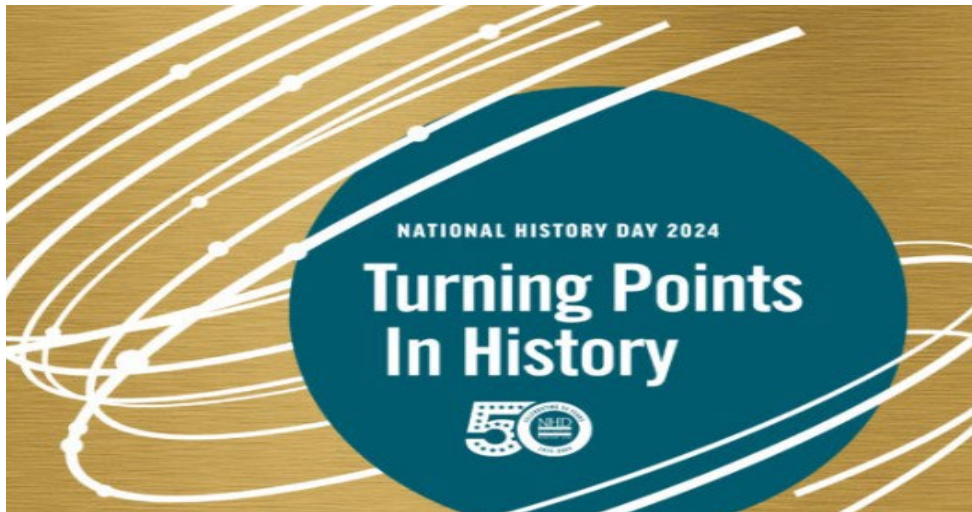


45th ANNUAL VOLUSIA COUNTY SOCIAL STUDIES FAIR

ELEMENTARY STUDENT GUIDE



This year's fair theme is:

“TURNING POINTS IN HISTORY”

Students may select a topic on any aspect of local, regional, national, or world history. But whatever topic is chosen, the project must **clearly relate to the theme**.

The Social Studies Fair is an exciting learning opportunity encouraging students to explore a self-chosen topic in History. The school fair may also be a stepping stone to the Volusia County Social Studies Fair and the state and national competitions.

The final product a student submits for the school or county fair **MUST BE THEIR OWN WORK**. Students are encouraged to explore ideas with parents, teachers, and friends and may ask them for help in locating information; however, *the final product must be their own*.

The following questions will help students in considering their topic choice and beginning to work on their project:

- ❖ How is my topic important?
- ❖ How does my topic relate to the theme?
- ❖ How did my topic influence history?

After working on the project, the following questions will help students to evaluate and improve upon their work:

- ❖ Is my entry historically accurate?
- ❖ Is my entry original, creative, and imaginative?
- ❖ Is my written material clear, grammatical, and correctly spelled?
- ❖ Did I follow all of the rules for my type of project?

Social Studies Fair Project Timeline

Where do I begin? READ the Fair Guidelines packet!

Then what?

1. *Choose your subject or theme in history. When? AT LEAST by _____.
2. Spend *at least* 3 hours research in at least 3 different places. (i.e., the public library, the school library, and the internet.)
*This is the MOST IMPORTANT part of the project! Beautiful projects with no knowledge to support them are useless.
When? By _____.
3. Purchase all the supplies you will need and begin putting together your project. When? By _____.

Hint: Thanksgiving Break is a good time for you to get the bulk of your project done, if not finish it altogether.

4. Completely finish your paper and your project – is it neat and presentable? Is it creative? Does it meet all of the standards and requirements laid out in the Guidelines? Review your research and make sure you understand important facts about your topic for the class presentation. When? By _____.

ALL PROJECTS are DUE on _____!

Note: Written passages on posters and reports must be the original work of the student. Only pictures may be cut and pasted from the Internet (and then, in a tasteful and minimalist way). *No text* passages may be printed, cut, and pasted on posters, exhibits, or reports.

**Social Studies Fair Project
Information Sheet**

Name:

Date:

1. I will be doing the following type of project (choose & circle one):

craft exhibit 3-d map map poster

2. If craft, what will you be making? _____

3. My subject of choice is _____

_____.

How does this topic relate to the theme of **“TURNING POINTS IN HISTORY”**?

4. Any additional questions?

Social Studies Fair Categories

There are five categories from which students may choose *one* for their fair project: **Posters, Maps, 3-D Maps, Crafts, Exhibits, and Performances.**

****All entries must be accompanied by a title page and a written explanation of why the topic was chosen, how the research was conducted, how the project was made, and its relationship to the theme (approx. 500 words, see pages 8-9).**** The paper should also include important facts about the topic and what the student learned. Students should be prepared to answer questions about their topic and present their knowledge aloud to the class.

- A short bibliography must accompany the paper (directions for bibliographies are in the teacher version of the fair guide) – see the sample on page 8 of this guide.
- Three (3) copies of Title page, written explanation and bibliography are required for county fair.

If the student chooses a poster, the following rules apply:

POSTERS: Entries must be produced on a standard poster board of size 22" x 28". A poster is a *creative visual interpretation* of the topic as it relates to the theme. Words on the poster should be used MINIMALLY and do not have to be used at all. Pictures may be hand-drawn or printed images. Posters are judged on these criteria: historical content, overall appearance, creativity, originality, and relation to the theme.

If the student chooses a map, the following rules apply:

MAPS: Entries must be one-dimensional and be on standard size poster board (22" x 28") or foam board (20" x 30"). Map must be *hand-drawn*. The map must include a title, compass rose, legend, and scale (if appropriate). Maps are judged on the following criteria: historical accuracy, appearance, creativity, originality, and relation to the theme.

If a student chooses three-dimensional map, the following rules apply:

3-D MAPS: Entries must be no larger than 22" x 30." Map must be *hand-drawn or crafted*. Map must include a title, compass rose, legend, and scale (if appropriate). 3-d maps are judged on the following criteria: historical accuracy, appearance, creativity, originality, and relation to the theme.

If a student chooses a craft, the following rules apply:

CRAFTS: Entries are typically handmade items such as quilts, needlework, costumes, flags, period furniture, metal ware, candles, soap, etc. The overall size of a craft project may not exceed 40 inches wide, 30 inches deep, and 6 feet high. Crafts are judged based on the following criteria: overall appearance, creativity, originality, and relation to the theme.

If a student chooses an exhibit, the following rules apply:

EXHIBITS: An exhibit is a visual representation of your research and your topic's significance in history – much like a small museum exhibit. Labels and captions should be used creatively with drawn or collected pictures and objects to enhance the message of your project. The overall size of your exhibit when displayed must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Circular and rotating projects must be no larger than 30 inches in diameter. Exhibits are judged on the following criteria: historical quality, overall appearance, creativity, originality, and relation to the theme.

If a student chooses a performance, the following rules apply:

PERFORMANCES: A performance is a dramatic portrayal of your topic's significance in history and must be original in composition. Students can represent specific historical people and/or events. This category is divided into individual and group competition. Performances are judged on the following criteria: historical quality, relation to theme, clarity of presentation, and rules compliance. For specific details about costumes, time limits, etc, read the elementary student fair guide.

ALL PROJECTS MUST BE CLEARLY LABELED WITH THE STUDENT'S NAME AND TEACHER'S NAME!!

All Social Studies Fair projects are **due** _____ and will be available for viewing the evening of _____. If a student's project is chosen for the Volusia County Social Studies Fair, the student and student's family will be notified and informed of any changes or further work that needs to be done on the project. **The County Fair will be held at TBD Friday (set-up) & Saturday (judging), FEBRUARY 23RD & 24TH, 2024.**

Notes regarding parent help:

Parents are expected to guide, advise, brainstorm and discuss ideas with their child through the process to make sure projects are quality and the experience is worthwhile.

Parents are not to write or draw on the actual project. Instead, a child can use stencils, trace pictures, use overhead, copy from a simplified drawing or print headings from a computer for neatness. **Anything the child is capable of attempting should be done by the child.** Exceptions might be using sharp tools, ironing, sewing, hot glue guns or other safety-related tasks.

Posters, exhibits and maps should be colorful, leave no empty spaces, be neat, have some headings or captions, have a large identifiable title, demonstrate effort and time spent, added decorative touches like borders and framing drawings with colored construction paper.

Sample title page, entry description, and bibliography:

Project Space-
A History of Projects Mercury,
Gemini, & Apollo

Student Name
Elementary Division
Individual Exhibit

I became interested in the space program when I went to Kennedy Space Center this past summer. During this first trip, I learned a lot about rockets, and I took a lot of pictures.

When I decided to do my project on the space program, we took a second trip to Kennedy Space Center for more information. During this trip, I went on the *Then and Now Tour*. The *Then and Now Tour* is a tour where they show how the Space program began. From this tour I got information from the tour guide and a lot of pictures from the early space program.

Later, I got exact mini replicas of the rockets and books of the early space projects. I also got more information from old newspapers at the library, and from a movie titled, "The Right Stuff."

I started organizing the report by reading and summarizing the books. I took the information that I summarized, and I turned it into a timeline. I put the pictures in order from Mercury to Gemini to Apollo. I also added captions to explain the pictures. With the extra information and pictures, I put them in a scrapbook. I set up the mini rocket exhibit to show what the rockets looked like. Finally, I wrote the report about the history of the space program.

The theme of the social studies projects is **"TURNING POINTS IN HISTORY."** A frontier is an unexplored place or area. The frontier of my project is space and the moon. The frontiersmen were the astronauts on the rockets; Presidents Eisenhower and Kennedy were also frontiersmen. One, by starting the space program, and the other by challenging the people of the space program to go to the moon. The Russian cosmonauts were also frontiersmen for their country by exploring space.

We did explore the new frontier and we haven't stopped. We went on and are still going on today to explore new space frontiers.

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<http://www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/003POF03NationalNeeds05251961.htm>

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Sipiera, Diane M., and Paul S. Sipiera. Project Gemini. New York: Children's Press 1997.

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Sipiera, Diane M., and Paul S. Sipeira. Project Apollo. New York: Children's Press, 1997.

Young, Roy. Cape Canaveral: Then and Now Tour Guide. 13 January 2001.

POTENTIAL COMMUNITY AWARDS

VOLUSIA COUNTY SOCIAL STUDIES FAIR - 2024 COMMUNITY AWARDS

Entries must first address county fair theme and then specifically address special awards criteria.

Islamic Center of Daytona Beach

Awards are for individuals or groups with topics pertaining to Islamic history and the fair theme.

Jewish Federation of Volusia & Flagler Counties, Inc.

The Asia Doliner Holocaust Memorial Fund

All awards are for best depiction of a Holocaust or Jewish History theme.

League of Women Voters

Ormond Beach Historical Society

Pilot Club of the Halifax Area Daytona Beach, Inc.

Elementary Individual Performance

Ponce de Leon Inlet Lighthouse Preservation Association

Ponce Inlet Lighthouse Social Studies Achievement Awards for best projects relating to Florida maritime history (naval history, sea exploration, commerce, fishing etc. It also may include histories of ships, navigation, lighthouses and aids to navigation, the social history of sailors and sea-related communities, as well as area maritime themes in literature.)

SOCIAL STUDIES FAIR TOPIC FOR STUDENTS

“TURNING POINTS IN HISTORY”

Every year the Social Studies Fair frames students’ research within a historical theme. The theme is chosen by the National History Day (NHD) Foundation for the broad application to world, national, state, and local history and its relevance from ancient history to the more recent past.

This year’s theme is **“TURNING POINTS IN HISTORY”**.

The intentional selection of the theme for NHD is to provide an opportunity for students to push aside the antiquated view of history as mere facts and dates and delve deeper into historical content to develop perspective and understanding.

A listing of sample topics is not available. This will provide students a greater ability to determine how this year’s theme relates to a broader concept. Please review the information in this packet to help guide students in choosing a topic related to this year’s theme.

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HELP STUDENTS FIND A TOPIC THAT INSPIRES THEM

When picking topics, students must make certain they fit the annual theme. It is also incredibly important that students are interested in what they are researching. Choosing something they are excited to explore and learn more about will motivate students, allowing them to take ownership over something they care about and want to share with an audience.

Topics should not be too broad and instead should have a narrow focus that allows students to do in-depth research. For example, if your student is interested in aviation, he or she could narrow down the topic to a specific event such as the first flight of the Wright Brothers (1903) or Amelia Earhart’s solo trans-Atlantic flight (1937).

Once your students have selected their topics, they should develop guiding questions to get their research process started.

Each student then develops an argument based on the topic and provide a clear thesis statement that captures his or her position on the topic and is supported by wide research. If students are stuck selecting a topic, direct them to the partner resource page (nhd.org/partnerresources) as a place to start their search for a topic.

2024 THEME NARRATIVE: “TURNING POINTS IN HISTORY”

CATHY GORN, Ph.D., Executive Director, National History Day®

The National History Day® (NHD) theme for 2024 is Turning Points in History. It is especially appropriate because National History Day is celebrating its 50th anniversary this year. What better way to celebrate than for students to choose turning points in the past that interest them the most? As always, the theme is broad, so topics should be carefully selected and developed in ways that best use students’ talents and abilities. Students should be careful to place their topics into historical context, examine the significance of their topics in history, and show development and change over time. Students should investigate available primary and secondary sources, analyze the evidence, and clearly explain the relationship of the topic to the theme, Turning Points in History.

But first, what’s the point?

The Merriam-Webster Dictionary defines a point as “an individual or distinguishing detail.” For example, the point of a debate or a joke. A point might be the “end or object to be achieved: the purpose.”

But what, exactly, is a turning point?

Merriam-Webster defines a turning point as “the point at which a significant change occurs,” in other words, a decisive moment.

So, what is a turning point in history?

Well, a turning point in history is more than just an important event that happened a long time ago. It is more than a new idea or a particular action taken by an individual. A turning point is an idea, event, or action that directly, or sometimes indirectly, causes change. Sometimes a turning point has immediate repercussions, making its significance obvious to people at the time. Sometimes, however, the impact of an event or decision or person is clear only in retrospect. A turning point can be a personal decision in the life of one person or a political choice affecting millions. It can be an event or idea with global or local consequences, or it can be the life of a single person whose actions inspire or affect others. The effect of a turning point in history might be social, political, economic, or cultural. It might be a combination. History is often complicated.

Regardless of the topic selected, students must not only present a description of it, but also draw conclusions about how their topic affected individuals, communities, nations, or the world. **Simply put, what was it like before the turning point? What was the turning point? What was it like after the turning point?**

To understand the historical importance of their topics, students, like historians, must ask questions of time and place, cause and effect, change over time, and impact and significance:

- › What factors contributed to the turning point?
- › Why did the turning point develop? How did it create change?
- › What were the immediate and long-term consequences?
- › What impact did the turning point have on the people who experienced it? How did they, in turn, affect it?

Now, how does this apply to an NHD project?

Let's look at a topic that immediately comes to mind: war. From clashes limited to one nation to huge conflicts involving many countries, wars are among the most significant and obvious turning points in history. And there are so many to choose from: the Peloponnesian War (431–404 BCE), the Crusades (1096–1291), the American Revolution (1775–1783), the Taiping Rebellion (1850–1864), the Guatemalan Civil War (1960–1996), and many more. Much more than simply a collection of battles, a war can transform the world, a nation, or a local community socially, politically, culturally, and economically.

However, choosing a particular war as a topic would not be wise for an NHD student, as it would be impossible to explain the significance of such a massive event within the limited confines of an NHD entry. Remember, NHD projects are limited in size and, therefore, must be limited in scope. For example, an NHD documentary is limited to ten minutes, and a paper is limited to 2,500 words. To research, collect evidence, and present an entire war's significance in history would take years and hundreds of pages. So, NHD students must choose a topic narrow enough to be presented within NHD project limits.

Still interested in war? A certain battle would be an obvious choice, but how about considering investigating the impact of World War II on a small village in Eastern Europe? What effects did it have on the people living there? What were the immediate and long-term consequences for that village or for a particular individual? Or, how did a political decision serve as a catalyst for war? How did the Bosnian people's decision to declare independence from Yugoslavia in 1992 lead to war? What were the consequences of the voters' decision? In what way can a vote on a single issue serve as a turning point and lead to immediate and long-term change?

Enough about war. Politics, laws, and court cases have served as turning points in history. How did the Bolshevik Revolution in Russia (1917) or the Chinese Communist Revolution (1949) lead to some of the most convulsive changes the world has ever seen? How did laws like the Selective Service Act (1917), the Trade Expansion Act (1962), or the Voting Rights Act (1965) create turning points? In what ways did the U.S. Supreme Court ruling in *McCullough v. Maryland* (1819) change the relationship between the U.S. federal government and the state governments?

Human inventiveness has changed business and human life in ways great and small. How were innovations such as the plow, reaper, or fertilizer turning points in farming?

Interested in social media?

STOP right there! That is a little too recent for an NHD study. What about earlier forms of communication, such as the development of cuneiform writing in ancient Sumer, the printing press in fifteenth-century Europe, or the invention of radio or television in the twentieth century? What were the consequences of such turning points?

The COVID-19 Pandemic is another event that has certainly had a great impact on human society. But, again, as with social media, it is too recent for students of NHD to focus on this year. Why not choose a fast-spreading disease of the more distant past, such as the Influenza Pandemic of 1918? Or, students might research the consequences of losing half of Europe's population to the Black Death between 1347 and 1352.

For all their successes, humans cannot overcome nature. Weather and natural events have been significant factors in history and are often the catalysts for major turning points. The eruption of Mount Vesuvius destroyed Pompeii in 79. A typhoon in 1281 destroyed a Mongol fleet as it prepared to invade Japan. Winds blew the Spanish Armada off course in 1588. In 1692, an earthquake caused the Jamaican city of Port Royal to slide into the sea. How were these turning points?

Sometimes turning points have symbolic as well as tangible impacts. In 1961, a wall was built in Berlin separating East and West Germany and remained in place until 1989. Why was it built and by whom? How was its construction a turning point in history, politically and socially? How was it a symbolic turning point for those outside of Germany? Why did it fall? What were the immediate and tangible consequences? What were the symbolic and long-term consequences?

Students should think broadly and consider the various ways in which a topic influenced the course of events. The launch of the satellite Sputnik by the Soviet Union in 1957 was a catalyst for the Space Race. But in what ways did it have an impact on American education? What was the National Defense Education Act (1958) and how did it influence changes in the American school curriculum?

Thinking about turning points in technology, the television, radio, and computer come to mind. But what about refrigeration or frozen food technology? What impact did these have for families, restaurants, grocery stores?

These are only a few examples of the millions of historical turning points.

Regardless of the topic chosen, students must be sure to analyze and draw conclusions about their topic's significance as a turning point in history. How do historians determine historical impact—change and consequences? They do so by placing their topics into historical context, which is exactly what NHD students must do after choosing their topics. Historical context is the larger setting in which a topic took place. Students should consider the relevant economic, social, intellectual, religious, cultural, and political conditions of the place and time and pay attention to how their topic developed.

I could spend many more pages on topics and ideas for study related to all types of events, ideas, places, and people, from local to world history, but that would limit the fun of guiding students in discovering the past for themselves, which is, after all, the point.

✓**ELEMENTARY CATEGORY CHECKLIST**✓

- ◆ Be sure to review rules for all categories, and the specific rules for your category.
- ◆ Students may enter only one category.
- ◆ Three (3) copies of Title page, written explanation and bibliography are required for county fair.

Posters	Uses standard poster board or parchment paper
	Standard Size – 22”x 28”
Maps	One-dimensional (flat)
	Size – 22”x 28” or 20”x 30”
Three – Dimensional Maps	Size – 22”x 28” or 20”x 30”
	3 dimensional (not flat)
Crafts	Handmade (simple machines & tools may be used, nothing computer generated).
	Size – Not to exceed 40” wide, 30” deep or 6’ high
	Written explanation of craft
Exhibits Individual Only Must be present for Judging	No larger than 40” wide, 30” deep, and 6’ high when displayed
	3 copies (plus one for you) of written materials: title page required
	information; up to 500-word description of the research methods used
	(a judging team may retain one copy for review)
	Bibliography
	Project addresses the theme
	Title is clear and visible
	Has visual impact and shows interpretations
	Name, teacher name, and school name listed on entry card
	Prepared to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)
Performances Individual & Group (2-5 students per	10 minutes maximum for performance
	Maximum 5 minutes to set up and 5 minutes to take down
	3 copies (plus one for you) of written materials: title page with required
	information; up to 500-word description of research methods used
	(a judging team may retain one copy for review)
	Bibliography
	Performance addresses the theme
	All props and equipment student supplied
	Only student entrants run equipment and are involved in the performance
	Extra supplies and materials in case of emergency
	Names and addresses of all group participants listed on entry card
Prepared to answer judges’ questions at the contest (remember that formal narratives are not appropriate responses to questions)	