



**Social Studies Fair**  
**Project Handbook**  
**2023-2024**



## Table of Contents

Purpose and Goals.....	1
Parent and Student Letter.....	2
● Teacher Responsibilities	
● Parent Responsibilities	
● Student Responsibilities	
Social Studies Project Components.....	3
Rules and Regulations.....	4
Steps to a Successful Social Studies Project.....	5 - 8
Social Studies Project Categories.....	9 – 10
Social Studies Fair Presentation Scoring Rubric.....	11
Display and Safety Checklist.....	12
Appendix.....	13 – 23
● Avoiding Plagiarism	
● How to Create Parenthetical Citations	
● How to Create a Works Cited Page	
● List of Social Studies Resources/Tools	
● Forms	
○ Entry Form.....	19
○ Research Plan.....	21
○ Statement of Compliance.....	23

## **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 23)
	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 21)
	Submit Social Studies Fair Entry Form (page 19)
	Conduct the research
	Draw a conclusion
	Write research paper
	Write abstract
	Create display
	Prepare oral presentation
	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.
  - Projects will not 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 and certifications must be turned in to the teacher on the assigned due dates.
4. All projects must be accompanied by a research paper (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 to the school's social studies fair judges. Students will also 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 interment 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.

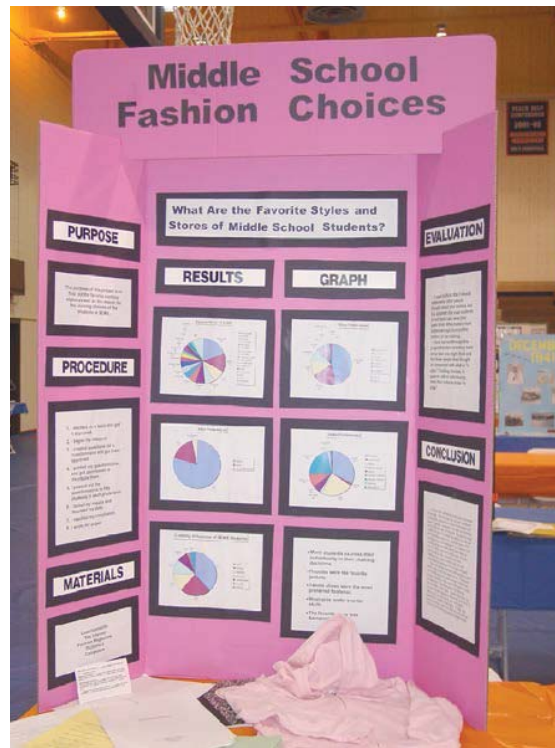
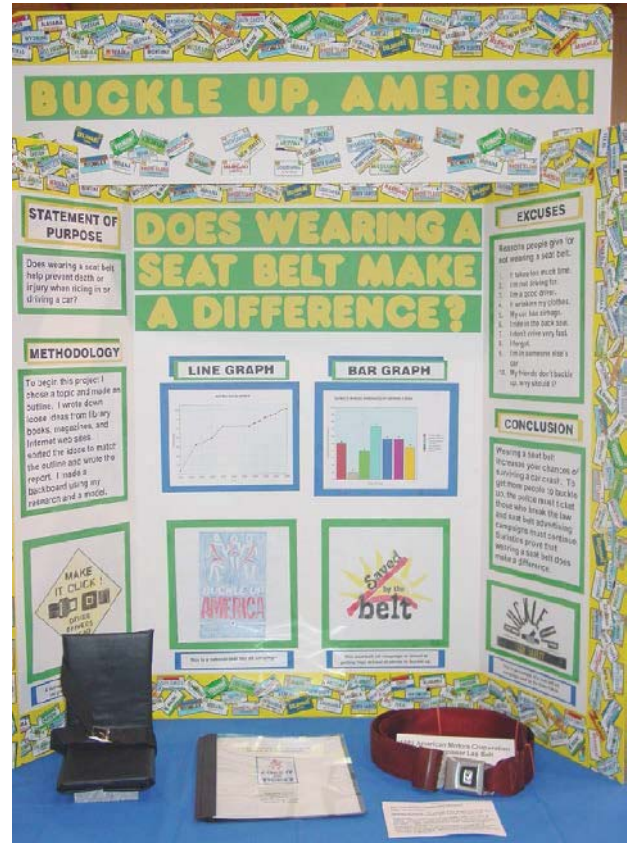
**Step 9: Prepare for the oral presentation:** Students may prepare by having teachers or parents practice with them. Students will give a brief overview of the development of their project and should be prepared to answer questions about the importance of their topic, sources, research findings and 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.

<b>Category</b>	<b>Descriptions</b>	<b>Examples of topics</b>	<b>Sample Titles</b>
<b>ANTHROPOLOGY</b>	<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>
<b>ECONOMICS</b>	<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>
<b>GEOGRAPHY</b>	<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>
<b>HISTORY</b>	<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,</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>

	of cause and effect relationships, 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 <b>in-depth</b> 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.	

<b>TOTAL POINTS</b>
---------------------

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.





---

# AVOIDING PLAGIARISM

## The Basics

**What?** Plagiarism is the act of using someone else's thoughts or words as your own, and it is illegal.

**When?** When conducting research, when composing

**Why?** Including information from sources in your work adds credibility. However, this information must be cited or called out as coming from a source so that you are not taking credit for someone else's ideas or plagiarizing.

## Digging Deeper - Key Components

Acknowledging sources using parenthetical citations and a Works Cited page gives appropriate credit and allows others to locate more information on your topic. Read the general description of each of these components below and review the resources to learn how to avoid plagiarism.

Note: Different style guides direct you to avoid plagiarism in different ways, so it is important to know what style guide to follow when writing. For example, most writing for English class follows the MLA Style Manual, while most scientific writing follows APA Style.

- **Parenthetical Citations:** Once you locate information that you want to include in your work, determine how you will integrate it. Review the integrating quotations reference guide to learn how to integrate the information. Once you've integrated the information, determine how you will cite it to avoid plagiarism.
  - Direct quotations: If you take information directly from another source and use it in your work exactly as written, put it in quotations marks and use a parenthetical citation.
  - Paraphrase: If you use information from another source that is unique to that source, but you put it into your own words, quotation marks are not needed. However, because the information is unique to a source, you must still use a parenthetical citation.
- **Works Cited Page:** The Works Cited page is its own page at the end of a written work and contains entries for all the sources or works cited in your work.
  - A Works Cited page differs from a bibliography or resources page because it contains only those sources which are cited in the written work. A bibliography or resources page will include all the sources you consulted for the work even if you do not cite them.
  - A "bibliographic entry" is the same thing as an entry on a Works Cited page, but it may use a different order or format based on the style guide being followed.

### How to Create Parenthetical Citations

A parenthetical citation is a way to cite evidence within a sentence or paragraph. The citation goes within parentheses, hence the name “parenthetical citation.” Different style guides direct you to cite work differently, so it is important to know what style guide to follow when writing. Most writing for an English class follows the MLA Style Manual.

The basic structure for a parenthetical citation in MLA format is (<AUTHOR’S LAST NAME> <PAGE NUMBER>).

Example	Description
“Kids love research” (Smith 2).	This is a direct quotation. The parenthetical citation--(Smith 2)--begins after the closed quotation mark. The period is outside of the quotation mark, as the parenthetical citation is considered part of the sentence.
Research is an activity that kids enjoy (Smith 2).	This is a paraphrase. The parenthetical citation--(Smith 2)--is at the end of the sentence but before the period, as the parenthetical citation is considered part of the sentence.
According to Smith, “Kids love research” (2).	This is a direct quotation with the author’s name included in the sentence. Since the author’s name is already mentioned, it does not need to be provided in the citation. The parenthetical citation--(2)--begins after the closed quotation mark. The period is outside of the quotation mark, as the parenthetical citation is considered part of the sentence.
On page 2 of Smith’s essay it says, “Kids love research.”	This is a direct quotation with the author’s name and page number included in the sentence. Since the author’s name and page number are already mentioned, there is no need for a parenthetical citation.
On page 2 it says, “Kids love research” (Smith).	This is a direct quotation with the page number included in the sentence. Since the page number is already mentioned, it does not need to be provided in the citation. The parenthetical citation--(Smith)--begins after the closed quotation mark. The period is outside of the quotation mark, as the parenthetical citation is considered part of the sentence.



Example	Description
This is true because “there are many ways to cite authors” (Jones and Washington 13).	This is a direct quotation with two authors. The parenthetical citation--(Jones and Washington 13)--begins after the closed quotation mark. The period is outside of the quotation mark, as the parenthetical citation is considered part of the sentence.
“There are many opportunities to do research” (Boudreaux, Brown, and Fontenot 20).	This is a direct quotation with more than two authors. The parenthetical citation--(Boudreaux, Brown, and Fontenot 20)--begins after the closed quotation mark. The period is outside of the quotation mark, as the parenthetical citation is considered part of the sentence.
Researching takes time, but “it adds credibility” (Holmes).	For online sources with author(s) listed, use the last name(s) in the parenthetical citation. No page numbers are needed.
Some think “research is fun” (“Researching Basics”).	For online sources with no author(s) listed, include in the parenthetical citation the first part of the entry for the source on the Works Cited page. The parenthetical citation--(“Researching Basics”)--includes the title of the article in quotation marks. Again, no page numbers are needed.
Conducting research “takes time and resources” ( <i>Educational Tips</i> ).	For online sources with no author(s) listed, include in the parenthetical citation the first part of the entry for the source on the Works Cited page. The parenthetical citation--( <i>Educational Tips</i> )--includes the title of the website. Again, no page numbers are needed.

## How to Create a Works Cited Page

A Works Cited page contains entries for all the sources cited in your work. If a source or work is not cited in your written work, it should not be included on your Works Cited page.

Model
Works Cited
Boudreaux, Ann, et. al. <i>Research Basics</i> . Ed Publishing, 2010.
Graff, Gerald and Cathy Birkenstein. <i>They Say, I Say: The Moves that Matter in Academic Writing</i> . 1st ed., W.W. Norton & Company, 2006.
Holmes, Joseph. "When to Quote and When to Paraphrase." <i>SchoolEDU</i> , schooledu.com/research. Accessed 29 Aug. 2017.
Jones, Edward and Michael Washington. <i>Conducting Research: A Guide for Beginners</i> . Cherry Tree Press, 2012.
"Researching Basics." <i>KidsOnline</i> , 6 May 2012, www.kidsonline.com/research101. Accessed 29 Aug. 2017.
Smith, Cierra. "Researching with Kids." <i>Early Education Journal</i> , vol. 1, no. 3, 2015, pp. 10-12.
<i>The Purdue OWL Family of Sites</i> . The Writing Lab and OWL at Purdue and Purdue U, 2008, owl.english.purdue.edu/owl. Accessed 18 June. 2018.

### Tips for Creating a Works Cited Page

- The Works Cited page should be titled Works Cited. The title should be centered without quotation marks or italics.
- If an entry goes beyond a single line, indent the second line. This is called a hanging indentation.
- The entries should be alphabetized by the first word of the entries.
- All entries should end with a period.
- Use the following models as guides for writing entries. If you need to create an entry for a kind of text not listed, refer to the MLA Style Manual or online writing guides from universities which provide guidance in using the MLA Style Guide for creating a Works Cited page. There are also online citation machines which can help with creating entries.



---

**Book with a Single Author**

Author's Last Name, First Name. *Book Title*. Publisher, Publication Date.

**Book with Two Authors**

First Author's Last Name, First Name and Second Author's First Name Last Name. *Book Title*. Publisher, Publication Date.

**Book with Three or More Authors**

First Author's Last Name, First Name, et. al. *Book Title*. Publisher, Publication Date.

**Article in a Magazine**

Author's Last Name, First Name. "Article Title." *Magazine Name*, publication day Month year, pp. starting page-ending page.

**Article in a Newspaper**

Author's Last Name, First Name. "Article Title." *Newspaper Name*, publication day Month year, p. single page.

**Article in a Scholarly Journal**

Author's Last Name, First Name. "Article Title." *Journal Title*, vol. #, no. #, year, pp. starting page-ending page.

**Online Article**

Author's Last Name, First Name. "Article Title." *Website Name*, publication day Month year, URL.  
Accessed day Month year.

**Interview in a Magazine**

Interviewer's Last Name, First Name. Interview with Interviewee's First Name Last Name. *Magazine*, publication day Month year, pp. starting page-ending page.

**Speech/Presentation**

Speaker's Last Name, First Name. "Speech Name." Particular Conference or Venue, speech day Month year, Venue Location. Type of Speech/Presentation.

**Website**

Author's Last Name, First Name. *Website Name*. Sponsor or Publisher, publication day Month year, URL.  
Accessed day Month year.

**A Tweet**

@handle. "Tweet." *Twitter*, posting day Month year, time, URL.

---

## 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 InfoBitsKids 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

**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\_\_\_\_\_