



**ST. JOHN'S LUTHERAN SCHOOL  
SOCIAL STUDIES FAIR  
2018-2019**



**5th-8th GRADE STUDENT HANDBOOK**

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Dear Parents,

This school year St. John's Lutheran School will be hosting a Social Studies Fair. All projects will be displayed in the gymnasium on Tuesday evening, April 23, and the top projects from each grade will go to Shoreland to compete at the LLAC Academic Fair on Friday, April 26. Students in grades 3-8 will submit individual projects, while grades K-2 will create group projects for display. This handbook outlines the various components of the Social Studies Fair in grades 3-8. We are once again looking forward to hosting this type of fair because it gives the children the opportunity to explore a topic that interests them and provides a special way to use their unique, God given talents.

**Project Timeline:**

Step # 1	January 11	Information sent to families electronically.
Step # 2	January 18	Application for Social Studies Project Form due.
Step # 3	March 4	Project Progress Check Form due.
Step # 4	April 15-18	Students bring final Social Studies Fair projects to school for an oral presentation of their project to their class.
Step # 5	April 23	Projects are on display in the gym as part of the St. John's Lutheran Church and School Open House. Projects will be sent home with the students that evening or the next day.

Students should plan that the project will take about two months of work. This will give them time to plan the project, research information, write a report, and put together a display. The students can choose from the Social Studies Fair Idea Bank or choose one of their own. You are not limited to the provided Social Studies Fair Idea Bank, however the project should be something that can be researched. The teacher can help determine if the topic is an appropriate project when the student submits their Social Studies Fair Application Form.

We wish you the Lord's blessings on your work. We feel it will be an educational experience for everyone involved. Please feel free to ask questions. We will do everything we can to make this a pleasant experience for you and your child. On the following pages you will find the specifics regarding this year's Social Studies Fair.

Yours in Christ,

St. John's Faculty

## **Social Studies Fair Purpose and Objectives**

### **Purpose of a Social Studies Fair:**

A Social Studies Fair enables students to present exhibits of their own work. Each project is designed to show research about people and their relationship to their physical and social environment.

### **The Objectives of the Social Studies Fair:**

#### The Student...

1. Demonstrates the use of analytic-scientific procedures in a visual and oral presentation by
  - a. Gathering and analyzing data;
  - b. Interpreting findings;
  - c. Reporting conclusions; and
  - d. Using appropriate social studies research methods and skills.
2. Explores the many facts of history, civics, government, and economics.
3. Views history in a live, realistic, and modern way.
4. Makes comparisons with the way things were done in the past and the way things are done today.
5. Sees how the past has played an important role in today's procedures and ways.
6. Pictures and visualizes social studies concepts.
7. Develops an interest and pleasure of social studies.

#### The Fair...

1. Helps everyone involved realize that social studies deals with God's plans for people living in this world, and how it reveals His hand in the course of history.
2. Creates public awareness and social studies through publicity and public attendance at the fair.
3. Improves students' social studies skills through evaluation of student work and communication with peers and teachers.
4. Recognizes and rewards students' academic competence in social studies through certificates and awards.
5. Serves as the basis for projects to be entered at the LLAC Academic Fair.

## **Social Studies Fair Categories**

Projects submitted to the Social Studies Fair should fall into one of the five following categories:

### **Civics and Government**

The study of the theory and practice of humanity in organizing and controlling the power necessary for group living.

Examples:

1. Ethics – What role has abortion played in the political party affiliation of WELS Lutherans?
2. Government – How did the government structure of Ancient Greece affect the government established by our founding fathers?

### **Anthropology (People, Places, and Ways of Life)**

The study of humanity's social needs that necessitate cooperation within and between groups. Anthropology includes everything about human development in an environment.

Examples:

1. Religion – How has the religion of Islam affected the people of Asia?
2. Music – When were new instruments added to the orchestra and why?

### **History**

God's plan for all that has happened to humanity, a country, a group of people, an institution, a community, etc.

Examples:

1. Era – What contributions of the Greeks do we still use today?
2. Wars – What led us into the Persian Gulf War? How did it lead to current events in Iraq?

### **Geography**

The study of the earth's surface, humanity's utilization of raw materials and resources, and human behavior as influenced by location and other geographic features.

Examples:

1. Region – How have the Himalayan mountains affected the people along them?
2. Country – How have the location and landforms of the Middle East led to many wars?

### **Economics**

The study of the production and exchange of goods produced by humanity.

Examples:

1. Resources – How does severe weather affect the economies of island nations in the Caribbean?
2. Distribution of Goods – How do fresh fruits get to our stores during the winter?

## **Social Studies Fair Guidelines**

The purpose of the Social Studies Fair is to encourage students to use their God-given talents in work other than that assigned in the classroom. The student should do most of the work independently of parents and teachers. Parents and teachers may provide minimal guidance or advice. Students are responsible for gathering their own materials. Please take this into consideration when selecting a project.

### **General Guidelines:**

1. All students in grades 5-8 are required to submit at least one project for the Social Studies Fair. Students in grades K-2 will create group classroom projects according to directions provided by their individual classroom teacher. Students in grades 3-4 will be assigned a similar project like the upper grade students.
2. The information presented should be neither too limited nor too broad. The data should be arranged in a clear meaningful way that will create interests and show understanding of the subject to others.
3. Every project should have a unifying theme that is explained, proven, and applied to today.
4. While parents may lend their encouragement and advice, the students should do all of the physical work on their project.
5. Projects must be done independently of any class or club. This means that students must submit a project that has been done exclusively for this fair – not for a previous school assignment, Pioneer program, 4-H program, etc.
6. The project should primarily be worked on and completed at home. The students may do some of the research at school during their study time if they wish.
7. Students may choose a project from the attached list or select one of their own. However, kits and store bought models are not allowed. The project should be original.

### **Specific Guidelines:**

1. Each student is required to complete an application for a social studies fair project. This is a written plan of what is going to be researched including a question or purpose for doing the project and planned research ideas. This plan may need to be changed. In that case a new application must be submitted to the classroom teacher before work can continue.

2. Each student is required to complete a project progress check form. This form will serve to answer four basic questions about the project. What is the question or purpose of the project? What did you do to answer the question? What did you find in your research? How does this information apply today?

Grades 5-8 are required to have a typed research report accompanying their project complete with title page, report, and bibliography page. **Reports in grades 5<sup>th</sup> & 6<sup>th</sup> should be 5-8 paragraphs in length, while reports in grades 7<sup>th</sup> & 8<sup>th</sup> should be 7-10 paragraphs in length. This does not include the items listed prior such as title page, bibliography, etc.** Careful editing is required. **Instruction and work time will be offered in school on this report.**

3. On the day that each individual student's project is due, they will give an oral presentation in front of their class demonstrating the student's understanding of the subject. Presentations in grades 5-8 should be 5 minutes in length. Each teacher will assign due dates for the projects in order to stagger the presentations.
4. A display should be made for the project. This display may include the question or purpose for doing the project, the information found, the application of data to today, and ideas for further study.
  - a. All two-dimensional social studies projects must be mounted on appropriate background. Suggestions are: colored construction paper, colored poster board, or cardboard.

## **Selecting a Social Studies Fair Topic**

### **I. Avoid topics that are limited.**

- A. Example: How many states are in the United States?
  - i. A student cannot complete a project on a topic that can be explained in a few words or a sentence.
- B. Better Topic: What valuable resources are found in the southern United States?

### **II. Avoid topics that are too broad.**

- A. Example: What happened during the Civil War?
  - i. Topics which are too big make it impossible to find all the information that is needed to cover the topic adequately.
- B. Better Topic: What was Atlanta's role in the Civil War?

### **III. Some topics have no available information.**

- A. Example: Why did Henry Hudson get into trouble with the crew of his ship?
  - i. We often do not know exactly why people did what they did in the past.

### **IV. Avoid topics that are confusing because we cannot tell what information is requested.**

- A. Example: What do people of Japan like?
  - i. We know that the people of Japan may differ in their likes and dislikes.
- B. Better Topic: What are the favorite sports of the people of Japan?

### **V. Avoid topics on which people throughout the world cannot agree.**

- A. Example: What is the most powerful country in the world?
  - i. Your topic should be supported with facts. You should use these facts to form your own opinions.
- B. Better Topic: Why might Japan be considered one of the strongest economic powers in the world?



## **Gathering Research**

### **I. Formulate a research question.**

- A. The question must be related to one or more of the Social Studies Fair project categories. (Civics and Government, Anthropology, History, Geography, & Economics)

### **II. Get help.**

- A. Seek guidance for developing your chosen topic from your teacher(s), parents, and/or other resource persons.

### **III. Research the topic.**

- A. Keep your focus on a social studies rather than investigating it as a natural science.
  - i. Example: Nuclear power as a political issue rather than investigating how it works.

### **IV. Brainstorm possible places to gather information.**

- A. Newspapers, magazines, published letters, memos
- B. Unpublished manuscripts (wills, letters, deeds, church minutes, diaries)
- C. Government publications (international, national, state, local)
- D. Publications by private agencies
- E. Physical remains (buildings, battle sites, artifacts)
- F. Oral interviews, polls and questionnaires, photographs, sound recordings, films)
- G. Internet web sites

### **V. Consider ways to gather information.**

- A. Case studies
- B. Experiments
- C. Observations
- D. Graphic charts
- E. Maps
- F. Surveys
- G. Statistical analysis
- H. Interviews

### **VI. Consider ways to show information on the display board.**

- A. Artifacts
- B. Charts
- C. Diagrams
- D. Graphs
- E. Historical collections
- F. Maps
- G. Mock-ups/dioramas
- H. Murals
- I. Photographs

## Writing the Research Report

### I. Take notes.

- A. During research, keep notes clear and short when listing where you found the information.

### II. Organize your notes.

- A. Combine the notes that deal with the same topic together. Put these notes into paragraphs.

### III. Write the rough draft.

A. The rough draft of the written report should be a work in progress. Write a double-spaced draft of what you did. Include the question or purpose for the project, what you did, what you found, and how this information applies today. You should go through the rough draft to make corrections to spelling and grammar as well as any major thoughts you would like to cut or add to the paper. These types of editing should be apparent in the rough draft with markings indicating mistakes or changes that will be made in the final draft. Your research should be documented in your bibliography.

B. Use the following report outline to organize information:

1. Introduction: (1 paragraph)
  - A. A leading statement that captures your reader's attention.
  - B. Explain the reason behind choosing the topic you did.
  - C. Discuss how your project shows the hand of God guiding the course of everything that happens throughout history.
  - D. State the thesis (purpose) of your project and the category it falls into.
2. Research: (1-2 paragraphs)
  - A. What methods did you use to create the project you chose?
  - B. What are your sources (primary, secondary)?
  - C. Was there anything special you needed to research to complete your project?
3. Understanding & Content: (This should be the most substantial content of the research paper, containing more than 4-5 paragraphs)
  - A. What background information did you have on this topic?
  - B. What new knowledge/insight did you gain from this topic?
  - C. Is there any unique information/insight about your topic that you can share?
4. Application (Conclusion):  
(This should also demonstrate substantial content in 1-2 paragraphs)
  - A. How does this information apply today?

### IV. Write the final draft.

The final draft of the written report is the finished copy telling in words the purpose of your project, what you did, what you found, and how this information applies today. The report informs the reader if you understand what you have researched. Please print 2 copies – 1 to be displayed at the Social Studies Fair, the other to submit for grading.

The final draft should include:

1. Title Page
  - a. title of project (centered, 1/3 of the way down from top)
  - b. name, school, grade, and date (centered, 1/3 up from bottom)
  - c. may include a picture
2. Written Report (Final draft)
  - a. 1" margins
  - b. size 12 font
  - c. double spaced
  - d. name & page number in upper right corner
3. Bibliography Page
  - a. bibliography (centered at top)
  - b. alphabetical listing of sources used to research project

Bibliography Styles:

The way you cite your source will depend on what type of source it is. Below you will find examples of citing the most commonly used types of sources. Only use the styles below for the sources you used. Websites to assist in how to cite information are:

1. [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/)
2. <http://owl.english.purdue.edu/owl/resource/560/01/>
3. <http://citationmachine.net/index2.php>

All citations in the written report in grades 5-8 should be done in Chicago style. Google Docs can do this for you by using the research tool and selecting the Chicago style citation format.

## **V. Edit your work.**

A. Check carefully for spelling, punctuation, capitalization, and grammar errors. Have someone else read your report to proof it as well.

## Creating a Display Board

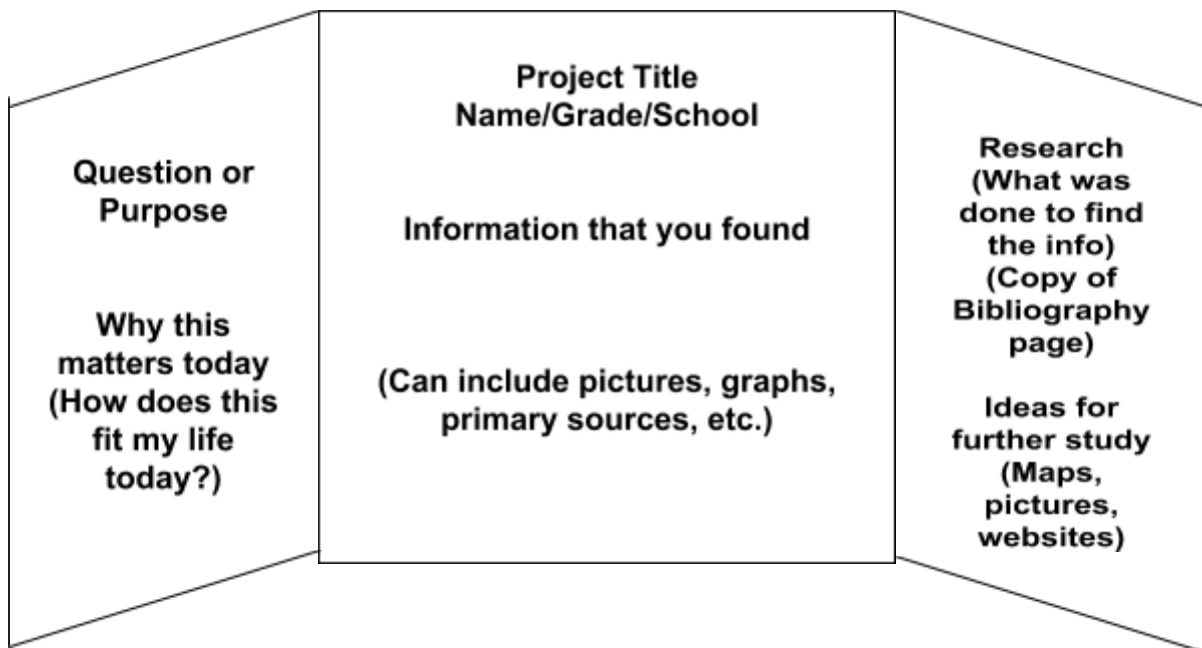
This is a very important part of your project and should be done in an eye-pleasing and eye-catching manner, with a splash of showmanship. Your display should attract people to it and provide important information that you would want someone to know on your subject. Make it a colorful, artistic, and above all, a neat and complete display. The following topics may be a part of your project display board, but it is not necessary to include all of them:

1. Project title
2. Question or purpose you set out to answer or accomplish in the project
3. What was done to find the information
4. Information that you found
5. How this information matters today
6. Ideas for further study
7. Name and grade label

All of these topics are included in your research report. Be sure to use it for ideas. Neatness, creativity, and careful work are graded on your display board along with spelling, grammar, and punctuation.

Don't be afraid to spice up your display with flashy paper, fonts, etc. Be artistic, creative, and informative!

Here is a sample display but don't feel obligated to make yours look exactly like it:



## **Giving An Oral Presentation**

Giving an oral presentation is the way you will demonstrate for your classmates and teacher your knowledge of your topic. This is also a very important part of your project and should be well prepared and rehearsed. Oral presentations are not strictly a reading of your research report. Rather it is an informative speech that engages your peers and teacher in an exciting discussion of your topic. Giving a good oral presentation has several components to it.

1. Eye Contact – looking at your audience as you are speaking to them. Not reading something off of a piece of paper, a note card, or a screen.
2. Volume, Speed, Clarity of Speech – speaking loudly enough for your audience to comfortably hear you, speaking at a pace that is easy to understand, and speaking clearly, enunciating your words.
3. Presentation Time – limiting yourself to a brief overview of your subject that provides insight into your topic and allows for time at the end for your peers to ask questions.
4. Poise and Confidence – does not display nervous habits, stands up straight and tall, and shows a certain level of comfort in the front of the classroom
5. Content – demonstrating a knowledge and interest in the topic you studied, its vocabulary, and research.
5. Critical Thinking – an explanation of certain areas that someone may continue studying our topic that you did not research.
6. Practice – begin practicing ahead of time, by yourself at first, then to a family member, then until you know your presentation inside and out.

Taking the parts of a good oral presentation, the following are some guidelines for specifically discussing a Social Studies topic. The following must be included as a part of your oral presentation.

### **\*\*Completing a Google slide presentation is recommended as well\*\***

1. An attention getting beginning that gives a brief introduction of yourself and the title of your topic.
  - a. This could include asking a question, giving a surprising fact, telling an interesting or surprising story, having your audience imagine something, or reciting a famous quotation.
2. A statement of your project's purpose.
  - a. This is an informative summary that gives your audience an understanding of what you set out to accomplish by researching this project and how you went about doing the research. This can include an overview of the sources you used to research your topic.
3. A summary of the content within your project.
  - a. This should be the main part of your presentation demonstrating your knowledge of the content and vocabulary that you studied by describing each part of your topic clearly in a way that your audience can understand and enjoy.
4. An application of why this topic matters today and ideas for further study.
  - a. This conclusion should explain why your topic is important and what are other things you could have researched about it.
  - b. This may include one last interesting fact or story, a summary of your main points, or stating a final idea that for the audience's thoughts.

**Application for Social Studies Fair Project**  
**Due: January 18**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Project Title: \_\_\_\_\_

Project Area: **(Circle one)**

**Civics & Government    Anthropology    History    Geography    Economics**

**Statement of the Question: What is the question or purpose in doing my project?**

The statement of the question is what you want to answer or what the purpose of your project is all about. This can be written as a question or a statement. The question could be: What if...?, How come...?, Why does it...?, How could...? Possible statements could include: I wanted to see if... I thought that... Allow yourself to be creative to come up with other possibilities.

Example Statement of the Question: "Should the USS Arizona be raised from its final resting in Pearl Harbor to avoid ecological disaster?" or "I believe the USS Arizona should remain at the bottom of Pearl Harbor as a memorial to the brave men and women who gave their lives for our freedom."

Your Statement of the Question: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Planned Research Ideas – Here are specific ways I intend to get information for my project.**

Planned research ideas should provide you with specific direction as to where you can get the information you need to achieve answering the question or accomplishing the purpose for your project.

Example Planned Research Ideas: DVD "Pearl Harbor Legacy of Attack"; [www.nps.gov](http://www.nps.gov)

Your Planned Research Ideas: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**This is the topic I propose for the completion of my Social Studies Fair Project.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I will support my child's efforts in completing the proposed Social Studies Fair Project.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**The topic proposed by this student meets the preliminary requirements for a Social Studies Fair Project.**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Social Studies Fair Project Progress Check Form**  
**Due: March 4**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Project Title:** \_\_\_\_\_ **Category:** \_\_\_\_\_

I. What is the question or purpose of your project?

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II. What did you do to answer the question?

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III. What did you find in your research?

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IV. How does this information apply to today?

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Social Studies Fair Project Grading Rubric

Grades 5-8

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Project Title: \_\_\_\_\_

**Rubric Scale:** 5 – Excellent, 4 – Good, 3 – Average, 2 – Below Average, 1 – Poor, 0 – Not Complete

## I. Analytical Thought – Question or Purpose (25 Points)

- A. Purpose is clearly stated. \_\_\_\_\_/5
- B. Purpose clearly gives the project title. \_\_\_\_\_/5
- C. Purpose is neither too limited nor too broad. \_\_\_\_\_/5
- D. Purpose addresses a significant local, state, or national world social studies topic. \_\_\_\_\_/5
- E. Purpose clearly gives the plans for gathering information and expected results. \_\_\_\_\_/5

**Sub Total:** \_\_\_\_\_

## II. Written Report (35 Points)

- A. Introduction \_\_\_\_\_/5
  - Project is introduced, defined, and applied.
- B. Purpose \_\_\_\_\_/5
  - Statement of purpose or proposed question is described.
- C. Research \_\_\_\_\_/5
  - Describes steps taken to gather information.
- D. Understanding \_\_\_\_\_/5
  - Demonstrates what was learned/Shows evidence of critical thinking.
- E. Application \_\_\_\_\_/5
  - Explains why the information matters today.
- F. Format & Sources \_\_\_\_\_/5
  - The report is complete with a properly formatted title page and bibliography page.
- G. Spelling & Grammar \_\_\_\_\_/5

**Sub Total:** \_\_\_\_\_

## III. Display (20 Points)

- A. Layout/Neatness \_\_\_\_\_/5
  - The layout of the project is neat and well organized.
  - The display is attractive and easy to read.
- B. Format/Content \_\_\_\_\_/5
  - The display includes important content and follows suggested guidelines.
- C. Creativity and Originality \_\_\_\_\_/5
  - The display exhibits creativity and imagination.
- D. Spelling & Grammar \_\_\_\_\_/5

**Sub Total:** \_\_\_\_\_



**IV. Oral Presentation (30 Points)**

A. Eye Contact \_\_\_\_\_/5

B. Volume, Speed, & Clarity of Speech \_\_\_\_\_/5

C. 5 Minute Presentation Time (Time: \_\_\_\_\_) \_\_\_\_\_/5

- This does not include questions asked by peers.

D. Poise & Confidence \_\_\_\_\_/5

E. Content \_\_\_\_\_/5

- Demonstrates knowledge of content, vocabulary, and research used in the development of the project.

F. Critical Thinking \_\_\_\_\_/5

- Relates how the research topic may be extended and refined.

**Sub Total:** \_\_\_\_\_

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**Teacher Comments & Questions:**

**Total Points Earned:** \_\_\_\_\_/110

**Total Points / 22 Scoring Areas = Average Score:** \_\_\_\_\_

**Letter Grade Earned:** \_\_\_\_\_

## Social Studies Fair Idea Bank

### History

1. Shoebox dollhouse showing different time periods in history/present day.
2. Create a newspaper from a special event in history.  
Examples: war breaks out in the colonies; presidential assassination; the first Thanksgiving; the Boston Tea Party; a famous battle; the Last Supper; the Crucifixion; etc.
3. Timetable explaining events showing a portion of history, pictures, and newspaper clippings.
4. Write a speech by an important person in history. Make a puppet or doll of that particular person. Tape record or videotape the speech giving expression to it.
5. Write a play or story line of an important event in history. Have friends help you tape record or videotape it so you have different voices for different people.
6. Create a news broadcast from an important event in the past. Make a box theater. Make roll pictures with captions, or create your own video.
7. Take a current newspaper article and trace the many past events that had an influence on that event.  
Example: United Airlines Pilot Strike— find the history of unions, labor laws, etc.
8. Create posters and charts depicting strategy of past battles and wars. Use the game battleship to show one of the plans for a sea battle of the past.
9. Make a scene showing battles using little models of ships and show terrain. Explain their impact on the war.
10. Pick out a character in history:
  - Write a journal, as if you were that person
  - Example: Napoleon, Attila the Hun, Hitler
11. Pick out a past President:
  - Write a campaign speech and either tape record or videotape it.
  - Create a campaign poster, buttons, etc.
12. Make a series of maps showing the history of borderline changes and control by the government. You could use transparencies to lie on top of each other to show the changes.

13. Make a map of Wisconsin, USA, World, etc. Put in where certain historical events took place.
14. Write and illustrate a primary children's book about a historical topic.
15. Construct a diorama of an historical event.
16. Report on local church history.
17. Create an illustrated timeline depicting historical events. Use newspaper clippings, pictures, or your own drawings as illustrations.  
Examples: causes of the Revolutionary War; Civil War; the Space Race; Women's Rights Movement; the Civil Rights Movement; history of a state; person's life; Jesus' Passion; the Reformation; etc.
18. Games: board games centered on a major event with original questions about history.
19. Models: different types of transportation in the past; a Southern plantation; a medieval manor; different types of shelter around the world; a mini- community; castles (small or large); a miniature pyramid; an ancient mummy; past naval warships-explaining their impact on the war; etc.
20. Diorama: the signing of the Declaration of Independence or Constitution; the first Thanksgiving; the Boston Tea Party; a famous battle; the Last Supper or Crucifixion; etc.
21. Newspaper: war breaks out in the colonies; presidential assassination; Jesus' arrest and death; events in Egypt before, during, and after the Exodus; the Russian Revolution; etc.
22. Posters, diagrams, charts of flags of the states, flags of the world, an advertisement for a historical event, facts about the 13 colonies, facts about the explorers.

## **Geography**

1. Make relief maps of different places in the world.
2. Find pictures showing different types of terrain, place them on a map, and show where you would find that type of land.
3. Make graphs showing the average rainfall, temperature, etc. for various places in the world. Make a booklet showing and explaining types of climate and geography found there. Find articles explaining the weather in these certain places. Would you want to live there? Why?

4. Create (draw not trace) a map of places such as: the world, a continent, a country, or a state. Label the capitals, county seats, and other important information on them.
5. Create a map of Wisconsin or the World. Include important places. List the differences from your home to that place. Suggest various ways in which you would travel there.
6. Write letters to the Chambers of Commerce of the various states in the United States. Ask for information about climate, places of interest, etc. Use this information to create a portfolio or a state brochure.
7. Make a map. Trace the path from your house to school. Label important things you see along the way.
8. Take a United States map and mark the route to a favorite relative or friend's house. Put picture postcards of the things you'd see along the way.
9. Make a map that shows where we have missionaries. Perhaps write a letter to one of them included in the project.
10. Build a model of a town or city by using boxes. The model could be of your home town or neighborhood.
11. Gather information about a place your family has gone to on vacation. Show what makes this place special and different from where you live.
12. Maps (political, physical, historical): battle sites; routes of explorers; U.S. expansion; tourist attractions; Biblical events; etc.
13. Games: board games with original questions about geography.
14. Make your own globe.
15. Design an illustrated dictionary of geographical terms.

### **Civics and Government**

1. Create charts showing the branches of the federal government and explain their purpose and function.
2. Take parts of the U.S. Constitution (or just the Bill of Rights), and find current newspaper articles that show them at work in our country today.
3. Attend several courtroom sessions. Tape record, take pictures, or make written statements explaining how courtroom procedures work.

4. Interview a judge or a lawyer using a tape recorder or written notes. Zero in on one concept that you discuss in your interview.  
Example: How does their work reflect that our government is working or not working?
5. Make a comparison of a socialist government versus a democratic government.
6. Explore types of other governments in the world. Explain why or why not you would like to live there.
7. Create a government of your own, write a constitution, and appoint different types of leaders. How did they get their position? What would satisfy the people of your nation? How do they support their nation?
8. Pretend to run for a federal office such as President, Senator, Congressman, etc.
  - How will you get your money for the campaign?
  - What media would you use to make yourself known?
  - Write a campaign speech telling why you would make a good candidate.
  - Create a campaign poster/bumper sticker for yourself.
  - Video tape or tape-record your speech.
9. Make a portfolio or scrapbook about one elected official. Make statements about their philosophy, their record of voting in Congress, and articles in the paper about them. Why would you, or why would you not support them?
10. Keep a scrapbook of worldly, national, state, or local events for a designated time period. (2 months)
11. Video tape all three national news broadcasts for several weeks. Compare their coverage and explain which one you thought did the best job and why.
12. Compare national magazines. Which gives the best coverage about current events and important things going on in our nation?
13. Make a comparison of newspapers, magazines, and TV.
  - Which media is the best for certain occupations and why?
  - Lawyer? Factory worker? Teacher? Housewife?
14. Make a chart explaining the U.S. voting system.
  - Find statistics.
  - Graph the percentage of voters in past elections.
  - Who is selecting our government officials today?

15. Trace the history of the vote from the beginning of our country. Who did the voting? How did they vote?
16. Trace the history of a law from its beginnings in the House of Representatives, the Senate or the Executive Branch. Create a chart depicting how a bill becomes a law.
17. Suppose our government was going to do something that you do not approve of. Explain what you would do to stop it. Which ways are legal for you to try to stop it? How would you let your opinion be known?
18. Write your own newspaper. Include “x” number of world, national, state, and local news. Make a newspaper for another country. What would you want people to know about your country?
19. Find laws that are similar from two different places. Compare how they work.  
Example: Do they have capital punishment? What is the impact on crime?
20. Interview a community helper/leader like a policeman, mailman, fireman, city council member, mayor, etc. Make a poster depicting what they do. Take pictures with your camera of the places they work. Explain in writing how these helpers or leaders impact our lives.
21. Posters, charts, or diagrams regarding facts about the presidents.
22. Draw a series of original political cartoons.

### **People, Customs, and Ways of Life**

1. Find pictures, do interviews, and write about the roles of community helpers or leaders.
2. Show how transportation helps us in our daily lives.
3. Create pictorial display of types of clothing worn in different countries of the world.
  - How do weather, social habits, and customs affect dress?
  - Examples: dress dolls to show
4. Make a family tree
  - Gather photos or draw pictures to depict members of your family.
  - See how many generations you can go back.
  - Information: depict on a map the locations of other members of your family.
5. Make a book about yourself – include things you like and don’t like. Tell how God has made you special. What are your favorite foods? Who are your favorite friends? What are your favorite things to do? Where are your favorite places to visit?

6. Keep a diary for a month – keep a written record of what you do each day. Use illustrations to enhance your descriptions of what you do for each of those days.
7. Find a story in the newspaper that interests you. Clip the pictures from the story out or make your own, and write the article in your own words.
8. Watch the National News for one week. Write down important news stories that take place each day. See if you can find these same stories in the newspaper and clip the pictures out to illustrate what you have written down.
9. Find information in library books about people that interest you such as Native Americans, Eskimos or people of your same ancestry – Germans, Italians, etc. Write about them and illustrate your writing with clipped pictures or your own illustrations. You may also want to include a diagram or model of their homes.
10. Posters, charts, or diagrams regarding information about Native American tribes.

**Other Ideas for Projects:**

1. Design and make a social studies game.
2. Construct a model of something historical.
3. Illustrate a poster chart or diagram.
4. Construct a social studies mobile.
5. Design a social studies jigsaw puzzle.

**CHECK YOUR SOCIAL STUDIES OR HISTORY BOOKS. IF THERE IS A PARTICULAR EVENT, TIME, PERIOD, PERSON, OR PLACE THAT INTERESTS YOU, PLAN A PROJECT AROUND THAT.**