WHAT IS THE SOCIAL STUDIES FAIR?

LES Parent Meeting
Sept 30th 2026



AGENDA

- What is the SS Fair
- Due Dates/Timeline (HANDOUT)
- How does it support student learning and achievement
- What is quality work
- Exemplars
- Example SS Fair Interviews
- School Process for Preparation
- County and State Fair
- Parent/Family Expectations
- Q & A

WHAT IS THE SOCIAL STUDIES FAIR?

An Opportunity to Become a Historian or Expert on a Desired Topic of Choice

- Students select and research a Social Studies topic of choice based on current grade level standards
- Conduct research using credible sources
- Analyze findings and draw conclusions
- Create a display board and written component
- Present and discuss their learning

Important Due Dates (HANDOUT)

All project components are due by December 7, 2026





WHY DOES THE SOCIAL STUDIES FAIR MATTER?

SUPPORTING LEARNING & ACHIEVEMENT

Students develop:

- Research skills
- Critical thinking
- Reading and note-taking skills
- Writing and organization
- Public speaking and communication
- Time management

COLLEGE AND CAREER READY SKILLS

- Problem-solving
- Analyzing information
- Presenting ideas clearly

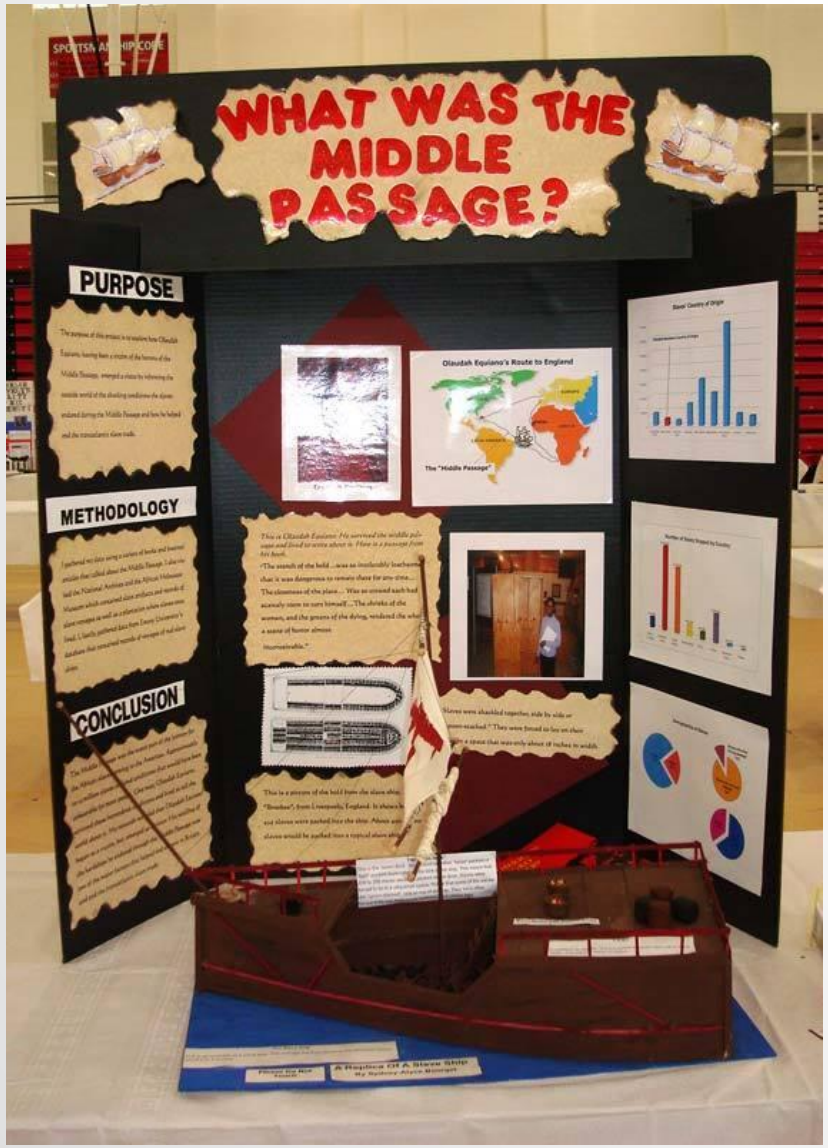
PROJECT REQUIREMENTS

- Research of chosen topic
- Abstract (maximum 150 words)
- Bibliography
- Display board/backboard
- Interview preparation

Written components:

- Three Source Reflection Documents
- Typed in Calibri, 12-point font
- 1-inch margins
- Consistent citation format

DISPLAY BOARD/SOURCE DOCUMENT



Official 2026 - 2027 Source Reflection Worksheet

Student Name(s) (List all students)

Project Title:

County Name:

School Name:

Grade Level:

Directing Teacher Name:

Source #

1) Name of Source:

2) Primary or Secondary Source?

For the next 3 questions, a maximum of 200 words may be used in the responses.

3) Quote or Example:

4) How I Used This Source in My Project:

5) What I Learned From This Source:

WHAT DOES QUALITY WORK LOOK LIKE?



Characteristics of Strong Projects

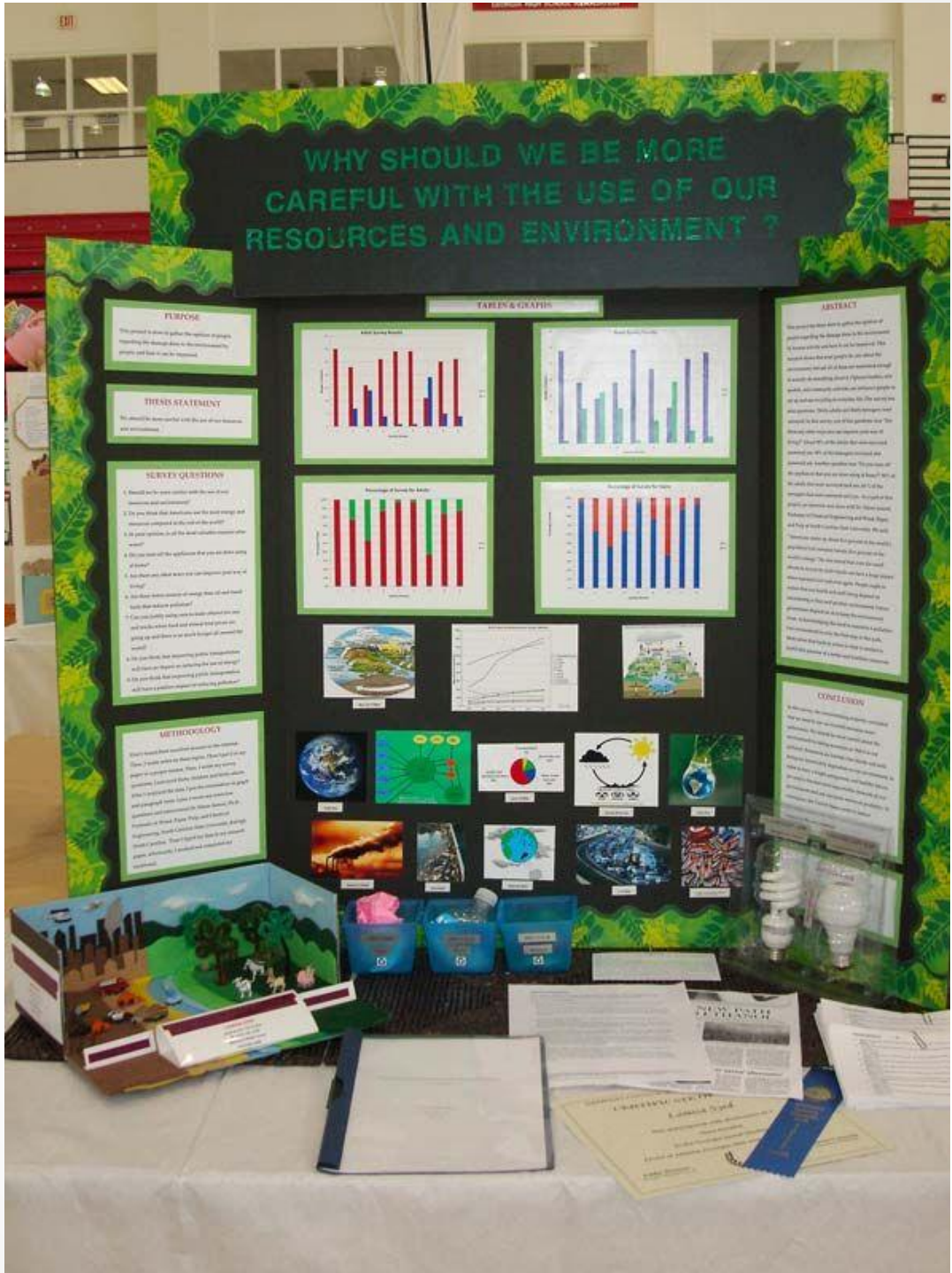
- ✅ Clear research question
- ✅ Accurate information from credible sources
- ✅ Strong organization
- ✅ Student-created work
- ✅ **Neat and visually appealing display**
- ✅ Proper citations and bibliography
- ✅ Demonstrates learning and understanding

Remember:
"The project should represent the student's work, not the work of a parent or expert."

SS FAIR EXEMPLARS



- What makes these projects successful?
- How do they demonstrate student learning?



DISPLAY BOARD EXPECTATIONS

Maximum dimensions:
- 48 inches wide (open)
- 30 inches deep
- 60 inches high

Display should include:
- Topic title
- Background information
- Research question
- Findings and evidence
- Conclusions

Required paperwork should be displayed separately on the table.



Prepare your Student for the Interview

Preparing Students to Discuss Their Learning

Possible interview questions:

- Why did you choose this topic?
- What was your research question?
- What was the most important thing you learned?
- Which source was most helpful?
- What conclusions did you reach?
- If you continued this project, what would you study next?

Practice Tip

Students should explain ideas in their own words. Practice makes perfect.



HOW LES TEACHERS AND ADMINISTRATION WILL SUPPORT STUDENTS

At school, students will receive:

- Topic selection support
- Research guidance
- Note-taking instruction
- Writing support
- Checkpoints and feedback
- Interview practice

Teachers will monitor project progress and provide assistance throughout the process. However, remember that the construction of the display board is fully completed at home.

TIMELINE & CHECKPOINTS

CHECKLIST FOR A COMPLETED PROJECT	Yes	No
Source Reflection Worksheet		
1. I completed three Source Reflection Worksheets?		
2. I identified the source on each worksheet?		
3. Indicated whether each source is primary or secondary?		
4. Explained how each source was used in the project?		
5. Described what was learned from each source?		
6. Kept responses within the 200-word limit?		
7. Included all three completed worksheets with project materials?		
Abstract		
8. Is the abstract on a 3"x 5" or 4" x 6" index card?		
9. Does the abstract include:		
a. a description of the project title?		
b. a statement of the problem?		
c. the methodology?		
d. a conclusion?		
Visual Presentation		
10. Is the backboard for the visual presentation no more than:		
30 inches in depth?		
48 inches in width (when opened)?		
60 inches in height?		
11. Does my backboard include:		
a. A clear statement of the question researched?		
b. A Thesis Statement or Purpose?		
c. My Methodology?		
d. Evidence of my research; visuals that illustrate or enhance findings?		
e. Conclusion		
12. Is my exhibit durable and easily movable?		
13. If an audio or visual recording is used, is it less than 10 minutes?		
14. If an audio or visual recording is used, can it run by itself? Or can a judge turn it on without your help?		
15. Does the project need equipment such as extension cords, bulbs, projectors, recorders and/or monitors? If so, can the student provide the equipment needed?		
16. Are the materials provided in the visual display student made and not commercially made?		
17. Is my name and other required information included on both my written report and my display?		
18. Have I set up my completed project and done a final examination of my entire display?		

Plan Ahead for Success

Suggested Milestones:

- Topic Selection
- Research Collection
- Note-Taking
- Abstract Completion
- Bibliography Completion
- Display Board Construction
- Interview Practice

Important Reminder

"The project should be completed over several weeks, not several nights. Follow the provided checklist, timeline and due dates."

COUNTY AND STATE FAIR OPPORTUNITIES

Beyond the School Level

Outstanding projects may:

- Advance to the county competition
- Potentially advance to the state level

Students gain:

- Recognition
- Scholarship opportunities
- Academic confidence
- Experience presenting to judges



PARENT & FAMILY EXPECTATIONS



FAMILIES SHOULD:

- Encourage and motivate students
- Help create a schedule
- Provide research and project materials
- Assist with proofreading
- Monitor progress and deadlines
- Practice interview questions with students

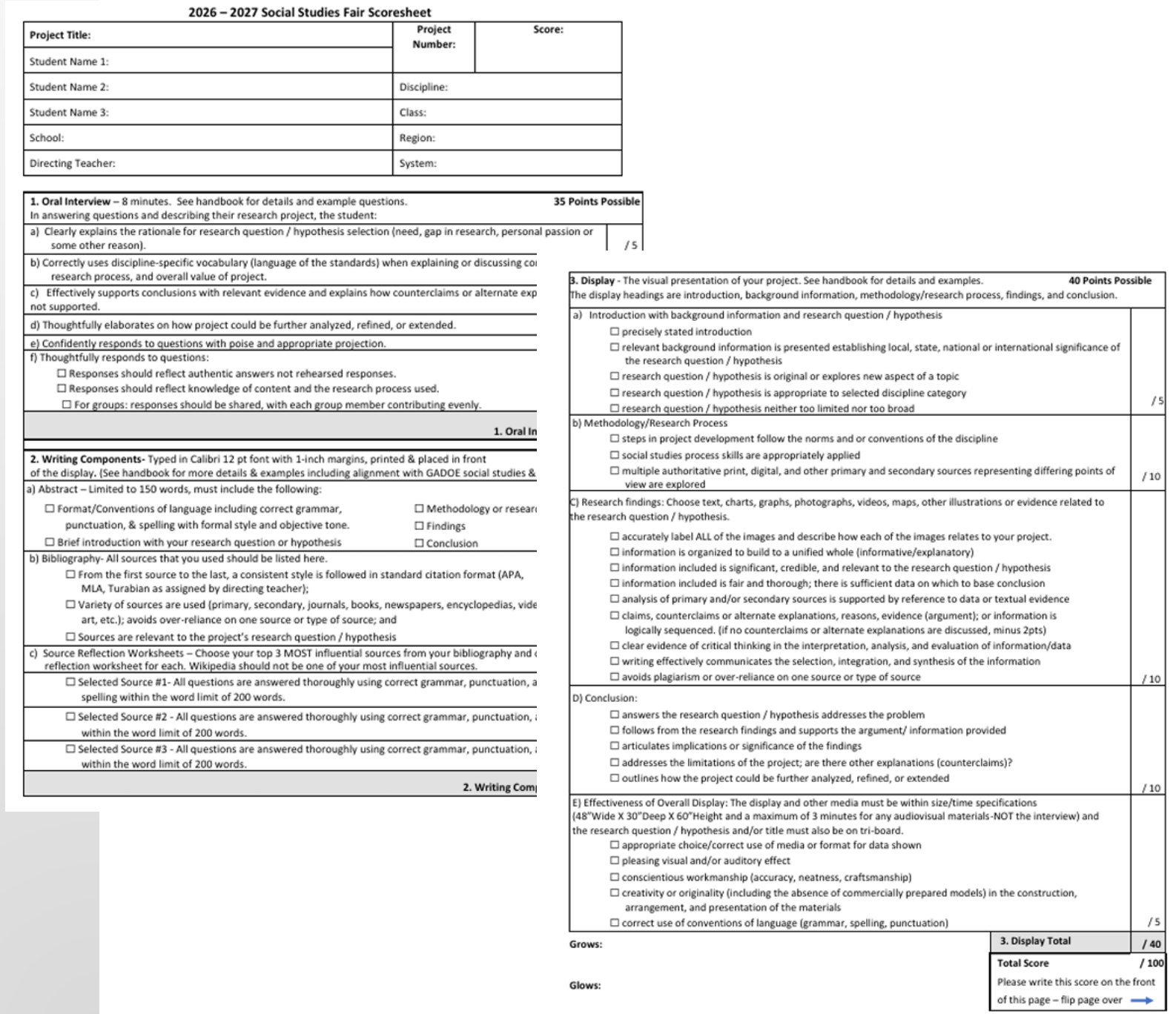
FAMILIES SHOULD NOT:

- Complete the work for students
- Write the project components
- Create the research findings

Student ownership is essential for success.

FAQ

- Can my child use internet sources?
- How many sources are required?
- How is the project judged?
- Is the display board optional?



2026 – 2027 Social Studies Fair Scoresheet

Project Title:	Project Number:	Score:
Student Name 1:		
Student Name 2:	Discipline:	
Student Name 3:	Class:	
School:	Region:	
Directing Teacher:	System:	

1. Oral Interview – 8 minutes. See handbook for details and example questions. **35 Points Possible**
In answering questions and describing their research project, the student:

a) Clearly explains the rationale for research question / hypothesis selection (need, gap in research, personal passion or some other reason). / 5

b) Correctly uses discipline-specific vocabulary (language of the standards) when explaining or discussing co research process, and overall value of project.

c) Effectively supports conclusions with relevant evidence and explains how counterclaims or alternate exp not supported.

d) Thoughtfully elaborates on how project could be further analyzed, refined, or extended.

e) Confidently responds to questions with poise and appropriate projection.

f) Thoughtfully responds to questions:
- ☐ Responses should reflect authentic answers not rehearsed responses.
- ☐ Responses should reflect knowledge of content and the research process used.
- ☐ For groups: responses should be shared, with each group member contributing evenly.

1. Oral In

2. Writing Components- Typed in Calibri 12 pt font with 1-inch margins, printed & placed in front of the display. (See handbook for more details & examples including alignment with GADOE social studies &

a) Abstract – Limited to 150 words, must include the following:
- ☐ Format/Conventions of language including correct grammar, punctuation, & spelling with formal style and objective tone.
- ☐ Brief introduction with your research question or hypothesis
- ☐ Methodology or resear
- ☐ Findings
- ☐ Conclusion

b) Bibliography- All sources that you used should be listed here.
- ☐ From the first source to the last, a consistent style is followed in standard citation format (APA, MLA, Turabian as assigned by directing teacher);
- ☐ Variety of sources are used (primary, secondary, journals, books, newspapers, encyclopedias, vide art, etc.); avoids over-reliance on one source or type of source; and
- ☐ Sources are relevant to the project's research question / hypothesis

c) Source Reflection Worksheets – Choose your top 3 MOST influential sources from your bibliography and reflection worksheet for each. Wikipedia should not be one of your most influential sources.
- ☐ Selected Source #1- All questions are answered thoroughly using correct grammar, punctuation, a spelling within the word limit of 200 words.
- ☐ Selected Source #2 - All questions are answered thoroughly using correct grammar, punctuation, within the word limit of 200 words.
- ☐ Selected Source #3 - All questions are answered thoroughly using correct grammar, punctuation, within the word limit of 200 words.

2. Writing Com

3. Display - The visual presentation of your project. See handbook for details and examples. **40 Points Possible**
The display headings are introduction, background information, methodology/research process, findings, and conclusion.

a) Introduction with background information and research question / hypothesis
- ☐ precisely stated introduction
- ☐ relevant background information is presented establishing local, state, national or international significance of the research question / hypothesis
- ☐ research question / hypothesis is original or explores new aspect of a topic
- ☐ research question / hypothesis is appropriate to selected discipline category
- ☐ research question / hypothesis neither too limited nor too broad

/ 5

b) Methodology/Research Process
- ☐ steps in project development follow the norms and or conventions of the discipline
- ☐ social studies process skills are appropriately applied
- ☐ multiple authoritative print, digital, and other primary and secondary sources representing differing points of view are explored

/ 10

C) Research findings: Choose text, charts, graphs, photographs, videos, maps, other illustrations or evidence related to the research question / hypothesis.
- ☐ accurately label ALL of the images and describe how each of the images relates to your project.
- ☐ information is organized to build to a unified whole (informative/explanatory)
- ☐ information included is significant, credible, and relevant to the research question / hypothesis
- ☐ information included is fair and thorough; there is sufficient data on which to base conclusion
- ☐ analysis of primary and/or secondary sources is supported by reference to data or textual evidence
- ☐ claims, counterclaims or alternate explanations, reasons, evidence (argument); or information is logically sequenced. (if no counterclaims or alternate explanations are discussed, minus 2pts)
- ☐ clear evidence of critical thinking in the interpretation, analysis, and evaluation of information/data
- ☐ writing effectively communicates the selection, integration, and synthesis of the information
- ☐ avoids plagiarism or over-reliance on one source or type of source

/ 10

D) Conclusion:
- ☐ answers the research question / hypothesis addresses the problem
- ☐ follows from the research findings and supports the argument/ information provided
- ☐ articulates implications or significance of the findings
- ☐ addresses the limitations of the project; are there other explanations (counterclaims)?
- ☐ outlines how the project could be further analyzed, refined, or extended

/ 10

E) Effectiveness of Overall Display: The display and other media must be within size/time specifications (48"Wide X 30"Deep X 60"Height and a maximum of 3 minutes for any audiovisual materials-NOT the interview) and the research question / hypothesis and/or title must also be on tri-board.
- ☐ appropriate choice/correct use of media or format for data shown
- ☐ pleasing visual and/or auditory effect
- ☐ conscientious workmanship (accuracy, neatness, craftsmanship)
- ☐ creativity or originality (including the absence of commercially prepared models) in the construction, arrangement, and presentation of the materials
- ☐ correct use of conventions of language (grammar, spelling, punctuation)

/ 5

Grows:

Glows:

3. Display Total	/ 40
Total Score	**/ 100**

Please write this score on the front of this page – flip page over →



ANY QUESTIONS?

We're Here to Help

Contact Information:

- Your Child's Teacher (On Parent Square)
- Mrs. Clark – Media Specialist (bclark@rockdale.k12.ga.us)
- Assistant Principal Alexandra Mitchell (amitchell@rockdale.k12.ga.us)

Thank you for partnering with us to support student success!

Our goal is not just a completed project, but a student who learns how to research, think critically, and communicate effectively.