVER

- Creates a vision for his/her future
- Identifies a plan, monitors progress, makes adjustments, and evaluates achievement of goals

AN EFFECTIVE COMMUNICATOR

- Uses verbal, written, and presentation skills effectively
- Demonstrates ability to develop and deliver clear, concise key messages
- Develops visual representations that communicate key points

Dear Parents and Students,

As part of the social studies curriculum, students in grades 4-8 are encouraged to complete a social studies project and participate in their school social studies fair. The social studies project provides an opportunity for students to practice and refine research skills that can be used now and in the future to make informed decisions.

Completing a social studies project will provide a valuable experience for your child. Studies show that social studies projects can boost a child's thinking skills, build self-confidence, increase organizational levels, teach goal setting, develop responsibility, and increase reading, writing, and speaking skills.

A successful social studies project requires the completion of the following responsibilities:

Teacher Responsibilities:

- Share information regarding the social studies fair, including rules and regulations.
- Read and understand the rules and regulations for completing a social studies project
- Use a variety of instructional techniques, including mini inquiries, to guide students in understanding social studies concepts and research methodology necessary to complete a social studies project. This includes, but is not limited to, teaching the following:
 - how to ask questions, infer, and draw conclusions
 - how to gather and analyze data
 - how to use evidence to make inferences, interpret data, and communicate findings
 - how to use a variety of sources
- Provide support and guidance for students participating in the social studies fair

Student Responsibilities:

- Actively participate in all social studies classroom activities and instruction
- Read and understand the rules and regulations for completing a social studies project
- Complete and submit all necessary forms
- Complete all steps related to a social studies project (pages 5-7)

Parent Responsibilities:

- Read and understand the rules and regulations for completing a social studies project
- Be supportive and encouraging to your child's efforts
- Help your child to comply with deadlines and timetables in completing his/her social studies project
- Help with transportation to the library, research site, and other places
- Help with arranging interviews
- Ask questions (e.g., Can your child describe his/her social studies project?)
- Assist your child in seeking additional help when needed
- Help your child obtain the materials needed for his/her project
- Guide your child through the project allowing him/her to assume the responsibility for its completion

Social Studies Project Components

This list is provided to help students create a timeline for completion of all necessary components.

	Sign, date and return Statement of Intent and Compliance (page 21)
	Choose a topic within the Social Studies Categories
	Formulate an appropriate research question
	Determine the purpose for choosing the topic and question
	Choose methods of research
	Complete research plan (page 19)
	Submit Social Studies Fair Entry Form (page 17)
	Conduct the research
	Draw a conclusion
	Write research paper
	Write abstract
	Create display
	School Social Studies Fair Set-up
	School Social Studies Fair
	Regional Social Studies Fair

Rules and Regulations:

1. All students in grades 4 - 8 are encouraged to participate in the social studies fair and will be recognized for their participation. Students are allowed to participate in group projects.
 - Grade 5 is required to complete a mini inquiry in social studies class, which will include formulating questions, conducting research and presenting their findings. Formative grades may be assigned for parts of this process. Students will take a summative assessment to show their new learning. Students may elect to extend this into a social studies project for the fair. No additional grades will be assigned for entering the fair.
 - Projects in grades 6, 7, and 8 may be used as an additional summative social studies grade.
2. All projects entered are eligible to advance to the regional competition.
3. All signed forms, certifications, and permits must be turned in to the teacher on the assigned due dates.
4. All projects must be accompanied by a research paper (handwritten or typed) with the appropriate elements - title page, table of contents, abstract page, body of research paper, conclusion page, and bibliography page.
5. The maximum size of the project may not exceed 30 inches in depth, 36 inches in width, and 100 inches in height.
6. All projects must meet the Display and Safety Inspection Guidelines.
7. All students participating in the school social studies fair are required to make a 2 minute presentation before the school's social studies fair judges and respond to questions about their project. Students may not use note cards during their presentations.

Steps to a Successful Social Studies Project

Research is a process by which people discover or create new knowledge about the world in which they live. This portion of the handbook identifies key elements in a social studies project, describes how those elements should be developed, and other incidental information for teachers and students about how to initiate, develop, and present a social studies fair project.

Step 1: Select a topic: Start by thinking of a current topic about which you would like to read and study and/or think of problems you would like to see solved. The topic should be something you are curious about and may include events, people, or places. It may be helpful to look through newspapers, current magazines, or to listen to news broadcasts and then brainstorm possible topics. There are unlimited topics for study; therefore care should be taken regarding the scope of the project. It should not be so broad that it cannot be given good in-depth treatment. It should not be too specific as information about the topic may be limited. (See pages 9-10 for categories and examples.)

Step 2: Formulate an appropriate research question: It may be helpful to list several questions about your topic and then narrow your list to the best research question by considering the following:

1. Is the topic relevant?
2. Can you find information on the topic using multiple resources?
3. Will the answer be of any benefit to you or your community?
4. Do you already know the answer to your question? If so, consider other questions.
5. Did you avoid questions with “yes” or “no” answers?
6. Will you be able to draw some kind of conclusion to the question?

Step 3: Determine the purpose for choosing the topic and question: Why have you chosen the topic?

Step 4: Methods of research: The method of research involves gathering, analyzing and interpreting data needed to answer the research question. In this era of information, selecting resource materials can be an overwhelming task. One project may require only questionnaires to a sample of people and the tabulation of results. Another project may require the study of publications. Resources are available at the school library, public library, the Internet, books, magazines, newspapers, encyclopedias and through interviews. (See page 15 for a list of resources and tools.)

Step 5: Conduct the research: Review published materials related to your problem or question. The information/data collected should be organized in a logical format. Making note cards while doing the research will help organize facts and information. When taking notes, write key words that will help you recall information. Write notes in your own words on index cards. It is important to include the sources on each note card. Charts, tables, and other graphic organizers may also be used to record information.

Step 6: Draw a conclusion: Once a sufficient amount of information is gathered and the data is organized, the student may use critical thinking processes to interpret the data and make inferences that lead to a conclusion. The conclusion should include a summary of the arguments and/or key ideas which answer the research question.

Step 7: Write the research paper: The research paper should include the following:

1. **Title Page**

Good titles are usually short, descriptive, and create pictures in the minds of the audience. A title should hint at the subject without telling the whole story like a riddle that sparks interest because it makes the listener think.

2. **Table of Contents**

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

3. **Abstract**

It is a brief (approximately 250 words) summary of the content, purpose, and reference sources used in the paper. The purpose should be based on the questions you asked or the problem you identified. The following is an example of an abstract.

This project is about the internment of Japanese-American citizens during World War II. The project will describe the historical background for popular sentiment against Japanese-Americans living on the west coast of the United States at the beginning of World War II. The project will show that the internment of these people was not an act to increase national security, but was part of a greater effort to calm an alarmed American public frightened by the sudden attack on Pearl Harbor. Further, the project will show that the internment of the American citizens was inconsistent with the constitutional principles.

Information for this project was secured from various sources, including books, periodicals, and government documents. Also included with the project will be taped interviews with legal experts and Japanese-Americans.

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

4. **Body of Paper**

This part of the paper tells the story of the project. It should include information about the basic purpose of the report, relevant questions asked, and information gathered for research. The length of the paper may vary depending on the type of project, but it should be of adequate length to cover the topic. (See page 16 for notes on plagiarism vs. paraphrasing.)

5. **Conclusion**

The general ideas the student discovered or learned from doing the project should be concisely described in this section.

6. **Bibliography**

All books, articles, and other sources, including interviews, which are used for the report, must be listed. The bibliography should be done using the Modern Language Association (MLA) style. (See the Appendix on pages 13-14 for the format.)

Step 8: Create the project display: The display is the physical representation of your topic. It must fit within a space 36 inches in width and 30 inches in depth. It cannot weigh over 100 pounds or be taller than 100 inches. (Refer to the samples on page 8 and the display and safety checklist on page 12.)

Points to remember about the physical appearance of the project are:

1. The title of the project must be on display.
2. Use attractive materials and lettering.
3. Choose colors which have good value contrast. (White on black, black on yellow, black on orange, yellow on green, orange on purple, white on purple, navy blue on yellow, purple on yellow)
4. Be creative and make your own models from available materials.
5. Use original pictures or materials where possible, and avoid the use or over use of photocopies.
6. Do not use flammable, toxic, or other dangerous materials or objects.
7. The name of the student, grade level, and project title should be written on a 3 X 5 index card and taped on the back of the project. For projects entered in the Regional Fair, all identifying information should be removed.

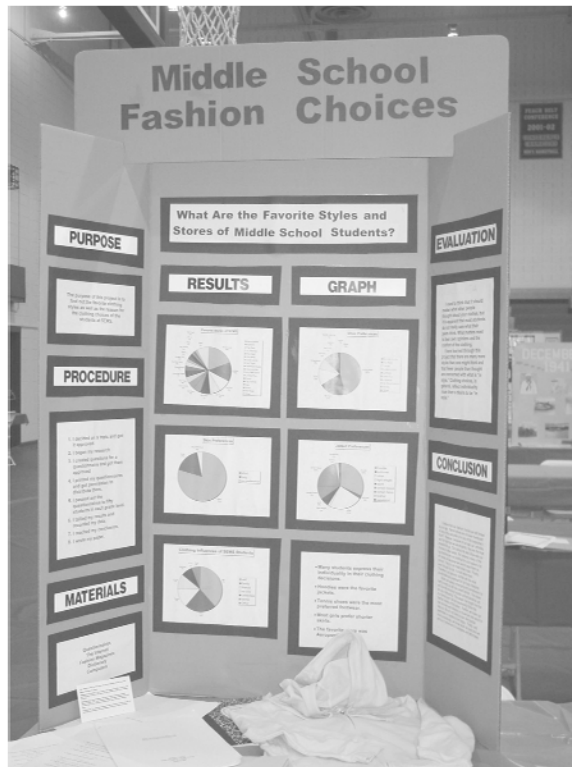
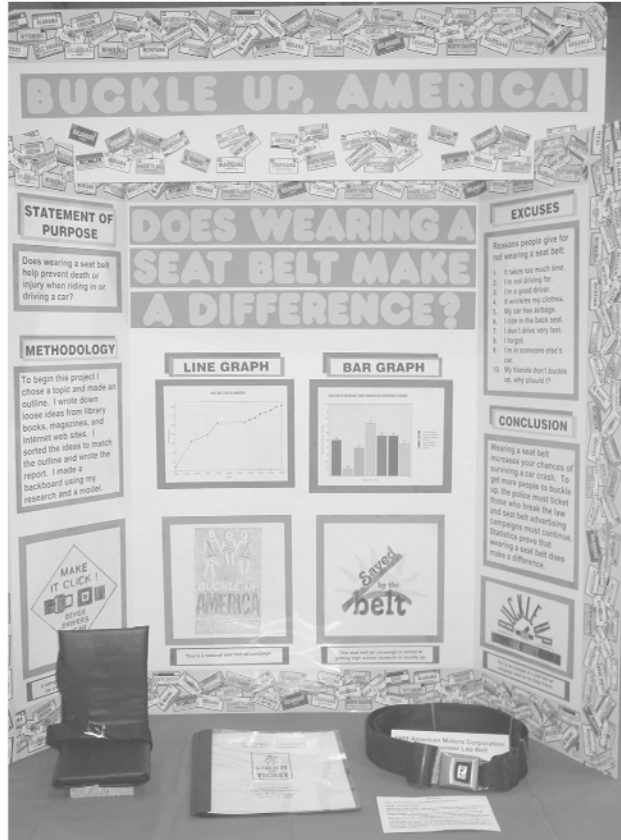
Various project media can be included in the project. These include: charts, murals, maps, statistical analysis, diagrams, photographs, graphs, etc.

Step 9: Prepare for the oral presentation: Students may prepare 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 the importance of their topic, sources, research findings and conclusion. Often judges will ask students to explain their reasons for choosing the topic, to evaluate their work (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 subject. Refer to the Social Studies Fair Presentation Scoring Rubric on page 11.

Points to remember about the oral presentation are:

1. Keep eye contact with the judges.
2. Stay within the time limit.
3. Integrate the display into the presentation.
4. Use conversational speech.
5. Relax, speak slowly and clearly.

Project Display Samples



Social Studies Project Categories

The following is a list of the various social studies related disciplines. The descriptions should assist both students and teachers in properly assigning projects to a correct area. Please note the importance of “people” in each area; it is critically important that all projects stress the role of “people” within each area.

Category	Descriptions	Examples of topics	Sample Titles
ANTHROPOLOGY	<p>Culture developed by people living and thinking together</p> <p>Cultural patterns differ widely among the peoples of the world. Each nation has different mores and folkways. Group culture is influenced by the material factors of life. Nations are influenced by other nations in patterns of daily living. The human race has passed through many states of cultural changes.</p>	Ancient civilizations, Native Americans, customs, festivals, types of shelter and food, religion, etc.	<p>“How to Dress? Changing Rights and Responsibilities of Muslim Women”</p> <p>“Who are the Aborigine of Australia and How Has Their Culture Survived?”</p> <p>“Who Were the Earliest Citizens of Louisiana?”</p>
ECONOMICS	<p>Wants and needs satisfied by people laboring</p> <p>People utilize their natural environment to satisfy their needs and wants. They engage in the production of goods and services. They are faced by problems of changing economics, methods, and organization.</p>	Money, manufacturing, trade, transportation of goods and services, communication, inflation, stock exchange, Common Market, government budgets, etc.	<p>“How Does Advertising Affect the Spending Habits of Fifth Grade Students at Our School?”</p> <p>“How Do You Finance a War?”</p> <p>“Are America’s Elderly Facing Cost Catastrophe?”</p>
GEOGRAPHY	<p>People and nature interact</p> <p>The management and utilization of the natural environment is a major problem for people. The natural environment is greatly diversified, offering both opportunities and restrictions to activities. The natural environment provides the setting and raw material for human activities and is, in turn, altered by the activity. Constant interaction between people and the environment take place. The geographer studies both the physical and the cultural elements of the environment, as well as the interaction between the two.</p>	Ecology, foreign countries, land and people, maps, flooding, rivers, lakes, cities, conservation, etc.	<p>“Who Are The Palestinians?”</p> <p>“What Happens to the Town When the Factory Closes?”</p> <p>“What does Drought Mean to the State of Louisiana?”</p>
HISTORY	<p>The continuous narrative of human progress</p> <p>Nothing in history has occurred in isolation or in a vacuum. The concept of continuity and change, of cause and effect relationships,</p>	Story of mankind, historical events, places, biographies, personalities, wars, etc.	<p>“How Did Jackie Robinson Change Baseball?”</p> <p>“How Much Do You Know About Your School’s History?”</p>

Category	Descriptions	Examples of topics	Sample Titles
	and of evolutionary character are understood only when events are linked in the long passage of time.		
LOUISIANA HISTORY	<p>The history of Louisiana is long and rich.</p> <p>From its earliest settlement by Native Americans to its status as linchpin of an empire to its incorporation as a U. S. state, it has been successively bathed in the cultural influences of Native Americans, French, Spanish, and Caribbean, Africans, and the English, and has subsequently developed a rich and unique creolization of cultures and events.</p>	Story of Louisiana inhabitants, historical events, places, biographies, personalities, wars, etc.	<p>"Our Louisiana Flag: How Did It Evolve?"</p> <p>"How did Huey P. Long influence Louisiana?"</p>
POLITICAL SCIENCE	<p>Group living regulated by social control</p> <p>Social controls are essential in group living. People have developed the means of regulating group life. Agencies for social control undergo constant change. Society has established regulations to govern human behavior. Different nations have different methods of human control.</p>	Government Agencies, FBI, crime, U.S. Constitution, courts system, international governments, etc.	<p>"Is America the World's Policeman?"</p> <p>"Have Seat Belt Laws Made a Difference?"</p> <p>"Voter Apathy: How Does it Affect Election Results?"</p>
SOCIOLOGY	<p>People living in groups</p> <p>Group living is the result of people's social needs. Group living necessitates cooperation within and among groups. Groups are constantly changing in nature and functions.</p>	Families, crime, mental health, propaganda, life styles, dreams, television, media, etc.	<p>"How Does Divorce Affect Children?"</p> <p>"Capital Punishment: Is It The Answer?"</p> <p>"Television Violence: Who Decides and How?"</p>

St. Charles Parish Public Schools Social Studies Fair Presentation Scoring Rubric

Category (Circle One) Anthropology Economics Geography History LA History Political Science Sociology

Project Number/Title _____

CATEGORY	4 (Excellent)	3 (Good)	2 (Fair)	1 (Unacceptable)	TOTAL POINTS
A Knowledgeable Competent Person (Research)	The student acquired and analyzed new knowledge while completing in-depth research of a chosen topic. A variety of resources were used to complete the project.	The student acquired and analyzed new knowledge while completing research on a chosen topic. A variety of resources were used to complete the project.	The student acquired new knowledge while completing research on a chosen topic. Minimal resources were used to complete the project.	The student did not acquire new knowledge while completing research on a chosen topic. No resources were used to complete the project.	
An Effective Communicator (Oral Presentation) (Presentation time should not exceed 2 minutes.)	The student was able to develop and deliver clear, concise key messages and use verbal and presentation skills effectively.	The student was able to present key messages in a clear manner but lacked some details and/or verbal/presentation skills.	The student was unable to present key messages in a clear manner. Verbal/presentation skills were marginal.	The student was unable to present key messages and lacked verbal/presentation skills.	
A Creative Producer (Presentation Display)	The student demonstrates creativity and produces an original product. The display is self-explanatory; it reflects thought, research, and organization; and it is neat and attractive.	The student produces an original product. The display is self-explanatory but lacks one of the following: thought, research, organization, and/or neatness.	The student produces a product. The display lacks two or more of the following: thought, research, organization, and/or neatness.	The display is unattractive and does not reflect thought, research, organization, and/or neatness; or the student does not produce a product.	

TOTAL POINTS	
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Comments:

SOCIAL STUDIES FAIR DISPLAY AND SAFETY CHECKLIST

ALL PROJECTS MUST ADHERE TO THE FOLLOWING DISPLAY AND SAFETY GUIDELINES AND MUST BE REVIEWED BY A SAFETY JUDGE AT THE TIME OF SETUP. FAILURE TO COMPLY WILL RESULT IN DISQUALIFICATION.

- ___ 1. Projects are **not limited** to the traditional tri-fold display board, however exhibit size is limited to W 36" X D 30" X H 100" maximum (floor to top) and may not exceed 100 pounds. Projectors and screens are **not** permitted to be set up for presentation. A laptop and a PowerPoint presentation **may not** be used to take the place of a backboard and physical model.
- ___ 2. The name of the student, grade level, and project title should be written on a 3 X 5 index card and taped on the back of the project. For projects entered in the Regional Fair, all identifying information should be removed.
- ___ 3. Projects must be self explanatory, stand by themselves, and /or have side boards.
- ___ 4. Cassette players, light bulbs, batteries, etc. must be provided by the student. All projects requiring electricity must be accompanied by a minimum 100 foot extension cord. All extension cords must be secured to the floor with "duct" tape. Also, projects using computers must have electrical surge protection devices. All equipment must be contained within the space allocated for the project.
- ___ 5. No live animals, embryos, or fetuses may be exhibited. Only properly prepared animal skins, hides, or stuffed animals can be used in exhibits.
- ___ 6. No food or beverages may be consumed in the display area.
- ___ 7. No exhibits are to display original archaeological artifacts or human remains of any kind.
(State law 1991 – Act 704)
- ___ 8. Decisions of judges are final and are not subject to review or appeal. Judges' evaluation forms for projects will not be made public following the conclusion of the fair.

APPENDIX

Bibliography Format

ALL ENTRIES MUST BE DOUBLE-SPACED BETWEEN EACH ENTRY, BEGIN AGAINST THE LEFT MARGIN AND BE INDENTED ON EACH SUBSEQUENT LINE.

SINGLE AUTHOR - BOOK

Author's last name, first name. Title of book. Place of publication: Publisher, date of publication.

Ex: Smith, Robert M. Mastering Mathematics: How to Be a Great Math Student. Belmont, CA: Wadsworth, 2007.

MULTIPLE AUTHORS - BOOK

First author's last name, first name, then second author's first name last name, followed by third author's first & last name (if applicable). Title of book. Place of publication: Publisher, date of publication.

Ex: Bolt, Anthony, Janice Wardle, and Marion Smith. Writing for Teenagers. New York: Cambridge, 2006.

Note: For a work by more than three authors, list the first author followed by ", et al."

ARTICLE FROM A MAGAZINE

Author's last name, first name. "Title of article in quotation marks." Title of magazine Date of publication: pages.

Ex: Jerome, Marsha. "Dial-Up Desktop." PC Computing 22 July 1995: 177-83.

AUTHORED ENCYCLOPEDIA ARTICLE

Author's last name, first name. "Title of article in quotation marks." Title of encyclopedia. Date ed.

Ex: Williams, Lyle. "Mauritius." New Book of Knowledge. 2006 ed.

Note: For an unsigned article, the reference begins with the article title.

BOOK WITH AN EDITOR

Author if present-last name, first name. "Title of article in quotation marks." Title of book. Ed. editor's first and last name. Place of publication: Publisher, date of publication.

Ex: Jones, Frank. "Lungs." The Human Body. Ed. Charles Clayman. New York: DK Publishing, 2006.

PERSONAL INTERVIEW

Last name of person interviewed, first name. Personal interview or telephone interview. Date of interview.

Ex: Tregre, Chris. Personal Interview. 19 Sept. 2007.

VIDEO/DVD RECORDING

Title of video. Director. Performers (if given). Distributor, year of release.

Ex: It's a Wonderful Life. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, RKO, 1946.

VIDEO CLIP (from United Streaming)

Title. Publisher, year of publication. United Learning (provider). Date of access Web address

Ex: Spain. Discovery, 2003. United Learning. 17 Jan. 2004 <<http://www.unitedstreaminci.com>>

PAMPHLET

Treat a pamphlet as you would a book.

Ex: London. New York: Trip Builder, 2001.

NEWSPAPER ARTICLE

Author (last name, first). "Title of article in quotation marks." Name of newspaper publication date, edition: section and page number.

Ex: LaFrance, Siona. "History with a Twist." Times-Picayune 10 Oct. 2003

MAP OR CHART

Treat a map or chart like an anonymous book, but add the label of map or chart.

Ex: Ancient Romans. Map. Washington, D.C.: National Geographic, 2001.

CITING ONLINE DATABASES (Science Online, History Online, World Book Online, etc.):

-REFERENCE MATERIALS ONLINE

Author's last name, first name (if given). "Title of work." Article's original source and date: page numbers. Title of Database. Publisher, date. Name of library you are using to access database with address. Date of visit to site Web address (If you cannot find all the information, cite what is available.)

Ex: "Dag Hammarskjöld." DIScovering World History March 2006: 5-7. Detroit: Galegroup, 2004. JBM Library 434 South St. Paradis, LA. 6 Apr. 2004 <<http://find.galegroup.com>>

-MAGAZINES ONLINE

Author's last name, first name. "Title of article." Magazine title and date: pages. Title of Database. Publisher, date. Name of library you are using to access database with address. Date of visit to site Web address

Ex: Cabral, Elena. "Changing Faces." Scholastic News 12 February 2007: 4-5. Student Reference Center Junior. Galegroup, 2007. JBM Library 434 South St. Paradis, LA. 6 Apr. 2004 <<http://find.galegroup.com>>

-ENCYCLOPEDIA ARTICLES ONLINE

Author's last name, first name. (if given) "Title of Article." Title of online encyclopedia. Date (usually found at the bottom of the initial page). Publisher. Date of visit to site Web address

Ex: "Einstein, Albert." World Book Online Reference Center. 2007. World Book, Inc. 27 February 2007 <<http://www.worldbookonline.com/lwb/Home>>

WEB SITE

Author if given. "Title of Article." Title of site and date of publication or update. Date of visit to site Web address

Ex: Park, John. "Australian Animals." Auslig-on the Web 2007 2 Sept. 2007 <<http://www.auslig.gov.au/facts.htm>>

ONLINE MAGAZINE (different from magazine in a database)

Author's Last, First name. "Article Title." Magazine Title Date of publication. Date of visit to site Web address

Ex: Baker, Aryn. "The Kite Maker." Time 22 February 2007. 27 February 2007 <www.time.com/time/magazine/article 0,9171,1 59857,00.html>

List of Social Studies 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, baffle areas, artifacts)
- oral interviews, polls and questionnaires, photographs, sound recordings, and films

Some resources are also available through each school's library web page. The librarian at each school can supply the username and password for access to the following resources:

- GALE Databases
 - Student Resource Center – Junior
 - InfoTrac Newsstand
 - Gale Biography in Context
 - Gale U.S. History in Context
 - Gale World History in Context
 - Kids InfoBits Kids InfoBits
 - Gale Student Resources in Context
- World Book Online
- U.S. History Online
- Facts on File

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

Statistical analysis

Interviews

Plagiarizing vs. Paraphrasing

What is Plagiarism?

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

If you plagiarize any portion of your project, you will receive a failing grade on your project. Therefore, it is important that you understand the difference between plagiarism and proper means of utilizing resources.

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.
- is still cited with MLA parenthetical documentation.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing:

1. Reread the original passage until you understand its full meaning.
2. Set the original aside; write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material.
At the top of the note card write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

SOCIAL STUDIES FAIR ENTRY FORM
PLEASE PRINT ALL INFORMATION

Name _____ Grade _____

School _____

Teacher's Name _____

Category: (Check One)

_____ **Anthropology** (Culture developed by people living and thinking together)

_____ **Economics** (Wants and needs satisfied by people laboring)

_____ **Geography** (People and nature interact)

_____ **History** (The continuous narrative of human progress)

_____ **Louisiana History** (The history of Louisiana is long and rich.)

_____ **Political Science** (Group living regulated by social control)

_____ **Sociology** (People living in groups)

TITLE OF PROJECT _____

Give a brief description of the project:

Do you need an electrical outlet? ____Yes ____No

(You must furnish a 100 foot extension cord.)

I have read, understand, and agree to abide by all Social Studies Fair rules and regulations. This project is completely mine and was created and completed by me within the last 12 months without direct, significant aid or assistance from anyone other than my sponsoring teacher. Parental involvement in the project was limited to those aspects of the project that are consistent with the Social Studies Fair regulations.

Parent's Signature

Participant's Signature

Social Studies Fair Research Plan

Name _____

A. The category of my project is

_____ **Anthropology** (Culture developed by people living and thinking together)

_____ **Economics** (Wants and needs satisfied by people laboring)

_____ **Geography** (People and nature interact)

_____ **History** (The continuous narrative of human progress)

_____ **Louisiana History** (The history of Louisiana is long and rich.)

_____ **Political Science** (Group living regulated by social control)

_____ **Sociology** (People living in groups)

B. My question or problem is

C. The purpose of my project is

D. Bibliography: List at least five (5) major references (e.g., articles, books, internet sites) from your literature review. Identify each resource as a primary or secondary source.

1. _____

2. _____

3. _____

4. _____

5. _____

Social Studies Fair
Statement of Intent and Compliance

I plan to complete a social studies project. I have read the social studies project handbook and understand the rules and regulations regarding social studies projects.

Printed Student Name_____

Student Signature_____Date_____

Parent/Guardian Signature_____Date_____