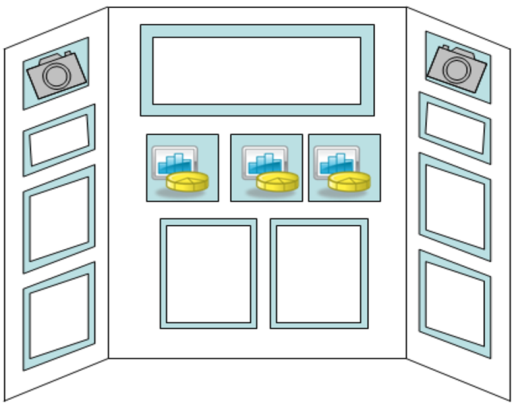
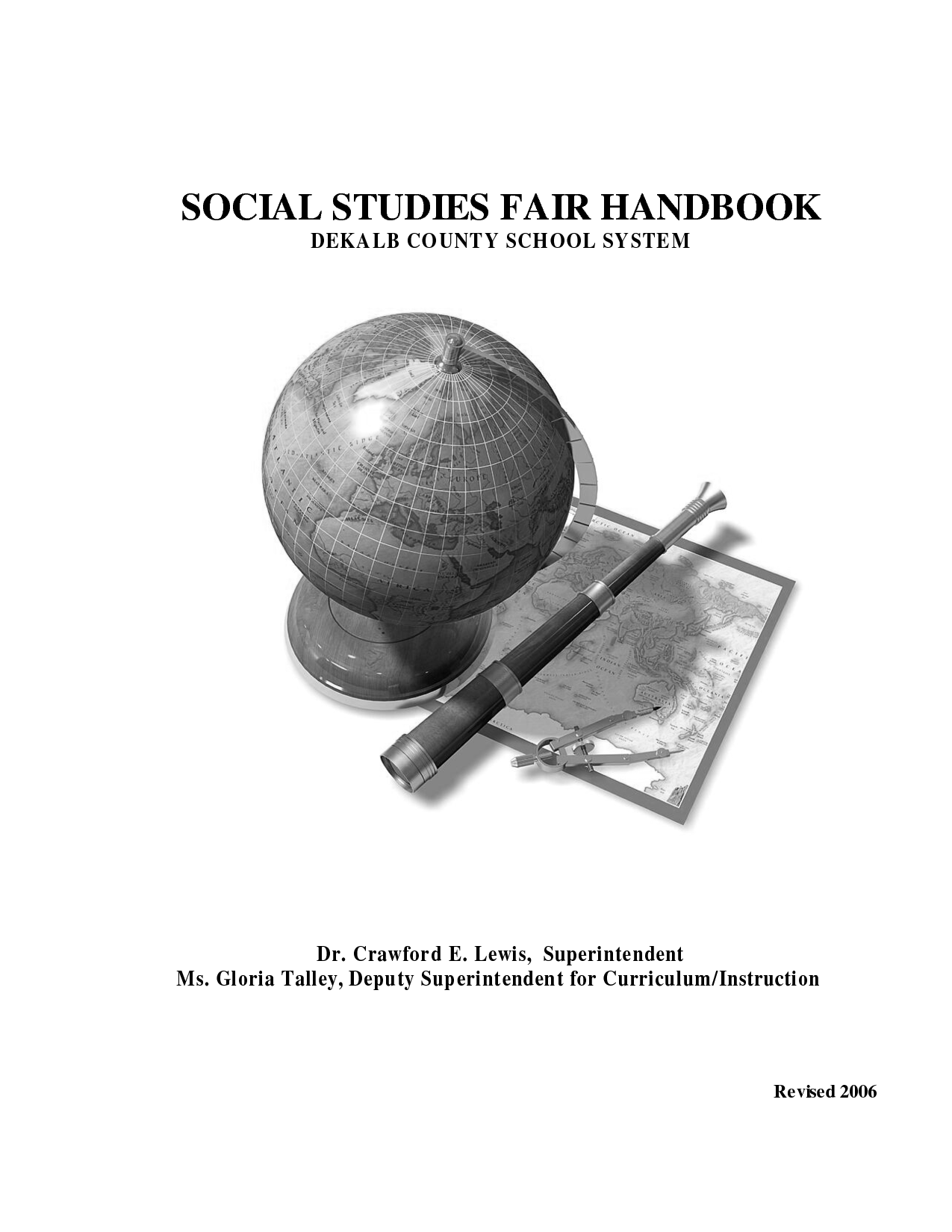


**Southwestern Michigan**

**Lutheran Schools**

**Social Studies Fair**

*Guidelines and Instructions*





Thank you to First German Lutheran School, Manitowoc, Wisconsin, and St. John Lutheran School, Burlington, Wisconsin, for providing information to assist in the formation of these guidelines and instructions.

2013 Academic Committee for SWMLS

**SOCIAL STUDIES FAIR GUIDELINES**

The purpose of the Social Studies Fair is to encourage students to research and display a topic in the social studies field. The students should do the work as independently of parents and teachers as possible. *Parents and teachers may provide minimal guidance or advice.* Please take this into consideration when selecting a project.

1. All students in grades 3-8 may submit a project for the Social Studies Fair. Each project entered is for a single entry (no joint presenters).
2. The information presented should be neither too limited nor too broad. For example, a topic such as World War II would be too broad for one project. However, a topic such as Louisiana in World War II would be too narrow to find enough information. A specific topic would be more suitable, such as the War in the Pacific, the bombing of Pearl Harbor, the development of the atomic bomb, or the Battle of the Bulge.
3. The data should be arranged in a clear and meaningful way that will create interest and show understanding of the subject to others.
4. Every project should have a unifying theme.
5. While parents may lend their encouragement and advice, the student should do all of the physical work on the project.
6. Students must submit a project that has been done exclusively for this school year’s fair.
7. The student should expect to complete the project at home. The teacher may provide guidance, but ultimately the completed project is each student’s responsibility.
8. Students may choose a project from the attached list or select one of their own, with teacher approval. Kits and store models are not allowed, nor are Legos or plastic figures. The project should be original.
9. A display board (recommended size: 36” x 48”) should be made for the project. The display should include the project title, student name and grade, research, and information found along with an explanation of what the student learned from the project.
10. On the day of the fair, students will give a brief oral presentation demonstrating their understanding of the subject (grades 3 & 4 – one to three minutes and grades 5-8 – two to four minutes). The presentation should include an introduction that includes the student's name, grade level, school attending, title of the project and motivation for the project concept (to stimulate interest in the subject).

**GUIDELINES FOR CREATING A DISPLAY BOARD**

A display board (recommended size: 36” x 48”) is used to summarize the research you did and explain what you learned from your project. This is a very important part of your presentation and should be done in an eye-pleasing and eye-catching manner. Your display should attract people to it and provide important information that you would want someone to know about your subject. Make it colorful, artistic, and above all, neat and complete. The following must be part of your display board:

1. Project title

2. Your name and grade

3. What you did to find the information

4. Information that you found

5. What you learned from this project

You are encouraged to include 3-D objects or visual representations to be placed in front of your display board. Examples could include: dioramas or original models (no kits or Legos)

Neatness, creativity, and careful work will be judged on your display board, along with spelling, grammar, and correct punctuation.

Headings should be seen easily from a distance of three to five feet. Choose colors which have a good value contrast. For example, navy blue letters on a yellow background are easier to see than orange letters on a yellow background. Dark letters on a light background, or the other way around (light letters on a dark background) will have greater contrast and be more visible.

Your display may include charts, diagrams, photographs, graphs, maps, or original artwork. You may not use copyrighted material. Any text is to be written in your own words.

Avoid overuse of photocopies. Acceptable use of photocopied material includes pictures, maps, or graphics. It is preferable that you create your own drawings or graphics whenever possible.

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

Researching for information regarding the project is an important learning element of this project. Remember to document the sources of information to acknowledge sources appropriately. While Wikipedia is a resource, it should not be the sole source of information from research.

Project Title

Name / Grade

Information that you found

(May include pictures, graphs,

maps, etc.)

Sample

Connection

What did you learn from

this project?

Research

What you did

to find the information

**SOCIAL STUDIES FAIR ORAL PRESENTATION**

Each student will be judged on an oral presentation about his/her project. The students in grades 3-4 should plan for a presentation in the one to three minute time range. The students in grades 5-8 should plan for a presentation in the two to four minute time range. The oral presentation should be concise, direct, and in logical order.

The presentation should include an introduction that includes the student's name, grade level, school attending, title of the project and motivation for the project concept (to stimulate interest in the subject).  This information may be present in the display; however, organizing this information in an oral format emphasizes the information in a unique manner that provides for a useful introduction.

Judges will score the oral presentation in five categories – 1) knowledge of the topic, 2) preparation, 3) fluency, 4) creativity, and 5) connection to the topic.

This portion of the project is an oral presentation. The student is encouraged to incorporate the visual display into the presentation. The student may not use items similar to a PowerPoint presentation with the oral presentation.

These are some things that **will be beneficial** during the oral presentation:

* Keep eye contact with the judges
* Stand on both feet
* Dress neatly
* Stay within the time limit
* Integrate the display into the presentation
* Use conversational speech
* Speak slowly and clearly
* Relax

These are some things **that should be avoided** during the oral presentation:

* Chewing gum
* Moving nervously
* Standing in front of or obscuring the project
* Putting hands in pockets
* Wearing heavy jewelry or distracting clothing
* Using note cards or notes. The use of note cards is discouraged but not prohibited; use minimal reference to notecards.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SOCIAL STUDIES FAIR PROJECT RANKING RUBRIC** | | | | | | | | | | | | | | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | **Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |
| **Project Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | | | | | | | | |
|  |  |  |  | | |  |  | |  | |  | |  | |
| **I. Display (40 points)** | | | **Display value is doubled for overall point value.** | | | | | | | | | | | |
|  |  |  |  | | | incomplete | poor | | average | | good | | excellent | |
|  |  |  |  | | |  |  | |  | |  | |  | |
| **A. Creativity** - The display exhibits the student's skills in creativity and imagination. | | | | | | | | | | | | | | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **B.** **Neatness** - The display is attractive, easy to read, and without grammatical errors. | | | | | | | | | | | | | | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **C.**  **Informative Visuals** - The display has a variety of visuals to represent what was learned. | | | | | | | | | | | | | | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **D.** **Relevancy** - The display items connect and coordinate the information learned. | | | | | | | | | | | | |  | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **E.**  **Organization** - The display has an organized and logical flow of information. | | | | | | | | | | | | |  | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
| **II. Oral Presentation (20 points)** | | | | |  | |  | |  | |  | |  | |
|  |  |  |  | |  | |  | |  | |  | |  | |
| **A.**  **Knowledge of Topic** - The student presents accurate and relevant information. | | | | | | | | | | | | |  | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **B. Preparation** - The student gives an introduction, uses eye contact, stands poised, and has an organized flow of information. | | | | | | | | | | | | | | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **C. Fluency** - Fluency includes the volume, expression, and enunciation of words spoken. | | | | | | | | | | | | | | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **D.** **Creativity** - The student should show enthusiasm, using gestures and visuals. | | | | | | | | | | | | |  | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  |  |  |  |  | | | |  | |  | |  | |  | |
| **E. Connection** - The student can explain what was learned from the project. | | | | | | | | | | | | |  | |
|  |  |  |  | 0 | | | | 1 | | 2 | | 3 | | 4 | |
|  | |  |  |  | | | |  | | **Total Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | |

**SOCIAL STUDIES FAIR RUBRIC FOR POINT VALUES**

\*\* 0 points may be awarded in any category, only if the criteria are completely absent.

**Rubric for Physical Appearance of the Display:**

**Creativity:** The display exhibits the student's skills in creativity and imagination.

4 … exceptional creativity and effectively addresses the topic in an age appropriate manner using a connected combination of artistic techniques

3 … presents the topic in an age appropriate manner using multiple artistic techniques

2 … utilizes artistic techniques to display information regarding the topic in an age appropriate manner

1 … lacks an age appropriate level for displaying the topic

**Neatness:** The display is attractive, easy to read, and without grammatical errors.

4 … exceptional physical appearance which shows attention to detail in terms of lettering, grammar, spelling, layout, and overall appearance

3 … good physical appearance which enhances interest, with no physical errors

2 … general appearance which neither enhances nor detracts interest

1 … lacks an overall appearance to enhance interest

**Informative Visuals:** The display has a variety of visuals to represent what was learned.

4 … accurately represents the topic with a variety of visual representations of information

3 … accurately represents the topic with a visual representation of information

2 … represents the topic with an incomplete or inaccurate visual representation of information

1 … lacks a good visual representation of information

**Relevancy:** The display items connect and coordinate the information learned.

4 … displays interesting items that coordinate well with the project and add insight to the project

3 … displays items that are connected with the project and assist with insight into the project

2 … displays item(s) that are somewhat connected with the project

1 … displays item(s) that are limited in coordination with the project

**Organization:** The display has an organized and logical flow of information.

4 … suitable information organized in a clear and concise manner

3 … suitable information with some organizational pattern

2 … numerous elements of information with no clear organizational pattern

1 … lacks suitable information and organizational strategy

**Rubric for Oral Presentation:**

**Knowledge of Topic:** The student presents accurate and relevant information.

4 … demonstrates knowledge of the topic with accurate and relevant information

3 … incorporates accurate and relevant information to present the topic

2 … incorporates limited relevant information to present the topic

1 … uses information that disengages the listener from the topic

**Preparation:** The student gives an introduction, uses eye contact, stands poised, and has an organized flow of information.

4 … includes an impressive introduction, proper eye contact, excellent poise, and minimal reference to note cards

3 … includes an introduction, uses some eye contact with poise and minimal reference to note cards

2 … introduction, eye contact, or poise is weak or the presenter depends heavily on note cards for presenting information

1 … lacks an introduction, uses minimal eye contact, and depends on note cards for reading

**Fluency:** Fluency includes the volume, expression, and enunciation of words spoken.

4 … uses fluency characteristics (volume, expression, and enunciation) to clearly share the information with a high degree of confidence

3 … uses volume, expression, and enunciation to adequately share the information

2 … uses some of the fluency characteristics (volume, expression, enunciation) to share the information. One or more of these characteristics is weak.

1 … lacks fluency characteristics (volume, expression, enunciation)

**Creativity:** The student shows enthusiasm, using gestures and visuals.

4 … shows enthusiasm, gestures, and incorporating use of visuals; stimulates great interest in the presentation

3 … shows enthusiasm, gestures, and incorporating use of visuals; adequately engages the audience in the presentation

2 … enthusiasm, gestures, and incorporating use of visuals are not cohesively organized

1 … lacks enthusiasm, gestures, and does not incorporate visuals into the presentation

**Connection:** The student can explain what was learned from the project.

4 … provides an interesting and stimulating explanation of what was learned from the project

3 … adequately explains what was learned from the project

2 … explains what was learned from the project but lacks organization

1 … provides a limited explanation of what was learned from the project

**SCORING FOR SOCIAL STUDIES FAIR**

1st place ranking 52.5-60 points

2nd place ranking 45-52 points

3rd place ranking 37.5-44 points

-----------------------------------------------------------------------

A student who receives scores with 3.5 average (52.5 pts.) or better

would be awarded a 1st place ranking.

A student who receives scores with 3.0 average (45 pts.) or better

would be awarded a 2nd place ranking.

A student who receives scores with 2.5 average (37.5 pts.) or better

would be awarded a 3rd place ranking

**SOCIAL STUDIES FAIR CATEGORIES**

**DEFINITION OVERVIEW**

Projects submitted for the Social Studies Fair may be chosen from the following five categories.

Attached to this page are example topics/projects for each of the categories. If your child chooses to do something that is not included in the idea bank, please have the topic approved by the teacher.

**History**: The study of past events as they relate to a single person, group of people, country (state or community), or a certain period of time.

**Geography**: The study of the Earth’s surface, the knowledge of its geographic features (land, water, atmosphere), the influence of its climate, vegetation, land use, and industries, and the relationship between the environment and human activities.

**Civics and Government**: The study of the privileges and obligations of citizens; how local, state, and federal officials and bodies are formed, their duties, and powers.

**Peoples, Customs, and Ways of Life**: The study of human beings, how they live their lives (individually and as a group), and what cultural activities are practiced and passed on to future generations.

**Economics**: The study of the production, distribution, consumption, and exchange of goods and services.

**SOCIAL STUDIES FAIR IDEA BANK**

**Grades 3 - 4**

**History**

1. Make a shoebox dollhouse showing different time periods in history/present day.

2. Create a newspaper from a special event in history: war breaks out in the colonies; presidential

assassination; the first Thanksgiving; Boston Tea Party; a famous battle; the Last Supper; the

Crucifixion; events in Egypt before, during & after the Exodus; the Russian Revolution; etc.

3. Create a timeline explaining events showing a portion of history. Incorporate pictures and

newspaper clippings.

4. Create a news broadcast from an important event in the past. Make a box theater. Make roll

pictures with captions or text beneath your pictures.

5. Make a map of Michigan or Indiana, USA, the world, etc. Put in where certain historical

events took place.

6. Report on local church history. Create a timeline using photos.

7. Design a board game centered on a major event with original questions about history.

8. Create an original model (no kits, Legos, plastic figures): different types of transportation in

the past; a Southern plantation; a medieval manor; different types of shelters 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.

9. Make a 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.

10. Draw 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. All artwork must be

original.

**Geography**

1. Make relief maps of different places in the world.

2. Draw pictures showing different types of terrain, place them on a map, and show where you

would find that type of land.

3. Create (draw not trace) a map of a place such as the world, a continent, a country, or a state.

Label the capitals, county seats, and other important information on the map. Include

important places. List the differences from your home to that place. Suggest various ways in

which you would travel there.

**Geography** (continued)

4. 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 your own

portfolio or a state brochure.

5. Make a map. Trace the path from your house to school. Label important things you see along

the way.

6. Take a United States map and mark the route to a favorite relative or friend’s house. Draw

picture postcards of the things you’d see along the way.

7. Make a map that shows where we have missionaries. Perhaps write a letter to one of them

included in the project. Display letters or photos you may receive in return.

8. Build a model of a town or city by using boxes. The model could be of your home town or

neighborhood.

9. Gather information about a place your family has gone on vacation. Show what makes this

place special and different from where you live. Draw pictures and explain the interesting

things you saw on your trip.

10. Draw maps (political, physical, historical): battle sites; routes of explorers; U.S. expansion;

tourist attractions; Biblical events; etc.

11. Design a board game with original questions about geography.

12. Make your own globe. Draw and label continents, oceans, etc.

**Civics and Government**

1. Write your own newspaper. Include world, national, state, and local news. Make a newspaper

for another country. What would you want people to know about your country?

2. 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.

3. Draw posters, charts, or diagrams regarding facts about the presidents.

**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.

**People, Customs, and Ways of Life (continued)**

3. Create a pictorial display of types of clothing worn in different countries of the world. How

do weather, social habits, and customs affect dress?

4. Make a family tree. Gather photos or draw pictures to depict members of your family. See

how many generations you can go back. Depict information on a map showing 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 series of stories in the newspaper about a topic that interests you. Clip the pictures from

the stories or make your own, and summarize the articles in your own words.

8. Watch the national news for one week. Write down important stories that take place each day.

See if you can find these same stories in the newspaper. Clip the pictures 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 original drawings. You may also want to include a diagram or

model of their homes.

10. Make posters, charts, or diagrams regarding information about Native American tribes.

**Economics**

1. Draw a map to show how fruits/vegetables are transported from the farm to the supermarket.

2. Illustrate on a map where we get resources that are important to our economy.

**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. \*\*\*Make sure to get approval of your topic.\*\*\*

**SOCIAL STUDIES FAIR IDEA BANK**

**Grades 5 - 8**

**History**

1. Make a shoebox dollhouse showing different time periods in history/present day.

2. Create a newspaper from a special event in history: war breaks out in the colonies; presidential

assassination; the first Thanksgiving; Boston Tea Party; a famous battle; the Last Supper; the

Crucifixion; events in Egypt before, during, and after the Exodus; the Russian Revolution; etc.

3. Create a timeline explaining events showing a portion of history. Incorporate pictures and

newspaper clippings.

4. Create a news broadcast from an important event in the past. Make a box theater. Make roll

pictures with captions or text beneath your picture.

5. 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.

6. Create posters and charts depicting strategy of past battles and wars. Draw a game like

battleship to show one of the plans for a sea battle of the past.

7. Make a scene showing battles using little models of ships and show terrain. Explain their

impact on the war.

8. Pick out a character in history: Write a journal as if you were that person. Examples:

Napoleon, Harriet Tubman, or Henry Ford.

9. Pick out a past president: Write a campaign speech. Create a campaign poster, buttons,

bumper sticker, etc.

10. Make a series of maps showing the history of border line changes and control by the

government. You could use transparencies to lie on top of each other to show the changes.

11. Make a map of Michigan, Indiana, USA, the world, etc. Put in where certain historical events

took place.

12. Write and illustrate a primary children’s book about a historical topic.

13. Report on local church history. Create a timeline using photos.

14. Design a board game centered on a major event with original questions about history.

15. Create an original model (no kits, Legos, plastic figures): 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.

**History (continued)**

16. Make a 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.

17. Draw 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. All artwork must be

original.

**Geography**

1. Make relief maps of different places in the world.

2. Draw 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 a place such as the world, a continent, a country, or a state.

Label the capitals, county seats, and other important information on the map. Include

important places. List the differences from your home to that place. Suggest various ways in

which you would travel there.

5. 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 your own

portfolio or a state brochure.

6. Take a United States map and mark the route to a favorite relative or friend’s house. Draw

picture postcards of the things you’d see along the way.

7. Make a map that shows where we have missionaries. Perhaps write a letter to one of them

included in the project. Display letters or photos you may receive in return.

8. Gather information about a place your family has gone on vacation. Show what makes this

place special and different from where you live. Draw pictures and explain the interesting

things you saw on your trip.

9. Draw maps (political, physical, historical): battle sites; routes of explorers; U.S. expansion;

tourist attractions; Biblical events; etc.

10. Design a board game with original questions about geography.

11. Make your own globe. Draw and label continents, oceans, etc.

12. 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. 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?

4. Make a comparison of a socialistic government verses a democratic government.

5. Explore types of other governments in the world. Explain why or why not you would like to

live there.

6. 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?

7. 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.

8. 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?

9. Keep a scrapbook of world, national, state, or local events for a designated time (2 months).

Explain how these events affected you and your family.

10. Watch all three national news broadcasts for several weeks. Compare their coverage and

explain which one you thought did the best job and why.

11. Compare national magazines. Which gives the best coverage about current events and

important things going on in our nation?

12. Make a comparison of newspapers, magazines, and TV. Which media is the best for certain

occupations and why? Lawyer? Factory worker? Teacher? Housewife?

13. 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?

14. Create a timeline showing the history of the vote from the beginning of our country. Who did

the voting? How did they vote?

**Civics and Government** (continued)

15. 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.

16. Write your own newspaper. Include world, national, state, and local news. Make a newspaper

for another country. What would you want people to know about your country?

17. 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.

18. Draw posters, charts, or diagrams regarding facts about the presidents.

19. 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 a pictorial display of types of clothing worn in different countries of the world. How

do weather, social habits, and customs affect dress?

4. Make a family tree. Gather photos or draw pictures to depict members of your family. See

how many generations you can go back. Depict information on a map showing the locations of

other members of your family.

5. Find a series of stories in the newspaper about a topic that interests you. Clip the pictures from

the stories or make your own, and summarize the articles in your own words.

6. Watch the national news for one week. Write down important stories that take place each day.

See if you can find these same stories in the newspaper and clip the pictures to illustrate what

you have written down.

7. 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 original drawings. You may also want to include a diagram or

model of their homes.

8. Make posters, charts, or diagrams regarding information about Native American tribes.

**Economics**

1. Draw a map to show how fruits/vegetables are transported from the farm to the supermarket.

2. Illustrate on a map where we get resources that are important to our economy.

3. Compare the United States’ monetary system with money in another country.

4. Create a timeline showing how the United States economy has changed over the last century

(rural to industrial).

**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. \*\*\*Make sure to get approval of your topic. \*\*\*