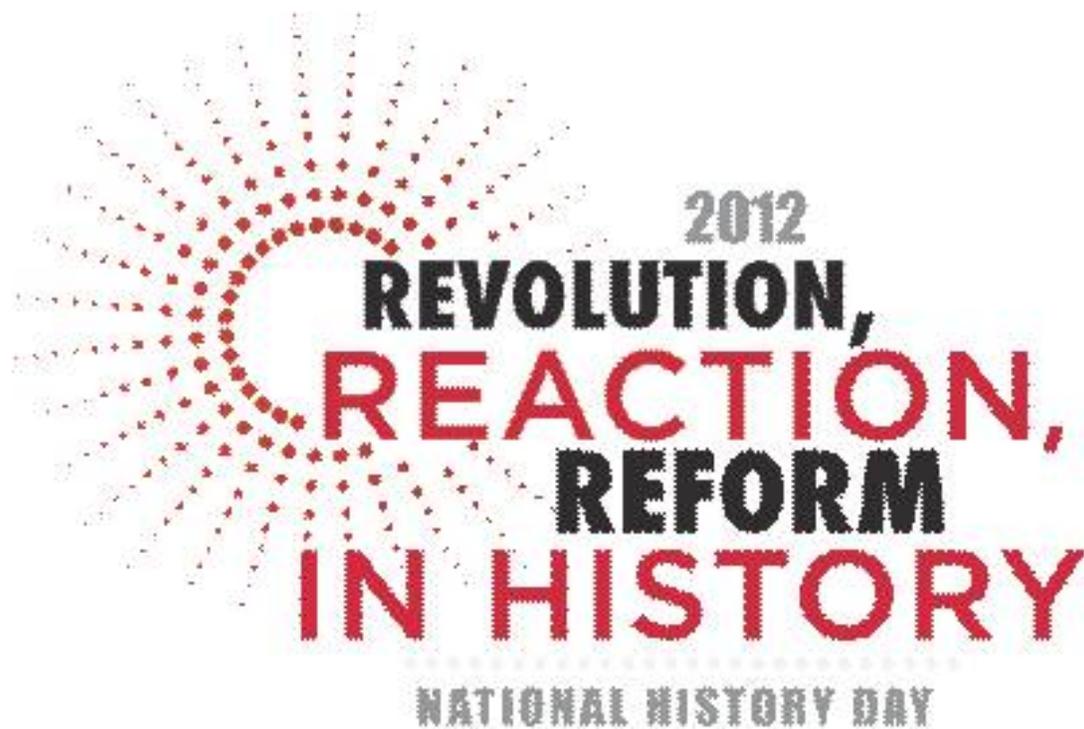


VOLUSIA COUNTY SOCIAL STUDIES FAIR

MIDDLE-HIGH STUDENT GUIDE



OVERVIEW OF THE FAIR

The Volusia County Social Studies Fair is an exciting learning opportunity which encourages students to explore different areas of the social studies, develop a product and compare and their work with that of other students from all over Volusia County. Additionally, the fair can be a stepping stone to the Florida History Fair and National History Day competitions. The skills used in participating in the creation of fair projects are aligned with the Sunshine State Standards and FCAT assessments. We hope that all students who participate in the fair develop a greater interest in social studies while acquiring new knowledge and skills.

This new **STUDENT GUIDE** contains all rules, regulations, and suggestions for student participation in the fair. Information may also be obtained on the Volusia County Social Studies homepage, <http://www.volusia.k12.fl.us/curriculum/SocialStdy/WebPage/index.htm>

The final product a student submits for the school and/or county fair competition **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. Students, however, must prepare and execute their own performance, presentation or product.

This year's fair theme is **“Revolution, Reaction, Reform in History.”** Students may select a topic on any aspect of local, regional, national or world history. Regardless of the topic chosen, the presentation of research and conclusions **MUST** clearly relate to the theme.

Effective entries not only describe an event or development, they also analyze it and place it in its historical context. Students should consider these questions when selecting a topic:

- How is my topic important?
- How was my topic significant in history in relation to the theme?
- How did my topic develop over time?
- How did my topic influence history?
- How did the events and atmosphere of my topic's time period influence my topic in history?

In the categories of *Exhibits* and *Performances* the judging criteria is further explained below:

- Historical Quality – The most important aspect of an entry is its historical quality. The following questions help focus an entry's historical quality:

Is my entry historically accurate? Does my entry provide analysis and interpretation of the historical data rather than just a description? Does my entry demonstrate an understanding of the historical context? Does my bibliography demonstrate wide research and a variety of sources, especially primary sources?

- Clarity of Presentation – Although historical quality is most important, an entry must be presented in an effective manner. The following questions help focus an entry's presentation:

Is my entry original, creative, and imaginative in subject and presentation? Is my written material clear, grammatical, and correctly spelled? Do I display stage presence in a performance? Is the visual material I present clear? Do I understand and properly use all equipment?

- Relation to Theme – The entry must clearly explain the relation of your topic to the annual theme. The following questions help focus the student's topic on the theme and its significance:

How does my topic relate to the theme? Why is my topic important? How is my topic significant in history in relation to the theme? How did my topic influence history? How did the events and atmosphere of my topic's time period influence my topic in history?

No entry may be judged Superior with a rules infraction. This includes students being present for judging on Saturday, March 3rd (exhibits, performances, and bowl team students).

GENERAL RULES AND PROCEDURES

1. Students may not reuse an entry from a previous year.
2. Students may participate in only one fair event.
3. Students must produce their own entries. Objects created by others specifically for use in a student's entry violate this rule. For example, photographs or video supplied or produced by a parent could not be used in an entry.
4. Unless otherwise stipulated, students must supply all props and equipment to support their entry. Tables for exhibits, TVs and VCRs for media production will be available at the fair site.
5. Items that could be potentially dangerous in any way -- such as weapons, firearms, animals etc. -- are strictly prohibited.

Items related specifically to the County Fair.

6. Students may have only one entry in the County Fair.
7. School representatives must register all entries. Entries that have not been officially registered will not be judged.
8. Award winners, or a representative from the school must be present at awards ceremony on Saturday at 1:30 p.m. Awards will not be automatically forwarded to the schools (except in the area of historical papers).

Those who enter the historical paper category need not attend the fair. Historical papers are submitted at an earlier date and judged separately. Awards will be forwarded to the school.

First, second and third place winners will receive plaques. Only one plaque will be awarded to group winners; however, each team member will receive a ribbon and certificate. Participation ribbons will be given to all other entries.

Special awards and plaques may be distributed by various civic organizations and support groups.

9. The Volusia Council for the Social Studies and the Volusia County School Board are **NOT** responsible for the loss or damage of any projects. All projects displayed will be dismantled immediately after the awards ceremony on Saturday.

**ITEMS NOT PICKED UP BY 3:00 P.M. SATURDAY
WILL BE DISCARDED.**

A Note to Homeschool Students

HOME SCHOOL STUDENTS WISHING TO PARTICIPATE IN THE VOLUSIA COUNTY SOCIAL STUDIES FAIR MAY ENTER IN ONE OF TWO WAYS: 1) STUDENTS MUST FIRST COMPETE AND WIN AT A HOME SCHOOL ASSOCIATION FAIR (THE ASSOCIATION MUST CONTACT JASON CAROS FOR QUOTA INFORMATION), OR 2) A HOMESCHOOL STUDENT MAY PARTICIPATE IN THE SCHOOL FAIR AT THE VOLUSIA COUNTY SCHOOL THEY ARE ZONED FOR, AND COMPETE FOR A SPOT AT THE VOLUSIA COUNTY FAIR.

SOCIAL STUDIES FAIR TOPICS FOR STUDENTS

Revolution, Reaction, and Reform in History

The following is not an exhaustive list but simply a set of suggestions. Students can choose from these topics or use these to help them brainstorm for other ideas. Students are free to choose from a broad range of individuals, groups, or documents relating to the theme.

*Sample **Elementary Topics** appear in the elementary student guide.

National Topics – Some topics excerpted from National History Day

- The *Strategikon*: A Revolution in Byzantine Military Tactics
- John Brown's Revolt Against Slavery
- The U.S. Constitution: Reform or Counter-Revolution?
- Dorothea Dix and the Asylum Movement
- Simon Bolivar and Latin American Independence
- Friedrich Hayek and the Road to Serfdom
- The Coercive or Intolerable Acts: Britain's Reaction to the Boston Tea Party
- The Women's Christian Temperance Union (WCTU) and Alcohol in America
- From Franklin Delano Roosevelt (FDR) to Nixon: The Revolution of Presidential Press Coverage
- The Copernican Revolution: Copernicus, Galileo, and Kepler
- Susilo Bambang Yudhoyono and the Indonesian Democratic Experiment
- Television: A Cultural Revolution
- The Boxer Rebellion: China's Fight Against Foreign Powers
- The Glorious Revolution and Britain's Bill of Rights
- The Edict of Nantes: A New Approach to Religious Dissent
- Jose Marti and Cuba's War of Independence
- Canals and Railroads: The 19th Century Reforms in Transportation
- Bismarck's Reforms in Germany
- Classical Music: Reaction to the Baroque Era
- Confucius and Civil Service Reform in China
- The No Nothing Party in American Politics
- Emilio Aguinaldo and the Philippine Uprising
- Jonas Savimbi: Angolan Revolutionary
- The Wesley Brothers and Methodist Reforms of the Church of England
- Hawks and Doves: American Reaction to the Vietnam War
- The Airplane: Revolution in Warfare
- Osceola: Seminole Revolutionary
- Sit-ins and Freedom Rides: Reformers in Action
- Martin Luther and the Protestant Reformation
- The Reforms of Sosthenes

- William Wallace: Rebel Against English Oppression
- The Model T: Henry Ford Revolutionizes the Auto Industry
- King Phillip's War: Reaction to Puritan Expansion
- The "Red Scare": American Reaction to Communism
- Germ Theory: Revolution in Medicine
- Vatican II: The Modern Reformation of the Catholic Church
- Pablo Picasso: Revolution in Art
- "Hush, Hush": Reaction to Henrik Ibsen's *A Doll's House*
- Virginia Woolf and the Birth of Modern Feminism
- Curt Flood and Free Agency in Baseball
- The Second Great Awakening: A Fountain of Reform
- American Reaction to film *The Day After*

Explanation of the Theme

-taken from the National History Day web site

The theme is broad enough for you to select a local, state, national or world history topic. To understand the historical importance of your topics, you must ask questions of time and place, cause and effect, change over time, impact and significance. You must ask questions about why events happened and what impact the events had? What factors contributed to a revolution? Why was there a need to reform at the particular time? Why did this event cause a reaction? Regardless of the topic selected, you must do more than describe what happened. You must draw conclusions, basing your opinion on evidence, about how the topic affected individuals, communities, nations and the world. Studies should include an investigation into available primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.

As you investigate this year's theme think of the theme in broad terms, as the distinction among revolutions, reactions and reforms may be blurred. Never be too literal. Revolutions and reforms are often reactions to particular situations or events, which may inspire reactions. According to the American Heritage Dictionary, the word revolution means "the overthrow of one government and its replacement with another" or a "sudden or momentous change in a situation." Whether revolutionary or gradual, such changes often inspire opposition, as some people seek to slow or even reverse them. Consequently, some topics will focus on revolution, reaction, AND reform, while other topics may allow you to focus on just one or two aspects of the theme.

For many Americans, the word revolution conjures up images of the Fourth of July, celebrating our revolutionary heritage; for others, it brings to mind gun-toting guerrillas in wars we do not understand. Political and social revolutions such as those in America in the 1770s and the communist revolutions of the 20th century are complex events, which provide a plethora of potential possibilities for NHD research projects but not in their entirety. Rather than attempting to analyze and document an entire political revolution, you should look for more manageable topics such as ideas emerging from a particular revolution, specific events or factions within a revolution, or individuals who affected or were affected by a revolution. A paper could illuminate the role of the Stamp Act of 1765 played in the coming of the American Revolution. The role of women in the French revolution might be illustrated through a performance focusing on the bread riots of 1789, while Mahatma Gandhi's leadership of India's revolt against British rule would make a compelling topic for a documentary or website. Political revolutions provoke reactions far beyond the borders of a single nation. How did other revolutions inspire slaves in Saint Domingue to stage their own revolution in 1791? An exhibit

could examine the allied invasion of Russia as a reaction to the Bolshevik Revolution of 1917. How did American fear of the spread of communism affect the Cold War? A website could focus on the Marshall Plan or the Truman Doctrine as manifestations of this fear, while a performance might look at U.S. involvement in the Vietnam War. A website could examine the consequences of the student revolts in France in 1968.

Failed revolutions and rebellions also provide excellent topics for student entries. A paper could appraise the Sepoy Rebellion in India in 1857 and how it affected British colonial policy. An exhibit could examine the Boxer Rebellion of 1900, which helped fuel Chinese nationalism and the rise of Sun Yat-sen. What was the reaction throughout the Southern United States to Nat Turner's rebellion in Virginia in 1831? Can Reconstruction be considered a failed revolution?

Wide-ranging reform programs sometimes can spur changes as great as those caused by revolutions. The effects of the reforms of Solon and Cleisthenes on Athens in the 6th century BCE would be a suitable topic for a paper. How did the Meiji Restoration (1868-1912) affect Tokugawa Japan? A performance might focus on Mikhail Gorbachev's policies of Glasnost and Perestroika in the Soviet Union during the last years of the Cold War. A documentary could examine the impact of Franklin Roosevelt's New Deal. How did the New Deal revolutionize the role of government in American life in the 1930's?

Individual reforms and reform movements also deserve attention. The work of anti-slavery advocates such as Frederick Douglass and William Lloyd Garrison supplies dramatic material for performances. Any of the reforms of the Progressive movement of the early 20th century in the United States would make good topics. An exhibit might explain the role of muckraking journalists in agitating for reform. How was the settlement house movement an attempt at social reform? What role did Jane Addams play?

Court cases frequently can be classified as reactions, while their outcomes may lead to reforms or even revolutions. A performance might explore the role of the British Court of Star Chamber in leading English Puritans to revolt in the 1630s. How could the 1896 case, *Plessy v. Ferguson*, be considered a reaction? How did the U.S. Supreme Court's *Miranda v. Arizona* decision in 1966 reform the treatment of those accused of crimes?

While less frequent than political revolutions or reforms, economic revolutions may have an even broader impact. The commercial revolution of the 1500s involved Africa, the Americas, Asia, and Europe. The Industrial Revolution of the 19th century eventually affected the entire world. Students should focus on a specific, fairly limited aspect of an economic revolution rather than try to master such a revolution in its entirety. The spice trade between Europe and Asia would be an excellent topic for an exhibit, as would the role of sugar in creating plantation economies in the Caribbean. A documentary could assess the experience of female workers in the Lowell Massachusetts mills of the 1830s. How did the Luddites represent a reaction to the Industrial Revolution?

Consumers also have experienced revolutions. How did tea play a role in stimulating a consumer revolution in the 18th century? What impact did it have politically? Students could create documentaries analyzing revolutions in shopping such as the development of department stores or the Montgomery Ward and Sears catalogues in the late 19th century, while a paper could explore the significance of installment buying in the early 20th century. Economic revolutions often result from technological innovations, which sometimes led to tremendous social change as well. How did the cotton gin have an impact on slavery in the antebellum South? In what ways did the typewriter provide new opportunities for women in late 19th century offices? How was this revolutionary? The adoption of the stirrup in 8th century Europe and its effects on warfare and society could be the subject of a paper, while a documentary could portray the effects of automobiles on dating. How could other transportation innovations such as steamships, canals, railroads, and airplanes be considered revolutionary?

Advances in human thinking and knowledge made the technology described possible. What was revolutionary about Isaac Newton's work in the 1600s? How did Galileo Galilei's trial before the Inquisition in 1633 represent a reaction to the Scientific Revolution? The impact of Marie Curie's work on Radiation in the early 1900s would make an interesting documentary, while a performance might examine her contemporary Sigmund Freud's study of human psychology. Alternatively, students could investigate any of the revolutions in medical care of the 20th century.

You may find many topics in local history which are suitable. The local consequences of industrialization, or revolutions in transportation, would make good topics. If you live in Eastern United States, you could study local experiences during the American Revolution, while those in the South could focus on Reconstruction.

The theme is a broad one, so topics should be carefully selected and developed in ways that best use your talents and abilities. Whether a topic is a well-known event in world history or focuses on a little known individual from a small community, you should be careful to place your topics into historical perspective, examine the significance of your topics in history, and show development over time.

RULES AND SUGGESTIONS BY CATEGORY

1. **Maps:** (Middle School) Entries must be one-dimensional and no larger than 22" x 30" (poster board, foam board or parchment paper may be used). Map must be hand-drawn. Map must include a compass rose, legend, and scale (if appropriate). A WRITTEN EXPLANATION OF THE MAP MUST ACCOMPANY THE PROJECT, INCLUDING HOW THE PROJECT WAS MADE AND ITS RELATIONSHIP TO THE THEME (up to 500 words), and must include an annotated bibliography. See sample process paper in the student fair guide.

Judging Criteria: Accuracy, Appearance, Creativity, Originality and Relation to Theme.

2. **Three-Dimensional Maps:** (Middle School) Entries must be no larger than 22" x 30" (poster board, foam board or parchment paper may be used). Map must be hand-drawn. Map must include compass rose, legend, and scale (if appropriate). A WRITTEN EXPLANATION OF THE 3-D MAP MUST ACCOMPANY THE PROJECT, INCLUDING HOW THE PROJECT WAS MADE AND ITS RELATIONSHIP TO THE THEME (up to 500 words), and must include an annotated bibliography. See sample process paper in the student fair guide.

Judging Criteria: Accuracy, Appearance, Creativity, Originality, and Relation to Theme.

3. **Crafts:** (Middle School) Entries are typically handmade items such as quilts, needlework, costumes, flags, period furniture, metal ware, candles, cooking ware, etc. The overall size of a craft project may not exceed 40 inches wide, 30 inches deep, and 6 feet high. CRAFT ENTRY SHOULD NOT RESEMBLE A DISPLAY. A WRITTEN EXPLANATION OF THE CRAFT MUST ACCOMPANY THE PROJECT, INCLUDING HOW THE PROJECT WAS MADE AND ITS RELATIONSHIP TO THE THEME (up to 500 words), and must include an annotated bibliography. See sample process paper in the student fair guide.

Judging Criteria: Appearance, Creativity Originality, and Relationship to Theme.

B. EXHIBITS (middle and high school students)

***Winners may qualify for State and National Fairs.**

***Individual and Group (2-3 students) entries.**

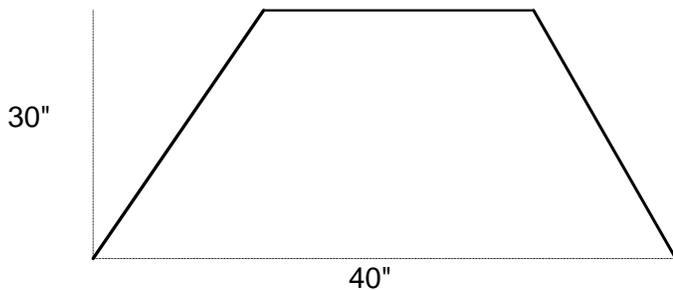
***ALL students must be present for judging on Saturday morning, March 3rd**

An exhibit is a visual representation of your research and interpretation of your topic's significance in history - much like a small museum exhibit. Your analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with drawn or collected visual images and objects to enhance the message of your project.

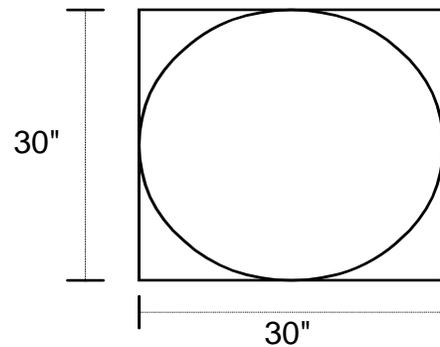
Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **Size Requirements:** The overall size of your exhibit when displayed for judging must be no larger than 40 inches wide, 30 inches deep, and 6 feet high. Measurement of the project does not include the table on which it rests; however, it would include any stand that you create and any table drapes. Circular or rotating projects must be no more than 30 inches in diameter.

OVERHEAD VIEWS

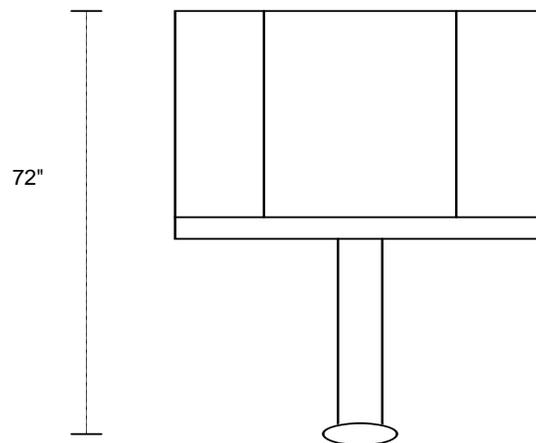


THREE PANEL BOARD



CIRCULAR PROJECT

FRONT VIEW



BACKBOARD WITH A STAND

2. **Media Devices:** Media devices (tape recorders, projectors, video monitors, computers) may be used in the display; however, they must not run for more than 3 minutes. Viewers and judges must be able to control media devices. Any media devices used must fit within the size limits of the project.
3. **Written Materials:** All exhibits must be accompanied by the following written items:
 - a. Title Page-----including **only** the title of your exhibit, student(s)' name(s)
 - b. Entry Description ----**Students must provide a description of no more than 500 words that relates how they conducted their research and developed their entry. The description should conclude with an explanation of how the entry relates to the fair theme. THIS IS NOT A RESEARCH REPORT.**
 - c. Annotated Bibliography ----- all sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary sources must be separated in the bibliography.

Example of Annotated Bibliography:

Bates, Daisy. The Long Shadow of Little Rock. New York: David McKay Co. Inc., 1962

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

- d. Words in or on Exhibit ----- **There is a 500-word limit on student composed written materials used in or on the exhibit.** This includes any media devices (computers, slides, video) and/or any supplemental materials used in the exhibit. This 500-word limit is in addition to the title page, entry description and annotated bibliography. This limit does not apply to documents, oral history quotations, artifacts with writing, or other non-student written illustrative materials that are used as an integral part of the project.
- e. Style Guides ---- Style for citations and bibliographic references must follow the principals in one of the following style guides: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th edition, University of Chicago Press) or the style guide of the Modern Language Association of America (MLA). **See page 18 of this guide.**
- f. Copies ---- Three copies of the entry paper with annotated bibliography (items a,b,c) **must** be provided with the exhibit at the time of judging.

Copies must be typed or neatly printed on plain white paper and stapled together in the top left corner. Do not enclose them in a cover or binder.

4. **Discussion with Judges**

Students should be prepared to answer judges' questions about the content and development of an entry.

5. **Costumes**

Students are not permitted to wear costumes that are related to focus of their entry during judging.

C. **BOWL COMPETITIONS (middle and high school students)**

***Bowl Competitions do not qualify to compete in the Florida or National Fairs.**

***Bowl Competition takes places Saturday morning, Saturday, March 3rd.**

The Bowl competitions are divided as follows:

Middle: One team per grade level (6, 7, and 8). Four students per grade level team. At **6th** grade competition will be based on the District World Geography curriculum and Current Events.

The **7th** grade competition will be based on the District Civics curriculum and Current Events.

The **8th** grade competition will be based on the District U.S. and Florida curriculum and Current Events.

High: The high school bowl will test overall social studies knowledge in a variety of areas.

General information:

Teams consist of four students and it is suggested that an alternate be selected in case one member is absent. One person per school team is chosen to announce team answers. All team members may communicate with each other before the spokesperson replies.

Teams will compete round robin for a minimum of four rounds. A run-off will then be held between the top teams.

Current events information will be drawn primarily from trivia questions produce from the district Social Studies office.

D. PERFORMANCES (middle and high school students)

***Winners may qualify for State and National Fairs.**

***Individual and Group (2-5 students) entries.**

***ALL students must be present for judging on Saturday morning, March 3rd.**

A performance is a dramatic portrayal of your topic's significance in history, and must be original in composition. This category takes the place of "living biographical monologues" and "dramatic presentations" found in previous Volusia County Fairs. This category is divided into individual and group competition.

Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **Time Requirements:** Performances may not exceed 10 minutes in length. Timing starts at the beginning of the performance, following the announcement of the title and student name(s). Any other introductory remarks will be considered part of the performance and counted as part of the overall time. You will be allowed an additional 5 minutes to set up and 5 minutes to remove any props needed for your performance.
2. **Introduction:** The title of your entry and the name(s) of the participant(s) must be first and only announcements prior to the start of the performance.
3. **Media Devices:** Use of slides, tape recorders, computers, or other media within your performance is permitted. Students must run all equipment and carry out any special lighting effects.
4. **Script:** The script for the performance should not be included with the written material presented to the judges.
5. **Props and Costumes:** Props and costumes are limited to what students can wear or hand carry for their performance.
6. **Written Materials:** A title page, bibliography and entry description are required.
 - a. Title Page-----including only the title of your exhibit, student(s)' name(s)
 - b. Entry description----**Students must provide a description of no more than 500 words that relates how they conducted their research and developed their entry. The description should conclude with an explanation of how the entry relates to the fair theme. THIS IS NOT A RESEARCH REPORT AND SHOULD NOT INCLUDE THE SCRIPT.**
 - c. Annotated Bibliography ----- all sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary sources must be separated in the bibliography.

Example of Bibliography:

Bates, Daisy. The Long Shadow of Little Rock. New York: David McKay Co., Inc., 1962.

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

E. DOCUMENTARY – (middle and high school students)

***Winners may qualify for State and National Fairs.**

***Individual and Group (2-3 students) entries.**

***ALL students must be present for judging on Saturday morning, March 3rd**

Documentaries, including computer presentations, should relate to the fair theme and reflect your ability to use media to communicate your topic's significance, much like professional television documentaries (hint: try to produce a documentary that has the Ken Burns effect). The documentary category will help students develop skills in using a variety of primary sources that include photographs, film, video, audiotapes, and graphic presentations. Your presentation should include primary materials, but should also be an original composition. To produce a documentary entry, you must bring and operate your own equipment. Only TV's and DVD players are provided at the Fair. Computer entries must provide their own equipment.

Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **Time Requirements:** Presentations may not exceed 10 minutes. Students will be allowed an additional 5 minutes to set up and 5 minutes to remove equipment. Timing will begin when the first visual image of the presentation appears and/or the first sound is heard.
2. **Presentation Introduction:** Students must announce only the title of their presentation and names of participants. Live narration or comments prior to or during the presentation are prohibited.
3. **Student Involvement:** Students are responsible for running all equipment.
3. **Production:** All entries must be student-produced. Students in a group or a student in an individual entry must operate all equipment used in the preparation of the media presentation. Actors in a dramatization, narrators, and voice-overs are limited to the student(s) creating and submitting the entry. For example, teachers or parents MAY NOT photograph or film students. All parts of the production must be completed by the student participants.
4. **Entry Composition:** Student entries must be original compositions. Professional photographs, film slides, recorded music, etc., may be used within

5. the presentation. However, proper credit for these items must be given within the presentation and in an annotated bibliography.
6. **Computer Entries:** Student-composed computer programs are acceptable (recommend using video production software such as Windows Movie Maker, Apple's I-Movie or Final Cut, etc). The program must meet the same 10-minute time limit as other entries in this category. Interactive programs are not acceptable (judges are not permitted to participate in a presentation). PowerPoints will only be accepted if they include voice-over audio and video clips so they appear as documentaries. Remember that this is a documentary production not a school report.
7. **Written Materials:** Entries must be accompanied by the following written items: A title page, annotated bibliography and entry description is required.
 - a. Title page---including **only** the title of your exhibit, student(s)' name(s)
 - b. Entry Description---**Students must provide a description of no more than 500 words that relates how they conducted their research and developed their entry. The description must conclude with an explanation of how the entry relates to the fair theme. THIS IS NOT A RESEARCH REPORT.**
 - c. Annotated Bibliography---All sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary choices must be separated in the bibliography.

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HISTORICAL PAPERS (middle and high school students)

***Winners may qualify for State and National History Fairs.**

***Individual student entries only. Papers due on January 25th.**

***Students need not be present at County Fair.**

A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. In either case, papers must be grammatically correct, well written, and relate to the fair theme.

Judging Criteria: Historical Quality, Relation to Theme, Clarity of Presentation, and Rules Compliance.

1. **Length Requirements:** The text of historical papers must be no less than 1,500 and no more than 2,500 words in length. Notes, annotated bibliography, illustration captions, and supplemental/appendix material do not count in that total. Appendix material must be directly referred to in the text of the paper. Extensive supplemental materials are inappropriate.
2. **Citations:** Footnotes or endnotes are required. Either Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* or the style guide or the Modern Language Association of America (MLA) may be used. See page 18 in this guide.
3. **Preparation Requirements:** Papers must be typed, computer printed, or legibly handwritten in ink on plain, white 8 1/2" x 11" paper with 1-inch margins on all sides. Pages must be numbered consecutively and double-spaced with writing on one side and with no more than 12 characters per inch or no less than 10 point type. Papers must be stapled in the top left corner and should not be enclosed in any cover or binder.
4. **Time Line:** Historical Paper entrants **do not** need to attend the fair. Entrants may attend the awards program at 1:30 p.m. on Saturday. **Three copies of each entry must be submitted to Jason Caros at the Brewster Center on or before, January 15th, 2012.** Papers will then be forwarded to the judges.
5. **Written Materials:** A title page and annotated bibliography are required.
 - a. Title Page-----including only the title of your display, student(s)' name(s)
 - b. Annotated Bibliography ----- all sources that provided usable information in preparing the entry should be cited. Sources of visual materials and oral interviews must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic. Primary and Secondary sources must be separated in the bibliography.

Example of Annotated Bibliography:

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USING PRIMARY AND SECONDARY SOURCES

<http://memory.loc.gov/learn/lessons/psources/source.html>

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both *primary sources* and *secondary sources*. Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing. Secondary sources are accounts of the past created by people writing about events sometime after they happened.

For example, your history textbook is a *secondary source*. Someone wrote most of your textbook long after historical events took place. Your textbook may also include some *primary sources*, such as direct quotes from people living in the past or excerpts from historical documents.

People living in the past left many clues about their lives. These clues include both primary and secondary sources in the form of books, personal papers, government documents, letters, oral accounts, diaries, maps, photographs, reports, novels and short stories, artifacts, coins, stamps, and many other things. Historians call all of these clues together the *historical record*.

HOW TO CITE SOURCES

Students may follow the Kate L. Turabian, MLA Style Guides, or Chicago styles. There are web sites such as www.easybib.com or <http://citationmachine.net/> that allow you to type your bibliography information in and a proper citation is produced automatically. Note to middle and high school students: do not forget to add your annotations.

Example of Annotated Bibliography:

Bates, Daisy. The Long Shadow of Little Rock. New York: David McKay Co. Inc., 1962

Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. Her account was very important to my paper because it made me more aware of the feelings of the people involved.

Citation

Annotation

The *MLA (Modern Language Association) Handbook for Writers of Research Papers* suggest:

Alphabetize entries by author. If no author, use the first word of the title (disregard *A, An, The*).

An entry has three main divisions: author, title, and publication information.

Punctuation is very important.

Double-space after the author and title. Single-space the rest of the entry.

A basic entry for a book would be as follows:

Bode, Janet. Beating the Odds. Toronto: Franklin Watts, 1991.

See samples of works cited entries below:

CITATION EXAMPLE: BOOKS

One Author

Banfield, Susan. Joan of Arc. New York: Chelsea House, 1988.

Two or Three Authors

Murphy, Wendy, and Jack Murphy. Nuclear Medicine. New York: Chelsea House, 1994.

More Than Three Authors

Winks, Robin W., et al. A History of Civilization. Englewood Cliffs: Prentice Hall, 1992.

No Author

The World Almanac and Book of Facts 1996. New York; Funk & Wagnalls, 1995.

An "Edition"

Shakespeare, William. Othello. Ed. Barbara Mowat, New York; WSP, 1993.

An Article in a Reference Book

"Persian Art." History of Art. 4th ed. 1991.

"Happiness." The Encyclopedia of Philosophy. Vol. 3. 1967.

A Book in a Series

Satris, Stephen. Clashing Views on Controversial Moral Issues. Taking Sides. Guilford: The Dushkin Publishing Group, 1994.

CITATION EXAMPLE: PERIODICALS

(Note: The day precedes the month. The page number follows the date).

Signed Article in a Magazine

Mathews, Tom. "What Can Be Done?" Newsweek 21 Mar. 1988: 57-58.

Unsigned Article in a Magazine

"A Living Legace." Sports Illustrated. May 1996: 24.

Signed Newspaper Article

Gonzalez, David. "Public Art in Schools Helps Make new Artists."
The New York Times 18 May 1996: 16.

CITATION EXAMPLE: OTHER PRINT AND NONPRINT SOURCES

Computer Software

Who Built America? Computer software. Voyager, 1993.
Macintosh, 5,000K, CD-ROM.

Recordings

Nixon, Richard M. Great Speeches of the 20th Century.
President Richard M. Nixon: On Releasing the Watergate Tapes.
Rhino Records, 1991. CD-ROM.

Videotapes

Career Exploration. Videocassette. Jist Works, 1992. 25 min.

Personal Interview

Kozol, Jonathan. Personal interview. 8 May 1996.

CITATION EXAMPLE: FULL TEXT DATABASES

Article from NewsBank CD-ROM

Wood, Daniel B. "Largest Welfare-to-Work Program Called a Success."
Christian Science Monitor 20 Apr. 1993: 3. CD NewsBank.

Article from SIRS Researcher CD-ROM

Jacobsen, Jodi L. "Holding Back the Sea." **Futurist** Sept.-Oct. 1190:
20-27 **SIRS Research CD-ROM**. Ed.

Eleanor Goldstein. Boca Raton, FL, Social Issues Resources. Ser., 1994
Earth Science 1991 file, Art. 25.

CITATION EXAMPLE: INTERNET

World Wide Web

Structure

Author(s). Title of item. Date of Posting/RPVison. Name of
institution/organization affiliated with the site. Date of access
< electronic address.

Example

Fellugo, Dino. Undergraduate Guide to Literary Theory. 17 Dec. 1999.

Purdue University. 15 Nov. 2000.
< <http://omni.cc.purdue.edu/%7Efelluga/theory2.html>>.

E-mail

Structure

Author. "Title of the Message (usually the subject line). Receiver of the message. Date of the message."

Example

Neyhart, David. "Online Tutoring." E-mail to Joe Barbato. 1 Dec. 2000.

Note: Students may find it easier to use a web-based automated citation site such as www.easybib.com or <http://citationmachine.net/>

***SAMPLE ENTRY DESCRIPTIONS
(2 Middle School and 1 High School)***

Martin Luther and the Reformation

Name
Middle School
Individual Exhibit

Entry Description

Why I chose this topic?

Last year, I researched Johann Gutenberg which led me to learn about the Renaissance and the Reformation. After going to the state competition, I did additional research on the influence of the printing press in contribution to the Reformation and learned about Martin Luther. Luther and his influence seemed very interesting and I wanted to learn more. Also, since I had a good knowledge of the early history of Europe from my Gutenberg project, I decided to build on that and chose to research Martin Luther and the Reformation.

How I conducted my research:

First, I went on the Internet at school. I then consulted a librarian at my school and got two very useful books. I took notes on those sources. I then outlined my ideas on large flip-chart paper. After doing that I learned that I needed much more information to continue. I went to the electronic encyclopedia on my computer at home and printed out every topic I needed more information on. I went to a public library. I also conducted an interview with our minister to be able to discuss my developing ideas. Next, I interviewed a research librarian at the Illiff School of Theology and acquired primary sources. There were a lot of these. They helped me understand why Luther's impact on society was so great. I immediately started my annotated bibliography so it would not be left until the last minute. Again, but with much more information now, I laid out key ideas on flip charts and started planning my exhibit.

How I created and developed my exhibit:

I prepared one flip chart that outlined events before Martin Luther, another that outlined events after Luther, and the last one, events that occurred during the lifetime of Luther. I then made a draft of the timeline, text picture captions that I was going to use on my board. Then I typed up the text and printed it out in the size and font I needed for the exhibit. I experimented with different boards, and found one that would be wonderful. I laid everything out on my board as a "draft." I condensed the information down so everything would fit, tell the story I wanted to tell and meet the criteria for NHD. Finally, I glued everything down. I then outlined my oral presentation and practiced it in front of my parents.

How my project relates to the theme:

My project relates to the theme in several ways. My project focuses on Martin Luther- a person, yet, when you learn about Luther, it is directly tied in with an event-posting the 95 Theses, and the Protestant Reformation--an idea. It is also a turning point in history. If Martin Luther and other reformers had not taken action, there might not be all of the different religions we know today. The primary religion in Europe and in the New World might still be Roman Catholicism.

(495 Words)

Michigan: A State Divided No More

Name
Middle School
Individual Performance

On vacation every year, when my sisters and I were younger, we would always fight for the seats in the car for the first glimpse of the Mackinac Bridge towers. Once we reached the bridge, we would stop at a small beach near the foot of the bridge, take pictures and gaze at the incredible beauty of the structure. This forty-three year old engineering marvel has forever changed life in Michigan. It was while visiting the Mackinac City Bridge Museum that I began to consider preparing my project on this structure for it has certainly proved to be a turning point in history.

I purchased three videos that were key secondary sources for my project. These three sources helped me to understand what life was like in the two peninsulas before the bridge, and how that way of life was altered by the construction of the Mackinac Bridge. Additional secondary sources were found on the Internet, at Washington Pennsylvania's library, the Washington and Jefferson College Library, and the Carnegie Library of Pittsburgh.

Through my efforts, I located my most important primary source, Lawrence A. Rubin, the original Executive Secretary of the Mackinac Bridge Authority. Mr. Rubin is the foremost, living authority on the Mackinac Bridge, and he helped me understand the many turning points that the bridge facilitated, such as better medical services and education for the Upper Peninsula. Numerous articles and books dealing with the Mackinac Bridge and written by its designer, David B. Steinman, were extremely helpful. They provided me with insights into the aerodynamic stability of the bridge and turning points that bridges have brought about. Additionally, I visited the State Library of Michigan for many more important primary sources.

I chose to present my findings in the form of a performance because I love to act. In my drama, I portray a man waiting for the ferries, in order to catch a glimpse of what life was like before the bridge and to assess the event that was a turning point in history. I then portray Dr. Steinman to examine his revolutionary ideas in bridge building design. Finally, I depict Mr. Lawrence A. Rubin to analyze the numerous benefits for the Upper Peninsula and the people that were crucial to the building of the Mackinac Bridge.

The completion of the Mackinac Bridge clearly is an important turning point in history. This structure provided the first permanent connection of the two peninsulas of Michigan. The residents of the Upper Peninsula will never again feel isolated and their quality of life is improved. Trade, travel and tourism have boomed, thanks to the bridge. From an engineering viewpoint, this was the first suspension bridge in the world to be aerodynamically "perfect." Through its design, other suspension bridges have become safer and longer. In reflecting on the potential impact of his achievements, David B. Steinman stated, "In human hearts was born the plan: a bridge of peace, uniting man. Our sons will have the span we wrought; the world the dream for which we fought."

Dr. Spock: Turning the Road in Parenting

Name
High School
Individual Performance

I spent a few days last August skimming sources about influential people in history. Initially I was interested in either the revolutionary ideas of great thinkers and psychologists, or the groundbreaking discoveries in medicine. Eventually, I found Dr. Spock and his revolutionary book, *Baby and Child Care*. Dr. Spock was the first to synthesize pediatrics and psychology. When I read quotes such as, "first in his field," "father of behavioral pediatrics" and "changed the paradigm," I knew I had a fitting and interesting topic.

After researching local libraries, I went to the Allen Medical Library at Case Western Reserve University because Spock had taught there. In order to establish a research trail, my primary goal was to discover when and where Spock was educated. I sent out letters to medical schools, pediatricians, and historians. I formulated a survey that I sent to pediatricians and mothers in the 1950's. Helpful information came from the Mayo Clinic and Case archives (he worked at both places) and from Syracuse University, which contains the Spock special collection. I interviewed several of his colleagues as well as his son. I spent much time at the Cleveland Library viewing microfilms of periodicals.

After the research stage I categorized the key information that would be essential to my script and made an outline. With a twenty-page outline, I assessed which information was crucial, would best illustrate the turn, and would show a balance between the negative and positive aspects of this turn. I had large amounts of research on Spock, the histories of pediatrics and psychology, and society's need. The task was to fine focus and hone this information into a well-formed and poignant ten minutes.

I spent car rides to and from school memorizing, and grabbed any spare time at home to choreograph the performance. During this time I brainstormed different ideas for a set. I wanted it to illustrate clearly Dr. Spock bringing together two roads, Pediatrics and Psychology that met society's need at a point in time. I wanted to portray the information in a creative way. I toyed with the idea of a mother telling the story, but I decided a baby would work well and would add pizzazz to my performance.

On the pediatric road, it wasn't until the end of World War II that critical issues in childhood diseases and nutrition were solved. The profession could re-direct its energies to psychological aspects. Dr. Spock was at this turning point as the catalyst. The ideas of psychologists and thinkers needed to be synthesized and turned to the healthy emotional and mental growth of children. Spock stepped in at this point to join the two fields. Concurrently, with a move away from the extended family and advancements in medicine, parents looked for professional help in raising their children. They turned to Spock's book and called it their "Bible." Parenting turned from a rigid uniform approach to a commonsense, intuitive, individualized approach. Dr. Spock changed parenting.

Sample Annotated Bibliography:

Annotated Bibliography

Primary Sources:

Congressional Record, 81st Congress, 2nd Session, volume 96, p.1954-1957.

This is a microfilm of the actual Congressional Record from 1950. On these pages, Senator McCarthy read into the record the text of his speech given February 9, 1950 to the Republican Women in Wheeling, West Virginia. The speech takes up a great deal of space in the Congressional Record, not because it is so long, but because of many interruptions by Mr. Lucas.

"How People View McCarthy". U.S. News & World Report, March 19, 1954, 36:20-22.

This article reveals the impact of the Army/McCarthy hearings on the Senator's popularity with the public. McCarthy was not presented in a very good light during the hearings. He was often nearly out of control and this hurt his popularity with the public.

McCarthy, Joseph R. McCarthyism: The Fight for America. New York. The Devin-Adair Company. 1952.

This was probably the most important resource because it was written by the Senator himself. This book explains Joseph McCarthy's feelings and motives in his own words. It was written and published before the Army/McCarthy hearings, but it clearly demonstrates his resolve to rid America of the communist threat in our government. It further demonstrates that Joseph McCarthy was a dedicated public servant, educated and articulate. He was aware of the risks of his endeavor and he accepted the consequences.

Murrow, Edward R., See It Now, New York, Simon and Schuster, 1955.

This book is a collection of transcripts from the television program *See It Now*, hosted by well known journalist Edward R. Murrow. I used it to see exactly how Mr. Murrow portrayed Senator McCarthy. The transcripts clearly show Mr. Murrow's talents and skill in journalism. This resource was important because Mr. Murrow was one of Senator McCarthy's most effective critics with a wide audience during the McCarthy era.

"Telegram From Joseph McCarthy to President Harry Truman (February 11, 1950)
online: <http://www.english.uiuc.edu> (7 November 2005).

This is a digital copy of the telegram Senator McCarthy sent to President Truman informing him of the details of his February 9th in Wheeling, West Virginia. He tells the President about the list of 205 possible communists and communist sympathizers currently employed in the State Department, that Acheson has this list. He also tells the President that he has a list of 57 names. (McCarthy's list included Mary Jane Keeney, listed in the Venona transcripts as a Soviet spy.) He further tells the President that he should lift the ban on Executive Department cooperation with Congressional investigations into communist infiltration into American government.

"The McCarthy Issue...Pro and Con", U.S. News & World Report. September 7, 1951, 31:25-40.

In this article, Joseph McCarthy and Senator Benton of Connecticut are interviewed separately to avoid disruptions which may result from debate between the two. The questions and answers were recorded and reported in the same article. These interviews were important in that they allowed each man to present his answers to timely issues in a side by side format. These interviews gave insights into the investigations of McCarthy which may have been sparked by anger or revenge on the part of Senator

Benton. Benton was surely angered when Butler defeated Tydings in the Maryland Senate race. McCarthy supported Butler and helped him with the campaign. Senator Benton called for McCarthy's expulsion from the Senate relative to his conduct in Butler's campaign, but the interview showed Benton's frustration with McCarthy's behavior on and off the Senate floor.

Secondary Sources:

Drumme, James J. "The Real McCarthy Record". The New American Vol.12 No.18 2 September 1996 online: <http://www.thenewamerican.com/tna/1996questions> 7 November 2005.
James J. Drumme is a former senior editor of The New American. In this article Drumme answers questions asked about Joseph McCarthy and the criticisms directed at him. This article contains explanations about McCarthy's motives and the situation at the State Department prior to McCarthy's investigations.

"Joseph McCarthy". The National Archives Learning Curve online
<http://www.spartacus.schoolnet.co.uk/USAmccarthy> 7 November 2005
This article provided a different perspective of the events in the McCarthy era. It was primarily biographical and gave information about McCarthy's life and work before he came to the Senate as well as his work against communism. This article details the influence of the press on the downfall of Joseph McCarthy. Several figures in the press had fought a long campaign against McCarthy, including I.F. Stone, Herb Block, and Edward R. Murrow.

Kincaid, Cliff. "The Smearing of Joe McCarthy" Media Monitor 27 May 2003. online:
<http://www.freerepublic.com> 7 November 2005
In this article, Cliff Kincaid explains some of the ways the press in the present as well as in the past has used print media to discredit and demean Joseph McCarthy. Even the release of the Venona transcripts, which prompted this new wave of criticism, does not convince the press that the threat McCarthy warned of in the fifties was real.

McCain, Robert Stacy. "Historians Finding McCarthy Was Often On The Money"
Washington Times Weekly. October 1999. online:
<http://www.americasnewspaper.com/archive/1999/October> 7 November 2005.

This article details the new evidence that is available to historians with the release of the Venona transcripts and some KGB records from the former Soviet Union. Scholars now have the opportunity to verify their facts and possibly revise their view of Joseph McCarthy and his contributions to freedom. McCain points to two new books about McCarthy which make use of the newly released information. Journalist M. Stanton Evans states that as we learn more about what was going on in government in the 1940s and 1950s, the more we see how accurate McCarthy was.

Morgan, Ted. Reds: McCarthyism in Twentieth Century America. New York Random House Trade Paperbacks 2004

Ted Morgan is a Pulitzer Prize winning journalist. In this book, Morgan argues that Senator Joseph McCarthy did not emerge in a vacuum. He outlines the events leading up to the recognition of the Soviet Union, the influx of Soviet agents into the United States, and the efforts of other Senators and Representatives to raise awareness of the problem. This book places McCarthyism in historical perspective and details the rise and fall of Senator Joseph McCarthy.

Zinn, Howard A People's History of the United States New York: Harper & Row

Publishers. 1980

A People's War? ,Chapter 16 of A People's History of the United States, covers the years from 1945-1960. Much of this chapter explains world events which led to the Red Scare and McCarthyism in the United States. "It was not McCarthy and the Republicans, but the liberal Democratic Truman administration, whose Justice Department initiated a series of prosecutions that intensified the nation's anti-Communist mood." These kinds of events made the public ripe for McCarthy's brand of red hunting.

POTENTIAL COMMUNITY AWARDS

VOLUSIA COUNTY SOCIAL STUDIES FAIR - 2012 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 of "Revolution, Reaction, and Reform."

First - \$100
Second - \$50
Third - \$35

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.

Three Elementary Schools Awards- \$50, \$40, \$25
Three Middle School Awards - \$50, \$40, \$25
Three High School Awards - \$50, \$40, \$25

League of Women Voters

First- \$25.00 Elementary School exhibit relating to the theme of Representative Government
First- \$25.00 Middle School exhibit relating to the theme of Representative Government
First- \$50.00 High School exhibit relating to the theme of Representative Government

Lou Frey Institute

Cash Prizes – to be determined

NAACP Award

Prizes to be determined

Nystrom Map and Globe Award

Students in the Map, and 3-D Map categories are eligible for a prizes that can include gift certificates, maps and globes.

Pilot Club

First - \$50.00 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.)

First Prize – 4th grade = \$75.00, recognition in Quarterly Newsletter and a 1 year family membership to the lighthouse
First Prize – Middle School = \$75.00, recognition in Quarterly Newsletter and a 1 year family membership to the lighthouse
First Prize – High School = \$75.00, recognition in Quarterly Newsletter and a 1 year family membership to the lighthouse

✓MIDDLE AND HIGH CATEGORY CHECKLIST✓

- ◆ Be sure to review rules for all categories, and the specific rules for your category.
- ◆ Students may enter only one category.

Maps MIDDLE ONLY Individual Only	One-dimensional (flat)
	Size – 22” x 28” or 20” x 30”
	Process Paper (500 words or less) & Annotated Bibliography
Three – Dimensional Maps MIDDLE ONLY Individual Only	Size – 22” x 28” or 20” x 30”
	3 dimensional (not flat)
	Process Paper/Entry Description (500 words or less) & Bibliography
Crafts MIDDLE ONLY Individual Only	Handmade (simple machines & tools may be used, nothing computer generated)
	Size – Not to exceed 40” wide, 30” deep or 6’ high
	Process Paper/Entry Description (500 words or less) & Bibliography
Exhibits Individual & Group (2-3 students) All students 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 with required information; 500 word description of the research methods used
	(a judging team may retain one copy for review)
	Annotated bibliography, separated into primary and secondary sources, Project addresses the theme
	Title is clear and visible
	Has visual impact and shows interpretations
	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)
Bowl Competitions	Four students per team (one alternate is allowed)
Performances Individual & Group (2-5 students) All students must be Present for judging	10 minute 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; 500 word description of research methods used
	Not to exceed 500 words. (the written description is not a script – no script is required)
	Annotated bibliography, separated into primary and secondary sources
	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)

Documentary Individual and Group (2-3 students) Students must be present for judging	Student produced
	10 minute maximum for presentation
	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; 500 word description of the research methods used (a
	judging team may retain one copy for review)
	Annotated bibliography, separated into primary and secondary sources
	Presentation addresses the theme
	Live student involvement limited to giving name and title and operating
	Equipment
	Names and addresses of all group participants listed on entry card
	Extra supplies and materials in case of emergency
	Prepared to answer judges' questions at the contest (remember that formal
	narratives are not appropriate responses to questions.)
Historical Papers Individual Only	1,500-2,500 words, excluding notes, annotated bibliography, and title page
	Title page with only the required information
	Annotated bibliography, separated into primary and secondary sources
	Paper addresses the theme
	Citations
	Three copies (plus one for you)
	Organization shows clear focus and progression
Due in the County Office (Brewster Center) January 25 th , 2012	