

Social Studies Fair  
Project Presentations  
Workshop 4<sup>th</sup>-6<sup>th</sup>

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# Social Studies Fair Projects

- selecting a discipline and the GLE (SS)
- Selecting a topic and title
- Research and GLE (ELA)
- Research paper and GLE (ELA)
- Oral Presentation and GLE
- Display board

# Disciplines: Anthropology

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

# Anthropology: GLE Examples

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

# Economics

- concerning the utilization of the natural environment to produce the goods and services needed by man.
- Examples are money, manufacturing, trade, transportation of goods, services, communication, inflation, stock exchange, Common Market, government budgets, etc.

# Economics/4<sup>th</sup>-5<sup>th</sup> Grade GLE

## Examples

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

# Economics/6<sup>th</sup> Grade GLE

## Examples

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

# Geography

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



# Geography/ 4<sup>th</sup> grade GLE Examples

- use of maps
- Identify the best place for human settlement based on a map showing physical characteristics of an area
- Identify, define, and compare regions of the United States using physical and human characteristics

# Geography/ 4<sup>th</sup> grade GLE

## Examples

- Explain and compare the cultural identities of various U.S. regions and how a region is influenced by past events and the heritage of its people
- Identify natural disasters, their causes, areas prone to them, and how those disasters affect people and the environment

# Geography/ 5<sup>th</sup>-6<sup>th</sup> Grade GLE Examples

- 5<sup>th</sup>: focus on colonial America
- 6<sup>th</sup>: focus on World History, Ancient Civilizations

# History

- concerning the written story of man and the development of civilizations.
- Examples include historical events and trends, wars, diplomacy, politics, religious institutions, biographies, etc.

# History/ 4<sup>th</sup> grade GLE Examples

- Interpret data presented in a timeline or construct a historical timeline
- Compare how a person today might view an issue or event differently from a person living in an earlier time
- Describe the point of view of an historical figure or group, (can use speeches)
- Interpret historical information in a map, table, or graph
- **Compare and contrast primary and secondary sources**

# History/ 4<sup>th</sup> grade GLE Examples

- Identify and describe major early explorers and explorations in North America
- Identify leaders and their influence in the early development of America
- Describe the importance of events and ideas significant to our nation's development
- Identify a document/speech/address significant to the development of the nation and identify the author/speaker of a particular document/speech/address

# History/ 4<sup>th</sup> grade GLE Examples

- Describe American democratic principles as exemplified by major historic events, groups of people, and leaders (e.g., American Revolution, Civil War, Civil Rights Movement)
- Identify the causes and effects of the major historical (voluntary and involuntary) migrations to and within America
- Identify and explain cultural elements that have contributed to our national heritage

# History/ 4<sup>th</sup> grade GLE Examples

- Identify and describe inventions that have affected people's lives or altered their view of the world
- Identify the chronological order of major scientific or technological advancements
- Identify important historic figures from around the world and explain the impact of their contributions



# History/ 5<sup>th</sup> grade GLE Examples

- Construct a timeline of key events in American history (beginnings to 1763)
- Identify different points of view about key events in early American history
- Identify the causes, effects, or impact of a given event in early American history

# History/ 5<sup>th</sup> grade GLE Examples

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

# History/ 5<sup>th</sup> grade GLE Examples

- Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection
- Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492

# History/ 5<sup>th</sup> grade GLE Examples

- Describe major early explorations and explorers and their reasons for exploration
- Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples
- Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa

# History/ 5<sup>th</sup> grade GLE Examples

- Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century
- Explain the societal impact of the immersion of Africans in the Americas
- Identify instances of both cooperation and conflict between Indians and European settlers

# History/ 5<sup>th</sup> grade GLE Examples

- Describe the **political, social, and economic organization and structure** of the thirteen British colonies that became the United States
- Describe reflections of **European culture, politics, and institutions** in American life
- Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland

# History/ 5<sup>th</sup> grade GLE Examples

- Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec)

# History/ 6<sup>th</sup> grade GLE Examples

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



# History/ 6<sup>th</sup> grade GLE Examples

- **Use multiple primary and secondary sources to describe world civilizations**
- Identify historical issues or problems in world civilizations and discuss how they were addressed
- **Conduct historical research using a variety of resources to answer historical questions related to world civilizations**

# History/ 6<sup>th</sup> grade GLE Examples

- Describe hunter-gatherer societies, including the development of tools and the use of fire
- Explain why agricultural societies developed from hunters and gatherers
- Describe the major characteristics of early river valley civilizations

# History/ 6<sup>th</sup> grade GLE Examples

- Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia
- Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations
- Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region
- Explain the significance of Phoenician trade in the Mediterranean basin

# History/ 6<sup>th</sup> grade GLE Examples

- Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life
- Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests
- Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures

# History/ 6<sup>th</sup> grade GLE Examples

- Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese)
- Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (i.e., Christianity, Hinduism, Buddhism, Islam)
- Describe major events, key figures, and social structure of the Early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism)

# History/ 6<sup>th</sup> grade GLE Examples

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

# History/ 6<sup>th</sup> grade GLE Examples

- Explain the major social, economic, political, and cultural features of European, African, and Asian societies that stimulated exploration and colonization
- Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations
- Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing

# Political Science/Civics

- concerning principles, organization, and methods of government.
- Examples include government agencies, constitutions, courts, international agencies, FBI, CIA, etc.



# Political Science/Civics: 4<sup>th</sup> grade GLE Examples

- Explain the role of government and the rights of citizens
- Identify the three branches of the federal government and describe their major responsibilities
- Identify key government positions at the national level, their respective powers, and limits on their powers

# Political Science/Civics: 4<sup>th</sup> grade

## GLE Examples

- Distinguish between elected and appointed officials and give examples of each at the local, state, and national levels
- Identify the purpose and importance of a rule or a law
- Describe the significance of the Declaration of Independence, the U.S. Constitution and its principles of democracy, and the Bill of Rights
- Explain the similarities between the Louisiana and U.S. Constitutions

# Political Science/Civics: 4<sup>th</sup> grade

## GLE Examples

- Identify the United Nations and its role in international peace keeping
- Identify the means by which individuals become U.S. citizens

# Political Science/Civics: 5<sup>th</sup>-6<sup>th</sup> grade GLE Examples

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

6<sup>th</sup>: Identify the essential elements of Greek and Roman government that would later influence the U.S. government

# Sociology

- concerning people living in groups.
- Examples include the family, crime, mental health, lifestyles, media, drug abuse, etc.

# Selecting a discipline: For example: Native Americans

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

# Selecting a Topic and Title

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

# Secondary Research Sources

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



# Primary Research Sources

- Newspapers, magazines, published letters, memos.
- Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)
- Government publications (international, national, state, local)
- Oral interviews, polls and questionnaires, photographs, sound recordings, films, speeches
- Current biography

# GLE/ELA Research 4<sup>th</sup> grade

## Information Resources standard 5

- Locate information using organizational features of a variety of resources, including:
- electronic information such as keyword searches, passwords, and entry menu features
- print materials such as indices, glossaries, table of contents, title pages, and map legends
- Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures

# GLE/ELA Research 4<sup>th</sup> grade Information Resources standard 5

- Evaluate the usefulness of information selected from multiple sources, including:
- library and online databases
- electronic reference works
- Internet information
- community and government data
- Interviews and surveys

# GLE/ELA Research 4<sup>th</sup> grade

## Information Resources standard 5

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

# GLE/ELA Research 4<sup>th</sup> grade Information Resources standard 5

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

# GLE/ELA Research 5<sup>th</sup> grade Information Resources standard 5

- Locate information using:
- almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, and appendices
- electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
- frequently accessed and bookmarked Web addresses

# GLE/ELA Research 5<sup>th</sup> grade Information Resources standard 5

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

# GLE/ELA Research 5<sup>th</sup> grade

## Information Resources standard 5

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



# GLE/ELA Research 5<sup>th</sup> grade Information Resources standard 5

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

# GLE/ELA Research 6<sup>th</sup> grade Information Resources standard 5

- Locate information using:
- complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
- electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
- frequently accessed and bookmarked Web addresses

# GLE/ELA Research 6<sup>th</sup> grade Information Resources standard 5

- organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses)
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
- electronic sources (e.g., Web sites, databases)
- other media sources (e.g., audio and video tapes, films, documentaries, television, radio)

# GLE/ELA Research 6<sup>th</sup> grade

## Information Resources standard 5

- **Identify sources as primary and secondary to determine credibility of information**
- Locate, information using:
- Surveying, interviewing, and paraphrasing
- Generate research reports that include
- visual representations of data/information
- graphic organizers (e.g., outlines, timelines, charts, webs)
- bibliographies

# GLE/ELA Research 6<sup>th</sup> grade Information Resources standard 5

- Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters
- Give credit for borrowed information following acceptable-use policy, including:
  - integrating quotations and citations
  - using endnotes

# GLE/ELA Research 6<sup>th</sup> grade Information Resources standard 5

- creating bibliographies and/or works cited lists
- Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources

# Social Studies Research Paper

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

# GLE/ Research Paper 4<sup>th</sup> grade

## Writing standard 2

- Write compositions of at least three paragraphs
- Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences



# GLE/Research Paper 4<sup>th</sup> grade

## Proofreading Standard 3

- Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency
- Write using standard English structure and usage
- Avoiding writing with sentence fragments and run-on sentences

# GLE/ Research Paper 5<sup>th</sup> grade

## Writing standard 2

- Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
  - an established central idea
  - important ideas or events stated in sequential or chronological order
  - Elaboration, transitional words and phrases that unify points and ideas

# GLE/ Research Paper 5<sup>th</sup> grade

## Writing standard 2

- an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas
- Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences

# GLE/Research Paper 5<sup>th</sup> grade

## Proofreading Standard 3

- Use standard English punctuation, including:
- parentheses and commas in direct quotations
- correct sentence fragments and run-on sentences

# GLE/ Research Paper 6<sup>th</sup> grade

## Writing standard 2

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

# GLE/ Research Paper 6<sup>th</sup> grade

## Writing standard 2

- an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas
- Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences

# GLE/Research Paper 6<sup>th</sup> grade

## Proofreading Standard 3

- Capitalize names of companies, buildings, monuments, and geographical names

# Oral Presentation (3 min.)

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



# Oral Presentation

- What NOT to do:
- Chewing gum or tobacco.
- Moving nervously.
- Standing in front of or obscuring the project.
- Using note cards or notes.
- Putting hands in pockets.
- Wearing heavy jewelry or distracting clothing.

# GLE/ Oral Presentation

## 4<sup>th</sup> grade Standard 4: Speaking and Listening

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

# GLE/ Oral Presentation

## 5<sup>th</sup> grade Standard 4: Speaking and Listening

- Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking
- Adjust volume and inflection to suit the audience and purpose of presentations
- Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion

# GLE/ Oral Presentation

## 5<sup>th</sup> grade Standard 4: Speaking and Listening

- Deliver formal and informal presentations for a variety of purposes, including:
- explanations of projects

# GLE/ Oral Presentation

## 6<sup>th</sup> grade Standard 4: Speaking and Listening

- Adjust diction and enunciation to suit the purpose for speaking
- Adjust volume and inflection to suit the audience and purpose of presentations
- Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion

# GLE/ Oral Presentation

## 6<sup>th</sup> grade Standard 4: Speaking and Listening

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

# Display Board

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

# Submission of Projects

- You can submit your entries online or through the mail: [www.selu.edu/ssfair](http://www.selu.edu/ssfair)
- How many can we submit? For example, a Division I school (4<sup>th</sup>-6<sup>th</sup>) may submit up to 12 projects. The ideal is 1 Individual and 1 Group for each Discipline. No more than 4 in any one discipline.
- A Division I and II or II and III school may submit up to 24 projects.
- Please read the Bulletin for more information, a checklist and rules for the Regional Fair.