47th ANNUAL VOLUSIA COUNTY SOCIAL STUDIES FAIR

ELEMENTARY STUDENT GUIDE



This year's fair theme is:

"*REVOLUTION, REACTION, REFORM IN HISTORY*"

Students may elect to focus on any one or all aspects of this year's theme.

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?

Note: Elementary categories are not eligible for the state nor national competitions.

Social Studies Fair
Project Timeline

Before you begin, please take a few moments to read over the fair guidelines packet.

Then what?

1. *Choose your subject or theme in history. When? At least by_____.

2. Purchase all the supplies you will need and begin putting together your project.
   By _____.

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

3. Is your finished paper and project neat and presentable? Is it creative? Does it meet all 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. 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 with source information included (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 chosen topic is _____

   _____.

   How does this topic relate to the theme of ***"REVOLUTION, REACTION, REFORM 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 – see the sample on page 9 of this guide.
- Three (3) copies of the title page, written explanation and bibliography are required for the county fair.

The criteria for each category is stated below.

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.

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.

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.

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.

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.

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 competitions. 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 Deltona Middle School - 250 Enterprise Road, Deltona, FL 32725. Friday (set-up) & Saturday (judging), FEBRUARY 20TH & 21ST, 2026.

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

Teacher Name

SAMPLE

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 **"REVOLUTION, REACTION, REFORM 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.

SAMPLE

Bibliography

Armstrong, Neil, Buzz Aldrin, and Michael Collins. "First Explorers on the Moon." National Geographic. Dec. 1969: Vol. 136, No. 6

Glen, John. Personal interview. 8 May 1996.

Kennedy, John F. John F. Kennedy: Special Message to the Congress on Urgent National Needs. John F. Kennedy Presidential Library and Museum. May 10, 1996. http://www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/003POF03NationalNeeds05251961.htm

Launius, Roger. NASA History. (Online) Available http://history.nasa.gov January 16, 2001.

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

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

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.

SAMPLE

POTENTIAL COMMUNITY AWARDS

VOLUSIA COUNTY SOCIAL STUDIES FAIR - 2026 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 TOPICS FOR STUDENTS

"REVOLUTION, REACTION, REFORM 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 "***REVOLUTION, REACTION, REFORM 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.

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.

What Is National History Day®?

National History Day® (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in historical research. NHD is not a predetermined, by-the-book program but rather an innovative curriculum framework. Students learn history by selecting topics of interest and launching into year-long research projects. The mission of NHD is to improve the teaching and learning of history in middle and high school. The most visible vehicle is the NHD Contest.

When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. Beginning in the fall, students choose a topic related to the annual theme and conduct primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where professional historians and educators evaluate them. The program culminates at the national competition held each June at the University of Maryland at College Park.

Each year, National History Day uses a theme to provide a lens through which students can examine history. The annual theme frames the research for students and teachers alike. It is intentionally broad enough to allow students to select topics from any place (local, national, or world) and any period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme. Research can be conducted at libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

NHD benefits students and teachers. For students, NHD allows self-direction of their learning. Students select topics that match their interests. NHD provides program expectations and guidelines for students, but the research journey is unique to each project. Throughout the year, students develop essential skills and foster intellectual curiosity. Through this process, they gain critical-thinking and problem-solving skills to manage and use information now and in the future.

The classroom teacher is a student's greatest ally. NHD supports teachers by providing instructional materials and hosting workshops at local, affiliate, and national levels. Many teachers find that bringing the NHD model to their classroom encourages students to watch for examples of the theme and to identify connections in their study of history across time. To learn more, visit nhd.org.

2026 THEME NARRATIVE: REVOLUTION, REACTION, REFORM IN HISTORY

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The theme for National History Day® (NHD) 2026 is Revolution, Reaction, Reform in History. The first question that comes to mind is, "Do students have to focus on all three words—revolution, reaction, reform?" No, students do not have to focus on all three aspects of the theme. It depends on the topic. If the topic involves all three, then students should be sure to include all three. The distinctions among revolutions, reactions, and reforms are sometimes blurred. Revolutions and reforms are often reactions to ideas, actions, or events; in turn, revolutions and reforms inspire reactions. Think of it as a domino effect—knock one down, which knocks the next one down, which knocks . . . To get started, let's consider the terms. Dictionaries define them as:

Revolution

"the forcible overthrow of a government or social order, in favor of a new system," or "a dramatic and wide-reaching change in the way something works or is organized or in people's ideas about it."

Reaction

"an action performed or a feeling experienced in response to a situation or event; the resistance or opposition to a force or movement."

Reform

"the effort to change to a better state or form; to improve by alteration, substitution, abolition."

Most revolutions and reform movements are too large and complex for an NHD student research project. Rather than attempting to research and analyze an entire revolution or movement (and the related reactions and reforms), look for more manageable topics associated with it. What ideas led to revolution? Who reacted to or was affected by a revolution or movement? Did the revolution result in reform? How? Why or why not?

The American Revolution comes to mind when thinking about political revolutions, especially since the 250th anniversary of the Declaration of Independence will be commemorated in 2026. One way to make studying the American Revolution manageable is to examine one or two of the elements that led up to it or caused a reaction on the way to revolution. Let's begin with an example of where political and economic history intersect. How did American colonists react to the Stamp Act of 1765? How did it influence the road to the American Revolution? How and why were the tea parties (up and down the East Coast) in 1773 a reaction to the British Townshend Acts? What was the reaction of the British to the tea parties? What kind of reform were colonists seeking that ultimately led to revolution?

Consider examples from social history. In what way did ordinary citizens shape the cause of the American Revolution? How did they react, and why? What were the consequences? What about those who had little say in the colonists' desire for independence? For instance, how were Native Americans affected by the rebellion? What factors led some Indigenous nations to align with British forces and others to sign treaties with the emerging American government? Or, think about enslaved people. How did they use the American Revolution to fight for their freedom? Why did some choose to support the revolting colonists who held enslaved people in bondage? Boston King chose to join the British Army. Why did he and others like him choose to side with the loyalists and support the British Crown?

How did the British and the American loyalists react? Did the Crown see it as a revolution or a rebellion? What is the difference?

Although the predominant narrative of the American Revolution focuses on the original thirteen colonies, the war also had a Western theater. Spanish, British, and French imperial ambitions came to a head in the Western Territories. Which countries allied themselves with the American colonists against the British? How did conflict with the Native Americans who lived there play a role in shaping the American Revolution and, ultimately, form the foundation for the American West?

Students who want to make connections between the American Revolution and their local communities (outside of the original thirteen colonies) might begin by exploring which imperial power laid claim to their community. Students in Mobile, Alabama, might investigate how Spanish colonization, enslavement, and the American Revolution intersected. Petit Jean was an enslaved cattleman who became a spy for the Spanish. Why? What role did he play in supporting the naval operations of the American military? Check local community archives for resources on people who played a role in supporting the American Revolution.

In the Ohio River Valley, George Rogers Clark fought the British and their Native American allies during the war. Who was he and why did he consider that important? What did he hope to accomplish? Conflict also broke out in various settlements west of the thirteen colonies, such as at Boonesborough and Blue Lick, both in present-day Kentucky. What were they reacting to and why? What was the impact?

Why did the colonists in Detroit (in present-day Michigan) react by choosing loyalty to the British Crown instead of joining the original thirteen colonies in their rebellion? What was that area's contribution to the war? How and why did the area become a prison for American prisoners of war? Students might research the many other local conflicts connected to the Revolution and consider the reactions of local settlers and Native Americans to the cultural and political exchanges that happened as a result of the conflict.

People in places that would become Texas and California supported the American Revolution. How and why did Tejanos, descendants of Mexican Creoles, assist Spanish naval forces that were supporting the Americans? What role did religion play? How did Spanish missionaries in California react to the cause of the Revolution? Why did they use their Catholic religion to justify raising money in their communities to send to the Continental Congress? How did the Congress use the funding to help defeat the British at Yorktown?

Of course, there are many more revolutions in history to explore: the French Revolution, Russian Revolution, Chinese Cultural Revolution, October (Bolshevik) Revolution, Glorious Revolution, February Revolution, Industrial Revolution, and the Student Movement. And let's not forget the many agrarian, social, green, velvet, quiet, technological, ideological, religious, and information revolutions!

How can a revolution in one country influence reactions and reforms in another? What impact did the American Revolution have on other countries in the eighteenth, nineteenth, or twentieth centuries? What was the reaction of the United States and other nations to the communist revolutions of the twentieth century?

Political, religious, and social revolutions of almost every century were complex events that were years in the making, providing a plethora of potential topics for an NHD project. Students interested in immigration-related topics might look at the impact of the European revolutions of the late 1840s. Political revolutions took place in France, Italy, Germany, and the Austrian Empire. Choosing one such revolution, what questions come to mind? What led to the revolution? Was it successful? Why or why not? What reaction or reforms followed, if any? How did the economic depression in Europe and unstable political situations drive immigration to the United States? How and why were local communities, such as Milwaukee, Wisconsin, or Pittsburgh, Pennsylvania, transformed as a result?

Are all revolutions political? Of course not.

Students with an interest in economics or business can consider how entrepreneurs and business leaders revolutionized industries, created new products or processes, and influenced the lives of workers and consumers. How did new ideas and inventions have an impact on society? What kind of change did they lead to and why? How did Madam C.J. Walker or Mary Kay Ash revolutionize the beauty industry? In what ways were their efforts reactions to perceived needs?

What about scientific or technological revolutions? Consider environmental history. Rachel Carson, whose book, Silent Spring, inspired the environmental movement and subsequent Green Revolution, is a popular topic for NHD students. Why not look for topics with local connections instead of choosing a topic that many have already covered? How and why have local communities reacted to issues of pollution and climate change? How and why were reforms, such as industry regulations, implemented or not? What was the reaction of local industries or the local population?

In what ways have science and technology changed the way we live, work, and entertain ourselves? How have scientific discoveries, ranging from the discovery and sequencing of DNA to germ theory and antibiotics, fundamentally reformed medicine? In what ways were these discoveries reactions to perceived needs? Of course, historians want to know the consequences of such discoveries. If these discoveries revolutionized medicine, what was the impact? To understand historical change on society is to understand the consequences of that change.

A good example of this is Thomas Edison's Kinetoscope—an invention that evolved into the motion picture industry. How did that change the way we receive and react to information and entertainment? What was the impact of that change on how we learn about the news, severe weather alerts, or the latest fashion trends? Why does this matter? What reactions or consequences did such technology cause?

Enough about revolution.

What about reform in history?

We know that reform is "the effort to change to a better state or form; to improve by alteration, substitution, abolition," and that it is often a reaction to an idea or event. The movement to abolish slavery comes to mind. Like other reform movements or revolutions, attempting to research the entire Abolitionist Movement would be too daunting and too big for an NHD project. Think locally. Many local historical societies have excellent archival materials to dig into to find local abolition societies.

Another resource is Chronicling America, a partnership between the National Endowment for the Humanities and the Library of Congress, which offers more than 20 million digitized newspaper pages dating from 1777 to 1973. Check it out at **chroniclingamerica.loc.gov/** and dig into historical newspapers for answers and evidence! What impact did local reformers have on their own communities? How did they contribute to or influence the national movement?

The Progressive Era of the late nineteenth and early twentieth centuries was a time marked by widespread social, political, and economic reform. It arose as a reaction to the challenges of industrialization, urbanization, immigration, and political corruption, aiming to improve conditions for the working class, regulate business practices, and expand democracy. Photographer Lewis Hine and Hull House founder Jane Addams are perennial favorites for NHD student research. Rather than research one of these two people, students might look for related topics in their own communities. What impact did immigration have on local communities? How and why did residents react to mass immigration? What reforms were put in place to help new immigrants and why? How did immigrants affect their new communities? What were the consequences? Conversely, how did mass immigration affect the countries they left? To answer that, of course, we have to ask why they left. What were they reacting to that led to their decisions to leave their home countries?

Students might research local or state reforms that have influenced elections and campaigns. Why did people believe reforms were necessary? What was the impact of such reforms? One example is Robert M. LaFollette's Wisconsin Idea and its push for labor and political reforms. Who was LaFollette and why did he advocate for reform? What was he reacting to and what were the reactions of Wisconsinites? Consider the Farmers' Alliance in Oklahoma (1870s–1890s) and its effort to organize tenant farmers. Why and how was the Alliance created? Was it successful? Why or why not?

How did Ida B. Wells react to lynching of African Americans during the post-Reconstruction era? How did she use her skills as a journalist to raise awareness and seek reform to put a stop to lynching? What were the reactions of her fellow Americans? What about local and state governments? When did the passage of the federal Emmett Till Anti-Lynching Act, which finally made lynching a federal hate crime, happen and why did it take so long?

There are scores of topics related to reform that have influenced local, state, national, and even global events. How did grassroots activism in South Africa, such as local boycotts and protests, play a critical role in dismantling Apartheid? What were the global reactions and repercussions? In what ways have local sanitation projects and clean water reforms addressed diseases, such as cholera and malaria, worldwide? What sparked such reforms and why? What were the reactions and consequences locally and globally?

Why did Martin Luther post his 95 Theses on the door of Castle Church in Wittenberg, Germany, in 1517? What kind of church or religious reform did he seek? How did the Catholic Church react? How did people beyond the Catholic Church hierarchy react? What were the consequences for Christianity in Western Europe? Can his theses be considered revolutionary? How and why?

How did the nonviolent activism of Mahatma Gandhi help India gain its independence from British rule? How can his actions be considered revolutionary? What impact did his nonviolent resistance have on civil disobedience movements around the world? Why did Símon Bolívar agitate for the independence of Latin American countries? What was he reacting to and what were the consequences? What impact did this have on the unification of countries in Latin America? What social reforms developed? How, why, and what changed as a result?

What about reaction?

Reaction is the significant and critical element to analyzing any topic, whether related to revolution, reform, or both.

A revolution causes reaction; reform causes reaction; reaction can cause reform and revolution. So, back to the first question at the beginning of this article: there may be topics related to revolution; there may be topics related to reform; there may be topics that include both revolution and reform. But any way you look at it, reaction is key to understanding the change.

To get students started, ten NHD affiliates have contributed articles and images about local issues to help show how the nation's 250th anniversary and the NHD theme apply to topics ranging from 2,000 years in the past to the 1960s. Explore these ideas and see if any spark an interest.

The theme, Revolution, Reaction, Reform in History, is very broad. Students should select their topics carefully, start with a research question, read secondary books written by historians, dig into primary material, think critically, and develop a historical argument. Then, students may produce thoughtful NHD projects related to the theme in which they analyze and interpret the impact of their topic in history.

✓*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 the title page, written explanation and bibliography are required for county fair.
- **NOTE**: Elementary categories are not eligible for state nor national competitions.

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		No larger than 40" wide, 30" deep, and 6' high when displayed
Individual Only		3 copies (plus one for you) of written materials: title page required
		information: up to 500-word description of the research methods used
Must be present for		(a judging team may retain one copy for review)
Judging		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		10 minutes maximum for performance
Individual & Group		Maximum 5 minutes to set up and 5 minutes to take down
(2-5 students per		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)