



Social Studies Fair Guidelines Lakeshore Lutheran Schools



PURPOSE

Lakeshore Lutheran Schools is a partnership of Wisconsin Evangelical Lutheran Schools on the Lakeshore and surrounding area tied together with a common purpose of providing a strong Christian education to those we serve. The most important tie in this partnership is that everything we do is centered on Jesus Christ.

Another important goal of the LLS program is to build a cooperative association of teachers, administrators, students, families, and local communities.

The Manitowoc Lutheran High School Social Studies Fair is one event that provides an opportunity to build up the partnership of our LLS schools. Most importantly, the Social Studies Fair provides an opportunity to give glory to God by developing our gifts and talents as we study of the world we live in.

GOALS OF THE MLHS SOCIAL STUDIES FAIR

The Manitowoc Lutheran High School Social Studies Fair aims to...

- Provide a quality learning opportunity for our students that will help develop knowledge and skills that can be used inside the classroom as well as in the world beyond the classroom.
- Display the many gifts that God has blessed our students and schools with.
- Give glory to God through the faithful use of these gifts.
- Build the relationships between our elementary schools, high school, and the families that are served by them.

PROJECT REQUIREMENTS

Students in grades 5-8 who participate in the MLHS Social Studies Fair will be asked to complete a project that meets the requirements described in this document.

Each individual school is encouraged to conduct a school-wide Social Studies Fair prior to the MLHS Fair. This provides an opportunity for students, teachers, and parents to collaborate on how this project can be best used to meet the needs of all students, as well as provide the necessary support for those students in developing the needed skills.

In order to complete a project for the MLHS Social Studies Fair, students will...

1. Make a historical claim
2. Conduct individual research that will provide evidence to support the claim
3. Write a written report that uses research to defend the historical claim
4. Create a display board that explains key elements of that research

WHEN IS THE SOCIAL STUDIES FAIR?

The MLHS Social Studies Fair will be held every other year in the Spring, likely in the first weeks of April. The exact dates will be determined on a year to year basis.

The dates for the 2018 Social Studies Fair are as follows:

- April 12th – Projects delivered to MLHS
- April 14th – Projects displayed at Academic Fair.

Each individual school will have the freedom to set up its own expectations and schedule for when students should complete their projects prior to the MLHS event.

JUDGING OF PROJECTS AT MLHS

Each school will submit **ONE project per grade level** to be judged as part of the event at MLHS (grades 5-8). Each school may create its own process to determine which projects will be judged at MLHS.

Additional projects may be displayed at MLHS at the discretion of the grade schools. Prior to the MLHS Fair, schools will be asked to submit the number of projects they plan on displaying so that the needed accommodations can be made. Depending on the number of participants, MLHS may need to limit the number of projects displayed by each school.

The rubric that will be used for judging at MLHS is attached on page 5 of this document.

AWARDS

Awards will be given as follows:

- a. 1st-5th Place Ribbons – Projects with the highest scores from the judges at each grade level
- b. Best of Show – The project with highest overall score from the judges will receive the Best of Show award, regardless of grade level.
- c. All projects brought to MLHS will receive participation ribbons.

QUESTIONS

Please direct any questions on the Social Studies Fair to Mr. Jeff Dolan at jdolan@mlhslancers.org.

What do I need to know to create my project?

STEP 1 - Choosing a topic

Since the Lakeshore Lutheran Schools teach different Social Studies content at different grade levels, students projects can focus on any topic within World History, U.S. History, Geography, or Government/Civics. The topic freedom will allow schools to connect this project to your planned curriculum for this school year.

The topic selection will help students in focusing research and MAKING A HISTORICAL CLAIM, which is the focus of the entire project.

STEP 2 - Making a historical claim

The Social Studies Fair project is centered around a historical claim made by the student. THE PROJECT SHOULD NOT JUST BE A COLLECTION OF FACTS ON A TOPIC. This claim-based project provides an opportunity for students to develop and demonstrate thinking skills that will be useful both inside and outside the classroom.

Once a topic area has been chosen, students need to think of a historical claim that will be the center of their project. Claims should be something that are arguable (people may disagree with you!). Your job in the project is to prove why your claim is correct. Students will conduct research to find historical evidence that proves your point.

A well-defended claim will provide at least 3 good reasons to support the historical claim. These reasons will be explained and include specific historical details that all help prove the claim.

Here is an example of a historical claim.

- **Historical claim:** "Ronald Reagan was the greatest president in the history of the United States."

This project makes the claim that Reagan was the greatest president in U.S. History. The student now must provide specific examples of what made Ronald Reagan a great president in order to back up this claim. This would be supported by a collection of facts and information.

- Example of a topic **WITHOUT** a historical claim: Ronald Reagan: Our 40th President"

This project could easily turn in to a random collection of facts, information, and pictures about Ronald Reagan. While some students would be able to do this very well, others may spend lots of time with no real learning coming from it. Students would not be encouraged to think deeply and defend an opinion, but could rather just copy and past information from the internet.

STEP 3 - Writing your Paper

After making a historical claim and conducting research on the topic, students are required to write a paper defending their claim. This is where students will need to organize their research to prove why their claim is correct.

Each school may determine basic formatting of papers for students according to their school's policy.

Please see the attached rubric on page 5 for the targets of the writing of the paper.

Possible paper outline:

- **Paragraph 1** – Introduce the topic. Include some background information. MAKE A CLEAR STATEMENT OF YOUR HISTORICAL CLAIM.
- **Paragraphs 2-4** – Defend your historical claim. Each paragraph should explain one good reason why your claim is true.
- **Paragraph 5** – Conclusion

*Additional paragraphs may be added as needed.

STEP 4 - Creating your Display Board

The final step in the project is creating a display board. Students should use a tri-fold display board to summarize their claim and information that proves it. Students are encouraged to be creative in the design and construction of their display board. Additional artifacts may be used to display alongside the board, as long as they fit within the framework of the board.

Please see the attached rubric on page 5 for the targets of the display board.

Examples of display boards are available on page 6. You may also do a Google search to find other ideas of how to create a display.



Score Sheet - Social Studies Fair
Manitowoc Lutheran High School



Evaluation Scale

Each Social Studies Fair project will be evaluated on meeting the targets listed below. The following scale will be used for each target.

- ✓ *Fully Met* – The project meets or exceeds the target. (5 points)
- ✓ *Partially Met* – The project meets some of the target goals, but not completely. (3 points)
- ✓ *Not Met* – The project does nothing to meet the target. (0 points)

Historical Paper

Target #1 – Historical Claim: The paper makes a clear historical claim.

Target #2 - Argumentation: Several clear and strong arguments are used to defend the historical claim.

Target #3 – Historical Evidence: A variety of historical information is used correctly to support arguments.

Target #4 - Sources: The paper uses multiple sources as part of the research of the historical claim.

Target #5 – Writing: The paper contains no noticeable errors in grammar, spelling, and punctuation.

Visual Display

Target #1: The display clearly presents the historical claim.

Target #2: The display provides evidence that supports the claim.

Target #3: The display shows creativity and neatness in the construction, arrangement, and presentation of the materials

Target #4: The display contains no noticeable errors in grammar, spelling, and punctuation.

Target #5: The display shows evidence of student work (age appropriate vocabulary, artwork, and display).

Sample Display Boards

Here are several sample displays to help generate ideas of how to organize a display board. You may also want to conduct a Google image search for more ideas. Please refer to page 5 for details on how the project will be judged.

Sample Display Board # 1

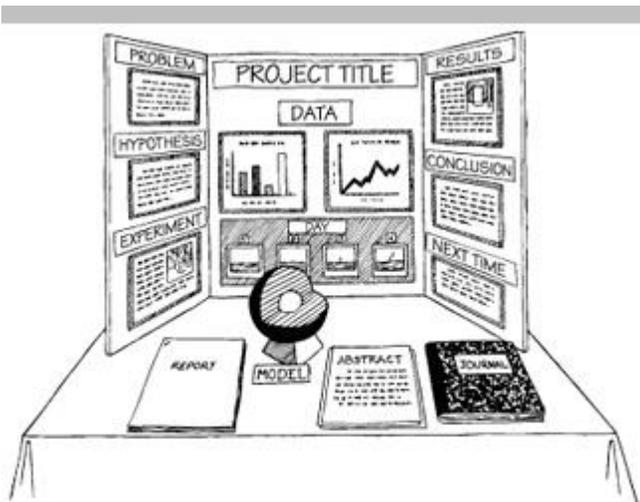
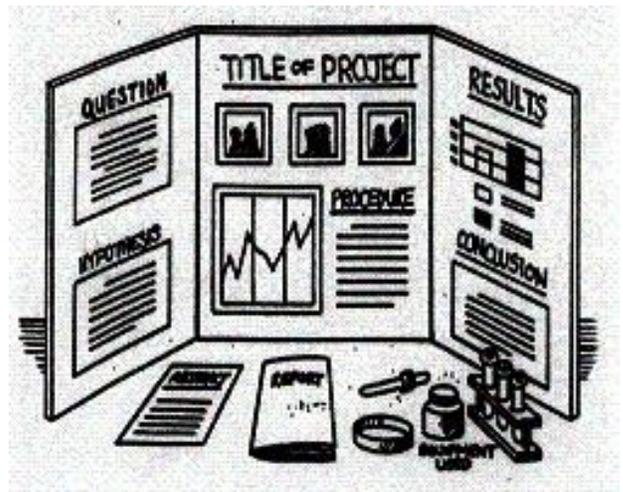


Figure 7.1 Example of a Good Display

Sample #1 includes models, diagrams and clear headings.

Sample Display Board #2



Sample #2 includes items used in the research. Your items could be artifacts, pictures, models, or diorama.