

## **PRESTON COUNTY SOCIAL STUDIES FAIR RULES**

### **SOCIAL STUDIES FAIR CLASSIFICATIONS**

Social Studies Fair projects are classified using three descriptors: Division, Category and Type.

#### **Division:**

First, identify your division.

- Division I (4)
- Division II (6-8)
- Division III (9-12)

#### **Category:**

Next, select the category that interests you the most.

1. Anthropology
2. Economics
3. Geography
4. Political Science
5. Psychology
6. Sociology
7. State and Local Studies
8. U.S. History
9. World History / International Studies

#### **Type:**

Finally, determine the type of presentation you want to create and deliver.

- Individual - Only one person worked on the project and will present it alone.
- Small Group - Two to five students worked on project and will present the project together.

### **SOME HELPFUL HINTS...**

#### **Individual Work**

If you work alone, you must remember that you will be doing all of the work by yourself. Working alone can be beneficial because you can manage your own time and make all of the decisions about the project without consulting with anyone else. You will give your oral presentation to the judges by yourself.

#### **Working With a Group**

If you decide to collaborate with a group, there will be one or more other students working with you. Together you will choose the theme to be investigated as well as the process of research, the materials for your display, and your methods of communication and presentation to the judges. You should work together to write out a schedule for the completion of different responsibilities and your meeting times. Having these things written down will prevent misunderstandings later on and will help you meet your deadlines. Working with others is fun and you have the creativity, talents, and knowledge of others to improve the project. You will

learn from each other. Each student is required to deliver a part of the presentation in a small group project (traditional or international).

Whether working alone or in a group, be prepared because sometimes things do not get finished on time due to unforeseen emergencies. You must plan ahead and plan to finish before the deadline. That way, if you need extra time then you will have it.

### **Judging Different Divisions, Categories and Types**

When a project is judged at the State Fair, it will compete against other projects of the SAME Division, Category and Type. For example, a Division III individual project in U.S. History will compete only against other Division III individual projects in U.S. History.

## *Categories*

### **Social Studies Fair Categories**

**Anthropology** is the study of how culture is developed by people living, thinking, and working together. This category examines issues related to how a particular group of people view the world; how they do things and the mind sets they use to understand the world.

**Economics** is the study of how people labor to satisfy human wants and needs. This category examines issues related to the production and distribution of goods and services. People use a variety of economic systems to attempt to satisfy their unlimited needs and wants with limited resources.

**Geography** is the study of how the earth and its features interact with the effects of human activity. This category focuses on the relationship between people and their environment. Our environment influences our lifestyle and culture, provides opportunities and imposes limitations. In addition, people influence the environment. Geography studies the physical and cultural elements of the environment, as well as the interaction between the elements.

**Political Science** is the study of how groups develop and use different structures to govern their lives. This category deals with the study of the processes, principles and structures of government, political institutions, and the study of law making and law enforcement.

**Psychology** is the study of mental processes and behaviors. This category investigates human behavior as it is influenced by an individual or a group. It examines both inherited and socially influenced behaviors.

**Sociology** is the study of human social behavior. This category investigates both the behavior of groups and the behavior of individuals as members of groups.

**State and Local Studies** is the study of the life and development of an individual, a people, a state, a county, an event or an institution. This category records and explains past and present events of a local area or of West Virginia in general. It investigates the interrelationship between cause and effect, continuity and change, and other factors that historians use as they try to understand the past and the present.

**U.S. History** is the study of the life and development of an individual, a people, an event or an institution within the United States. This category records and explains various aspects of the history of the United States. It investigates the interrelationship between cause and effect, continuity and change, and other factors that historians use as they try to understand the past and the present.

**World History** is the study of the life and development of an individual, a people, a country, an event or an institution. This category records and explains various aspects of the history of areas outside of the United States. It investigates the interrelationship between cause and effect, continuity and change, and other factors that historians use as they try to understand the past and present. Students must consider a variety of perspectives in addition to their own and those of their counterparts, then determine how to communicate those perspectives through an oral presentation with the help of a physical display.

## *Develop Your Big Idea*

### Use the Abstract to Help You Develop Your Project

- First, determine your Big Idea – something that you know is important to everyone and that you want to investigate further.
- Once you have determined your Big Idea that you want to investigate, you will naturally ask questions about it. The questions you ask will determine the depth of your investigation. We call these questions Essential Questions. You should list your essential questions on your abstract. We also recommend that you post them on your display board.
- Essential Questions lead you to ask even more questions. They ask the very most important things that you need to know.

**Following is an example of how to use the headings of your abstract to develop your project:**

#### **Big Idea:**

Rights and Responsibilities of Student Citizens in America

#### **Essential Questions:**

- How do United States Citizens know their rights and responsibilities?

- How are the rights and responsibilities of children different from those of adult citizens?
- How does the Constitution contribute to the determination of the rights and responsibilities of all American Citizens?
- Are there other factors in addition to the Constitution that determine our rights and responsibilities as children and as adult citizens of the United States?
- How do we determine if student citizens have different rights and responsibilities from adult citizens?
- Why does being a student impact your rights and responsibilities?

Now that you have decided on the Big Idea that you want to investigate and you have asked the essential questions that will help you come to a conclusion, you will need to conduct some research to find your answers.

### **Research and Investigate**

There are many places to search for information regarding the rights and responsibilities of citizens in the United States. You may choose to read about the Constitution or you may choose to read the Constitution itself for starters. Specific amendments and bills may be of particular interest to you. You can certainly find much information on the Internet, for example the primary documents at the Library of Congress, the detailed information at the National Constitution Center, the Center for Civic Education, or Ben's Guide to U.S. Government for Kids. These are just suggestions to help you see how easy it will be to locate the information you need to answer your essential questions and investigate your Big Idea.

### **Validating Your Sources**

What does it mean to validate your sources?

To show the validity of something means that you must prove its truthfulness and accuracy. This means that you will want to do some background research on you sources.

#### **Examples:**

- If you are using an Internet source and the site is a .com site and that usually means that it is a commercial site. In that case, you must investigate to see if the company has a solid reputation for stating correct information only.
- If in doubt, do not use the information. If an Internet site is a .gov site, then you can validate the information by reading to see what government agency posted the information, if it is federal, state, or local, and who is responsible for the information.

- If it is an .edu site, then check to see what educational institution has posted the information and find out if it is a credible educational institution.
- If in doubt, ask your parents or your teachers if you should rely on the information on the Internet site, the books, magazines, or newspaper articles you may have chosen.
- If you are conducting an interview via email, telephone, or in person, find out the background of the person with whom you are speaking to be certain that they are relaying the most correct information that you can locate regarding your topic. Verify that the person or persons are the most credible sources for your information.

### **Writing a Brief Summary**

Before you can summarize your findings, you must first analyze all of the facts. Take everything apart and look for the details, the connections, the patterns, and the cause and effect issues, make comparisons and evaluate what you have discovered. Then, pull it altogether in a summary that explains briefly – in just a few words – what your project is all about.

### **State Your Conclusion**

From your research, what can you conclude about your Big Idea? Look at the answers you have found for your Essential Questions and write down what you now know about your Big Idea.

### **Find a Better Solution, Change the Outcome or Make a Prediction**

Can you create a better solution to the problem? How could you change the outcome? What is your prediction for the future of this Big Idea you have been researching? You will probably not have an answer for all three of these questions, depending on the Big Idea you are investigating, but you must answer at least one of these questions or your abstract will be considered incomplete by the judges.

### **Bibliography**

You must write out your resources in the form of a bibliography. You will see that one example of a resource to help you write a bibliography correctly has been provided to you at the top of the bibliography page. You should use this free Internet site to be certain that you are using the correct format. An incorrect format could cost you points on the judges' score card.

### **Creating Your Display**

Now that your research and writing are finished, you will be concentrating your efforts to create a presentation which will communicate your findings and your own ideas to the judges. You will need to refer to the Rules and Regulations for the West Virginia State Social Studies Fair link to find out about the different possibilities for presentation. This year for the first time students are invited to use hand-held battery powered technology equipment to enhance their presentations.

## **INTRODUCTION**

### **SOCIAL STUDIES FAIR:**

- I. Levels of Authority**
- II. General Rules**
- III. Registration**
- IV. Levels of Competition**
- V. Project Classifications**
- VI. Project Displays**
- VII. Electronic Devices**
- VIII. Written Abstracts**
- IX. Oral Presentation**
- X. Judging and Awards**
- XI. Prohibited Items**

## **RULES AND REGULATIONS FOR THE 2018-2019 WV STATE SOCIAL STUDIES FAIR**

### **I. Levels of Authority**

1. The fair coordinator (school, county, RESA or state) has the final decision on matters pertaining to the fair if these matters are not covered in fair regulations.
2. Disqualification of projects not meeting the project rules is the responsibility of the fair coordinator(s).
3. Any challenge at the school, county, RESA and/or state level must be submitted within 1 business day following the fair. Once the official results have been finalized on fair day, the fair director will only modify or overrule a judge's decision in the event of an obvious mathematical error in the scoring process.
4. The fair coordinator at each level of competition (school, county, RESA, state) has sole and final authority to resolve issues, concerns, conflicts, or disputes at that level of competition. State fair coordinators will not intervene in matters related to school, county, or RESA fairs. For example, a county fair coordinator may not intervene in a dispute at a RESA level fair. The final authority lies with the RESA fair coordinator in that instance.

### **II. General Rules**

5. Each project must include a physical display, oral presentation, and written abstract (in the approved format with a complete bibliography). A project that does not include all three of the required components shall be disqualified from competition.

6. Emphasis must be on methods of research, inquiry, creative problem solving and predictions regarding the issues rather than on “displays” or “collections of artifacts.”

7. Student, school or county names must not appear on any part of the project or abstract with the exception of projects about community or family histories or international projects.

8. Students may ask others for help and direction, but they must do all of the work themselves.

9. Projects may be modified or improved between each level of competition; however, the theme must be maintained.

10. A student may enter only ONE project. For example, a student participating in a small group project may not also enter a second project in the fair as an individual or a member of another small group.

11. Each project must represent the unique work of the student(s) who develop it. The fair director may disqualify a project if it is determined that the student(s) duplicated the work of another student (i.e., two projects from the same school or county are nearly identical), committed plagiarism, or engaged in other egregious violations of generally accepted academic integrity standards.

### **III. Registration**

12. The registration process for school and county fairs will be determined by the school or county fair coordinator.

13. County fair coordinators are responsible for registering projects for RESA-level fairs using the WV State Social Studies Fair Online Registration System at [www.wvssfair.com](http://www.wvssfair.com). Use of this system is mandatory. Detailed information on the use of the Online Registration System will be provided to county and RESA fair coordinators.

14. RESA fair coordinators are responsible for registering projects for the State Social Studies Fair. Detailed information on the registration process will be provided to RESA fair coordinators.

15. At the State Social Studies Fair, students are not required to register or “check in” on the day of the fair. Upon arrival, students may proceed directly to their assigned project numbers and assemble their projects. Project numbers will be posted to [www.wvssfair.com](http://www.wvssfair.com) at least one week prior to the fair date.

16. It is the responsibility of the fair coordinator (county or RESA) to ensure the accuracy of registration information (student names, project titles, category selections, etc.) prior to submission.

#### **IV. Levels of Competition**

17. There will be four levels of competition: school, county, regional (RESA), and state.

18. Counties may send only their first place winners in each Division, Category and Type to the RESA district fair. RESA districts may send only their first place winners in each Division, Category and Type to the State Fair in Charleston. A first place winner is defined as the highest scoring project in the Division/Category/Type with a score of 90 or above. A project must score a minimum of 90 out of 100 points to move on as a first place winner to the next level of competition. If no project scores 90 points or better in a certain category then no project from that category will move on to the next level of competition.

19. In the event that a first place project at a regional fair is unable to attend the state fair, a second place project may be substituted if: 1) The substitution is made BEFORE the regional fair coordinator submits project information to the State Social Studies Fair; AND 2) The second place project scored 90 or above at the regional fair. NO substitutions may be made after project information has been submitted to the state.

#### **V. Project Classifications**

20. All projects must be classified by the exhibitor at the time of entry by division (grade level), category (subject), and type (individual or group).

21. Divisions: Division I (Grades 3-5), Division II (Grade 6-8), and Division III (Grades 9-12). **(Preston County will host Division I (Grade 4), Division II (Grade 6-8), and Division III (Grades 9-12))**

22. Categories: Anthropology, Economics, Geography, International, Political Science, Psychology, Sociology, State and Local Studies, United States History, World History.

23. Types: Individual – Only one person works on the project and deliver the oral presentation alone; Small Group – Two to five students work on the project and deliver the oral presentation together.

24. A RESA may submit no more than ONE first place project in each division / category / type for competition at the state fair. It is thus possible for a county to send 27 individual and 27 small group projects to the RESA district fair and the RESA could send 54 projects to the State Fair (27 individual and 27 small group).

25. Projects in a specific division / category / type will compete only against other projects of the same division / category / type. For example, a project classified as Division I, Anthropology, Individual will only compete against other Division I, Anthropology, Individual projects.

26. If a classification is questioned, a final determination will be made by the school, county, RESA or state coordinator.



## **VI. Project Displays**

27. Each project must include a physical display.
28. A project display must be no larger than 30 inches' front to back, 36 inches wide and 48 inches high. No part of the physical display may extend beyond the established size limitations. Any project that exceeds the maximum established dimensions will be disqualified from competition.
29. The display must be assembled on tables provided by the WV State Social Studies Fair. Students are NOT permitted to bring their own tables.
30. The space under the table directly beneath the project may be used for storage.
31. Items may hang from the front of the table (table cloths, charts, etc.).
32. Display items may NOT be placed in the aisle, even during the oral presentation.
33. The physical display must be self-explanatory.
34. Items of value should not be left unattended with the project display. This includes computers, DVD players, MP3 players, digital photo frames, collectible items (coins, stamps, etc.), and any artifacts that might be easily pilfered. Such items should remain in the student's possession at all times. Judges will allow time for students to return these items to the project display immediately prior to the oral presentation.

## **VII. Electronic Devices**

35. Electronic devices (personal laptop, DVD player, MP3 players, cell phones, digital camera, hand-held gaming equipment or audio recorders may be incorporated into the physical display and/or oral presentation. Electronic devices should not be left with the project display. Such items should remain in the student's possession at all times.
36. Computers and other electronic devices must be provided by the student.
37. Sound may be played at the time of the oral presentation ONLY. Volume must be limited so it does not interfere with other students' presentations.
38. Electrical outlets will NOT be provided for project displays. All electronic devices must be battery operated.
39. An internet connection may be used as part of a project display ONLY if the student provides a means of connecting (laptop air card or phone with cellular connectivity). At the State level competition, use of the Charleston Civic Center's internet connection (wireless or wired) will not be authorized under any circumstance.

### **VIII. Written Abstracts**

40. Each project must have a written abstract in the approved format (see abstract template). The abstract must remain with the project display at all times.
41. Abstracts may be handwritten or typed.
42. Points may be deducted for grammatical and spelling errors.
43. The abstract must include a complete bibliography in either APA or MLA format.

### **IX. Oral Presentation**

44. All projects will include an oral presentation. Participants should notify fair officials IMMEDIATELY if they are denied the opportunity to deliver their complete oral presentation.
45. Oral presentations for individual projects must not exceed 5 minutes. Oral presentations for small group projects must not exceed 10 minutes in length. The question and answer period is not included in the oral presentation time limit.
46. Each student participant in a small group project must have a speaking part in the oral presentation.
47. Each student should be prepared to respond to questions from judges.
48. If a member of the small group has an acceptable excuse for being unable to attend, the other members of the group may represent the project.
49. Oral presentations may not be pre-recorded.

### **X. Judging and Awards**

50. Each project at the state level competition will be assigned a judging time and project number. Project numbers will be posted to the State Social Studies Fair website at [www.wvssfair.com](http://www.wvssfair.com) at least one week prior to the fair date. Judging times will NOT be provided prior to the fair date. Requests for time changes or for specific judging times will NOT be honored.
51. First, second, and third place awards may be given to the three highest scoring projects in each Division/Category/Type that meet minimum score requirements. A project must score a minimum of 90 out of 100 points to be identified as a first place winner, 80 or above to be identified as a second place winner, and 70 or above to be identified as a third place winner. Because of the minimum score requirements, it is possible for a category to have no winning projects.

52. Honorable mention awards are granted upon the judges' recommendation and are not dependent upon the score. An honorable mention award is not considered a fourth place award. Judges are not required to award an honorable mention.

53. Ties for first, second or third place awards are not permitted at the school, county, RESA or state level.

54. At the State Social Studies Fair, winning projects will be identified with a ribbon or sticker prior to the public viewing. Only those students whose projects are identified with a sticker or ribbon are required to remain for the awards ceremony. Students who are unable to attend the awards ceremony must identify someone to receive their award. Awards will NOT be mailed.

55. Access to the project display room is limited to fair officials, judges, and students during the scheduled judging period. Parents and teachers may not accompany students into the project display area during the scheduled judging period.

56. Projects may not be removed until after the public viewing. Students who are unable to retrieve their projects following the public viewing and awards ceremony must identify someone to do so. Anything left at the fair will be discarded at the conclusion of the event.

57. Projects that win first place at the state level will not be eligible to compete in school, county, RESA or state fairs in subsequent years.

58. Issues or concerns about the judging process, particularly those issues related to oral presentations, must be addressed with the fair coordinator immediately. It is often impossible to resolve such matters after a category has closed and judges have been dismissed.

59. At the state level, student copies of score cards will be provided to county fair coordinators ONLY. State fair officials will not release score cards directly to students or parents.

60. Due to potential conflicts, immediate relatives (parents, grandparents, siblings, guardians, etc.) of fair participants are not eligible to serve as judges. Failure to disclose such a conflict to fair officials may result in disqualification of the project and may disqualify the judge from participating in future events.

## **XI. Prohibited Items**

61. The following are prohibited at all levels of competition (school, county, RESA, and state):

- a. Live animals;
- b. Flames, highly flammable materials, or sources of heat (hot plates, etc.);
- c. Dry ice;
- d. Weapons and ammunition (including toys and replicas);
- e. Sharp items (for example, syringes, needles, knives);
- f. Tobacco products;
- g. All hazardous substances or devices (for example—chemicals, poisons, and drugs);

- h. Batteries with open-top cells (for example—car and motorcycle batteries);
- i. Any item prohibited by county or WV Board of Education Policies; and
- j. Any item that the fair coordinator deems unsafe or inappropriate for public display.

## *Examples of Big Ideas*

### **Anthropology**

- Many Factors Determine the Differences between the Pueblo and the Cherokee
- The Influence of Technology on the Amish Culture
- Religious Influences on the Aztec Culture
- Aztecs, Egyptians and Mound Builders Share Cultural Similarities
- The Impact of Globalization on Folk Culture

### **Economics**

- Sports Cards Have Value
- The Effect of Low-Fat Diets on the Snack Industry
- Your Choices Determine Your Future
- Making Entrepreneurship a Successful Venture
- The Effects of a Global Economy on Your Personal Finance

### **Geography**

- Global Warming Affects You and Me
- West Virginia Has Been Popular Among German Immigrants
- Rain Forest Destruction Imposes Consequences for Everyone
- The Nile River is a Lifeline for the People of Egypt
- The Role of Physical Geography in the Destruction of the Ninth Ward

### **Political Science**

- The Media Influences Election Races
- Checks and Balances Among the Three Branches of Government
- Rights and Responsibilities of Student Citizens in America
- The Constitution of the United States is a Living Document
- The Power that Lies in the Electoral College

### **Psychology**

- Phobias Can Rule a Person's Life
- Roadside Memorials Can Give Comfort to the Grieving
- The Healing Power of Laughter
- Advertisements Can Be the Deciding Factor
- Sleep Impacts Our Physical and Mental Well-Being

### **Sociology**

- Stereotyping Causes Many Assumptions
- The Refugee Impact on a Society
- Illegal Immigration Consequences Are Far-Reaching
- There Are Advantages and Disadvantages to Immigration
- Agrarian School Year May Be Obsolete in Today's Society

### **State and Local Studies**

- West Virginia State Parks Bring Recreation to Tourists and Locals Alike
- Women Writers of West Virginia Have Contributed Much to Our Libraries
- West Virginia Labor History Shapes Both Sides of the Bargaining Table
- West Virginia Rail Trails Are Built Along The Old Railroad Routes
- Our Community Began With One Family

### **U.S. History**

- The Civilian Conservation Corps Aided in the Employment of Citizens During the Depression
- The Leaders on Both Sides of the Battle of the Alamo Determined the Fate of Texas
- The Seven Years' War in Europe Gave England All Land East of the Mississippi
- Media Coverage of the Viet Nam War May Have Been a Determining Factor of the Reactions of American Citizens
- African American Men and Women Experienced Discrimination and Segregation During World War II, but They Met the Challenge and Persevered

### **World History / International Studies**

- Gen. Douglas MacArthur Crafted the Foundation of the Japan We Know Today
- The Industrial Revolution in Great Britain Brought Change to the Lives and the Work of People Around the World
- Alternative Energy Sources Change Lifestyles Worldwide
- The Holocaust Is Repeated in Acts of Genocide Across the Globe and Throughout History
- Women Have Contributed Heavily to the Medical Profession Throughout History