

GCSS Social Studies Fair Project Components



- Related Website Documents:
- Descriptions of Social Studies Disciplines
 - Research Summary Paper Format
 - Basic Components of the Visual Presentation
 - Sample Abstract
 - Judges' Scoring Sheet (for detailed criteria judges will use to evaluate each project)

Project Components (continued)

All projects should consist of four components:

1. **RESEARCH SUMMARY PAPER:** All projects must include a research summary paper of approximately 4-5 double-spaced (10 pt. spacing after each line on MS Word) typed pages. The paper should include the **research question/problem** being explored; **methodology** for determining the question and collecting, interpreting, and evaluating information; **research findings**; and **conclusions** that address the project question. The research summary paper should also include footnotes, if direct citations are used, and a bibliography. It is up to the directing teacher to decide what format (Turabian, APA, MLA, etc.) his/her students use. ([See RESEARCH SUMMARY PAPER FORMAT.](#))
2. **VISUAL/DISPLAY:** The display should be an organized and effective communication of the research and results. (Students traditionally use tri-fold boards for this component.) ([See BASIC COMPONENTS OF THE VISUAL PRESENTATION.](#))

The display should include

- Clear statement of the research question/problem being studied (may be stated as hypothesis, question, or purpose);
- Methodology (procedures used in collecting, interpreting, and analyzing research findings);
- Visuals that illustrate or enhance the research findings; and
- Conclusion(s), based on interpretation and analysis of data that directly answer the question being studied.

Extraneous material that does not relate to the research question should be avoided.

Pages from the research summary paper should not be part of the display board.

Size limitations: 30 inches in depth (front to back)
 48 inches in width (when open)
 60 inches in height (from the table top)

Additional support equipment may be placed under the table, but not at the sides.

Project Components (continued)

The construction of the project should be strong enough to remain intact when moved.

Use of models: Models should be the work of student(s), rather than commercially designed and prepared.

Time Limitations for display components: Audio or video recordings, slide shows, computer presentations, and similar support presentations may not exceed 10 minutes.

Volume Limitations: Audio media should be presented in such a way that it does not distract from neighboring projects.

Equipment and Connections: Students should provide their own cables, bulbs, projectors, recorders, monitors, and internet connections, if needed.

Electrical outlets: Students with projects requiring electricity must request placement close to an outlet prior to the week of the fair by marking the appropriate box **on the entry form**. Table assignments and locations are determined a week prior to the fair, and accommodations for late requests may not be available on the day of the fair.

Students must provide their own power strips and extension cords if power is needed.

Instructions for operation: Clearly worded, but succinct, instructions should be attached to any project requiring special operation.

At the state fair, each project will be assigned a table number based on the class and discipline in which it has been entered/will be judged.

- 3. ABSTRACT:** An abstract of the project should be included on an index card and should be placed on the table with the project. Information on the abstract should include a succinct description of the project, including the research question/problem, methodology, and conclusion. Students should give this card to the judges at the beginning of the oral interviews. (See [SAMPLE ABSTRACT](#).)

Project Components (continued)

4. **ORAL INTERVIEW:** At the regional and state fairs, at least one student who worked on the project must be present to interpret the project. Students should be prepared to present a five-minute (total for all students if more than one student is participating in the interview) oral overview of the project to the judges.

Many times, after all projects have been scored, judging team leaders must use information gleaned from interviews to determine overall winners from among projects receiving the same number of points. When there is no student present on the day of the fair to answer judges' questions, the project is at a disadvantage, and no interview points can be awarded. For these reasons, **there will be no interviews scheduled prior to regional or state fairs.**

Project set-up and removal

At least one student from each participating project must be present on fair day to set up and take down the project.

The students who bring the project to the fair are responsible for setting up the projects and removing the projects at the close of the fair, as no fair personnel will be on site after that time. At the regional and state fairs, projects should be left on display until time has been given for additional viewing and official publicity photographs have been made.

Projects left at the local, regional, and state fairs beyond removal time will be discarded.