

Plano ISD
Elementary History
Fair
Student Handbook
2009

Grades 4 and 5

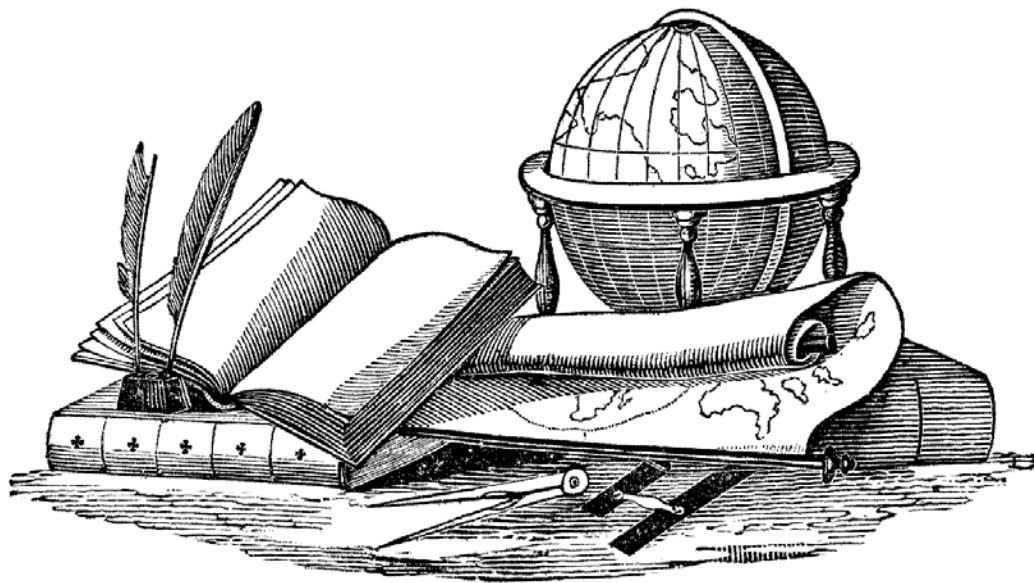


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PURPOSE OF THE HISTORY FAIR

The History Fair is conducted for the following reasons:

- To focus attention on history in school.
- To stimulate interest in history beyond routine class work.
- To recognize and commend youthful talent and hobby pursuits.
- To recognize teachers for outstanding teaching of history.
- To stimulate public interest in the historic abilities of students.

Campus History Fairs:

- **No ties for first place are allowed.**
- All **1st place winners in each category** at the campus level can enter the District History Fair.
- District History Fair will be held Saturday, November 21, 2009 at Renner Middle School.
- The Sons of the American Revolution will send out awards for presentations focused on the American Revolution era after the **District History Fair.**
- The Heritage Farmstead Museum will send out awards for presentations focused on local history after the **District History Fair.**

Plano ISD

“Innovation in History: Impact and Change”

ELEMENTARY HISTORY FAIR 2009

INFORMATION FOR FOURTH AND FIFTH GRADE STUDENTS

The History Fair provides a worthwhile learning experience in studying history. Entering the History Fair is also fun! The effort in doing research will lead to new discoveries and knowledge. Remember, history is not just a subject, but a story of our past. Sharing that knowledge in a History Fair presentation is an exciting challenge. At school there will be an opportunity to learn from other students' presentations and to enjoy the variety of topics chosen.

Explore a subject that relates to this year's theme, **“Innovation in History: Impact and Change.”** Innovation involves some sort of change, but not all changes are innovations. Creative individuals have taken advantage of opportunities, and some have solved problems. When looking at the innovation, ask yourself: What was happening in history at this time? Why was it important? How was it helpful? Has it lasted, been improved, or replaced?

Steps in Making a History Fair Presentation

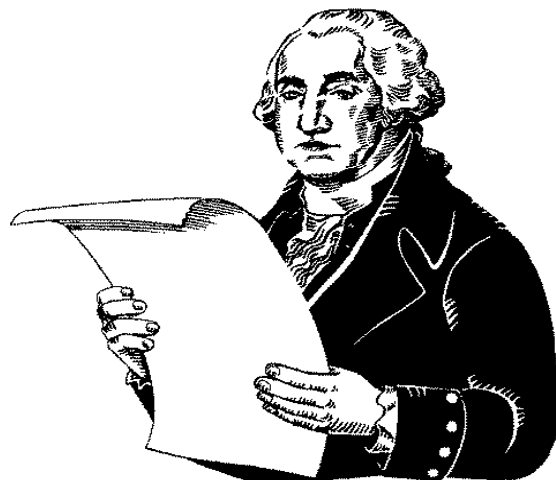
1. Choose a topic and discuss it with a teacher. Ask the teacher for help and suggestions.
2. Once you have chosen a topic, find out as much about the topic as possible.
3. Set up a work area somewhere around your house where you can work on your presentation. Make sure the area is off limits to pets or younger brothers and sisters.
4. Work on presentation a little each day. Don't wait until the last minute.
5. Collect the materials needed for the presentation.
6. Check with the teacher for suggestions and materials. He/she might be able to save time and money.
7. Construct the exhibit.
8. Display graphs, charts, maps, photos, timelines, etc.
9. Present the history presentation to parents, classmates, and judges.
10. Have fun and enjoy the pride and satisfaction of a job well done.
11. Use a web, a sequence chain, or the “reporter's formula” of asking who, what, where, why, when and how as you plan your writing.
12. If using a word processing program, use the Spell Check feature.
13. Ask a friend to help edit writing.
14. Revise the presentation.
15. The audience for the narrative includes parents, teachers, students, and History Fair Judges.



HISTORY FAIR PRESENTATION HELP

The main purpose of a history fair presentation is to help use and strengthen basic skills learned in the classroom and to further develop higher-level thinking. You might need help in understanding, acquiring, and using major skills in researching, organizing, calculating, reporting, demonstrating, collecting, constructing, and/or presenting.

- Get help to plan a schedule, to prevent a last minute presentation and a disrupted household. A 4-week plan that uses a check-off sheet is best.
- The following steps to completing a History Fair presentation might include:
 - Find a topic.
 - Research what is already known about the subject.
 - Create the exhibit.
 - Use graphs, tables, charts, maps, timelines, and pictures to better explain the research.
 - Write the personal narrative.
 - Present the presentation.
- Request transportation to such places as the public library to help find presentation information.
- Ask for help with writing letters to people who can help on the history presentation and be sure the letters are mailed.
- State in your Personal Narrative the help you have received from others. This will help judges make a more fair evaluation of the presentation.
- Look over the presentation to check for good grammar, neatness, spelling and accuracy. Ask for suggestions as to how it can be corrected.
- It is okay to consult with your parents or a teacher when problems arise.
- Present the history presentation to an adult before taking it to school.
- Remember why you entered the History Fair. The skills gained are worth all the effort. Begin to think ahead for next year!



HISTORY FAIR RULES

In order to place in the Elementary Campus/District History Fair, the presentation must adhere to each of the rules listed.

1. The presentation submitted for judging must be the student's own work. Adults can:
 - read material.
 - help correct writing.
 - help locate information.
2. Presentation can be done by an individual or groups of 2-4 students.
3. Presentation must have a title which is clearly visible.
4. The presentation must be researched and related to this year's theme. The theme may be explicit or implied.
5. Display Presentation backboard must be no larger than 40 inches wide, 30 inches deep and 72 inches high.
6. Material written by the student on the Display Presentation backboard or in the Media Presentation must contain no more than 500 words total.
 - The limit applies to student-written labels, captions, etc.
 - This limit does not apply to the Personal Narrative or to primary sources: documents, reproductions, quotes, timelines, etc.
7. Any artifacts included must be attached to the Display Presentation backboard. No separate models, dioramas, dolls, etc. are allowed at the Campus or District History Fairs. A tape recording of three minutes or less is allowed.
8. Media Presentations do NOT include a backboard. Backboards, posters, decorations, dioramas, dolls, etc. are NOT allowed to be displayed with a Media Presentation at the Campus or District History Fair.
9. At the Campus History Fair, students with Media Presentations can make arrangements to use campus equipment. Arrangements need to be made one week prior to the Campus History Fair.
10. A well-written Personal Narrative about the presentation must accompany each entry. This narrative may be handwritten or created on a word processor.
11. No student or campus names should appear on anything that is intended for judges' viewing. This includes the Personal Narrative, Display Presentation, CDs/floppy discs/flash drives, content of a Media Presentation, and the print-out of your Media Presentation.
12. If a student wins 1st place at the campus level, they can make changes to their work before entering it into the District History Fair.
13. Campus winners advancing to the District History Fair must supply all equipment including laptop computers, tape recorders, extension cords, etc. and set up the presentation for judging. No projection screens are allowed. A security guard will be present during fair hours.

Personal Narrative

The Personal Narrative must be a well written document about the student’s experience in completing the presentation. A title page must be included as the first page of the Personal Narrative. The title page must include the title of the entry **only**. A student or campus name should not appear on the title page or anywhere in the Personal Narrative. For Display Presentations, the Personal Narrative can be hand written or printed from a word processor. For Media Presentations, the Personal Narrative can be hand written, printed from a word processor, or included in slides of a Media Presentation. Use the “Six-Trait Writing Rubric” as a guide as you write your Personal Narrative.

Paragraph One:

- ____ Explain in detail how you got the idea for the topic of the History Fair Presentation.
- ____ Tell if the presentation has a family, local, national or world history connection.

Next Paragraph(s):

- ____ Tell how information was collected.
- ____ Tell where the research was found (e.g. textbook, classroom materials, library, internet, etc.).
- ____ Explain the significance of any primary sources or artifacts that were used.

Final Paragraph:

- ____ Tell what was learned about planning a research presentation.
- ____ Explain what was learned about conducting research.
- ____ Tell what was learned about designing a presentation.
- ____ Tell how this year’s theme relates to your life now **and** in the future.
- ____ Include the most interesting part of this presentation.
- ____ Include the most challenging part of this presentation.

An **Annotated Bibliography** must be included at the end of the Personal Narrative. This is required for all category entries. **It must include at least two different sources.** Logon to myPISD.net and in the Quick Links box click Library Resources. Choose your school. Under the “Research Tools” tab you can search many reference materials for information. The login and password for home use can be obtained from your school librarian. You can link to NetTrekker for an elementary friendly Internet search engine, encyclopedias, AP photo archive and a lot more resources. You can even link to some of the local public libraries. The “Cite a Source” link takes you to NoodleTools which can help you format your annotated bibliography. Just click on which type of resource you used and fill in the boxes. Submit to view your citation and then you can copy and paste into your bibliography. Don’t forget to add a couple of sentences to annotate your bibliography. You just need to tell what knowledge you gained from that source and how it helped you with your research. Below is an example:

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. This first hand account was very important to my paper because it made me more aware of the feelings of the people involved.

Planning a Presentation

When planning the Display or Media Presentation remember to do the following:

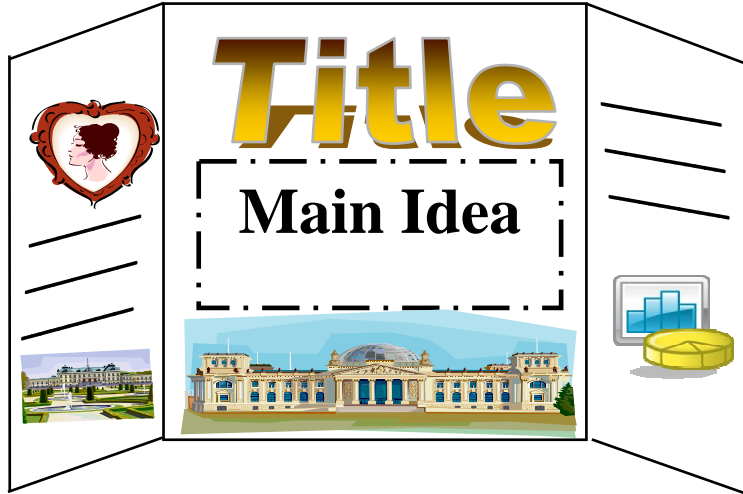
- Decide on a title. Make it interesting!
- Create a story that flows like a good book or television program.
- Collect photographs, maps, charts, graphs, timelines, and copies of documents and drawings that help tell the story.
- Captions should be short and help give meaning to the photos, maps, charts, graphs, timelines, etc.
- Answer the questions of **who, what, where, why, when, and how.**
- Explain why the story is important to history.
 - Causes
 - Problems
 - Effects
- Use **at least two** different kinds of resources for research.
- **Possible sources for research include:**
 - Newspapers
 - Diaries
 - Local Histories
 - Print Resources
 - Biographies
 - Interviews
 - Portraits
 - Autobiographies
 - Nonfiction Books
 - Scrapbooks
 - Internet
 - Correspondence
 - Genealogical Studies

Presentation Checklist

- | | | | |
|-----|---|-----|----|
| 1. | Does the presentation have a title that is clearly visible? | Yes | No |
| 2. | Is the presentation connected to this year's theme? | Yes | No |
| 3. | Does the display presentation backboard meet the size limits of no more than 40 inches wide, 30 inches deep and 72 inches high? | | |
| | OR | | |
| | Is a CD/floppy disk <u>and</u> printed copy of the slides containing the Media Presentation provided? | Yes | No |
| 4. | Is the presentation attractive and organized? | Yes | No |
| 5. | Is all written material clear, and free of grammatical and spelling errors? | Yes | No |
| 6. | Are graphs, charts, maps, photos, or drawings clear and easy to understand? | Yes | No |
| 7. | Does the Personal Narrative include a title page free of student and campus names? | Yes | No |
| 8. | Have at least two different kinds of resources been used? (e.g. interview and a nonfiction book) | Yes | No |
| 9. | Is an Annotated Bibliography, citing at least two sources included? | Yes | No |
| 10. | Is the entire presentation free of student and campus names? | Yes | No |
| 11. | Check number of words on presentation | Yes | No |

Display Presentation Pointers

Deciding on the main idea of the display is an important first step. Center or highlight the main idea on the backboard using the center panel. If showing two viewpoints, compare/contrast, show before or after, or two events, the two side panels can be used. If the backboard has two sides, let the main idea center between the two sides. Explore creative fonts if using a word processor. Use spell check.



Media Presentation Pointers

- A slide show program such as HyperStudio, PowerPoint, or Media Blender can be used to create a Media Presentation.
- Presentations in which the audience or judges are asked to participate are **NOT** acceptable.
- You **MUST** Submit your Media Presentation in two formats:
 - A **floppy disk or CD**
- **AND**
- A **printed copy** of the slides
- Internet access will **NOT** be available.
- The program **must not exceed 10 minutes** in length.
- Successful presentations should contain the following:
 - Introduction – Introduce the subject and preview the main points.
 - Body – Elaborate on the main points. Use quotes and other interesting stories to bring the presentation to life.
 - Conclusion – Summarize the main points and close the presentation.
- Include a Personal Narrative and Annotated Bibliography in the slide show **OR** as a separate document. Use spell check.



Topic Suggestions for History Fair Presentations

The ideal topic is one:

- that is interesting to you and one you want to explore.
- for which plenty of information exists, including people to interview, firsthand accounts, documents, pictures, diaries, objects, or secondary sources such as electronic resources, magazines or newspapers.
- that can be clearly related to the theme.

The following is a list of **possible** social studies topics for investigation:

U.S. History

- Early American Cultures
- Colonial America
- Free Enterprise System
- American Revolution
- Declaration of Independence
- U.S. Constitution
- Bill of Rights
- Louisiana Purchase
- Industrial Revolution in America
- Scientific Discoveries/Technological Innovations
- Roaring 20s
- Civil War
- Reconstruction
- World War I
- The Great Depression
- World War II
- Cold War
- Civil Rights
- NAFTA (North American Free Trade Agreement)

Texas History

- Culture Groups in Texas
- Native-American groups in Texas
- Impresarios of Texas
- Explorers of Texas
- Texas Revolution
- Republic of Texas
- Annexation
- War with Mexico
- Civil War in Texas
- Reconstruction in Texas
- Texas Cattle Kingdom
- The Transcontinental Railroad: Connecting East and West
- Oil Boom
- Inventors and Scientists of Texas
- Migration and Immigration

Community History

- Heroes
- Transportation and Growth
- Blackland Prairie

Plano ISD
6-Trait Writing Rubric Grades 1-5

4. Highly Effective	3. Generally Effective	2. Somewhat Effective	1. Ineffective
<p style="text-align: center;"><u>Ideas/Content</u></p> <p>Writing is focused on a single topic. It is cohesive with well developed details which support the topic and/or prompt.</p>	<p style="text-align: center;"><u>Ideas/Content</u></p> <p>Writing is focused on a single topic with details that support the topic. It has appropriate purpose to deliver message and/or prompt.</p>	<p style="text-align: center;"><u>Ideas/Content</u></p> <p>Writing is not focused on a single topic. It has a sense of purpose with details that may be repeated but may not be related to the topic and/or prompt.</p>	<p style="text-align: center;"><u>Ideas/Content</u></p> <p>Writing has no focus or sense of purpose. Ideas are not connected to the topic and/or prompt.</p>
<p style="text-align: center;"><u>Organization</u></p> <p>Writing is cohesive and sequenced within and across paragraphs.</p>	<p style="text-align: center;"><u>Organization</u></p> <p>Writing has a logical sequence with clear beginning and ending. Transitions are appropriate.</p>	<p style="text-align: center;"><u>Organization</u></p> <p>Writing shows difficulty in sequence of ideas. Ideas, sentences and paragraphs need more connection. Transitions may be inappropriate.</p>	<p style="text-align: center;"><u>Organization</u></p> <p>Writing shows extreme lack of organization of idea/details which are vague/not connected.</p>
<p style="text-align: center;"><u>Voice</u></p> <p>Writing shows originality and a consistent personal message that speaks to the reader.</p>	<p style="text-align: center;"><u>Voice</u></p> <p>Writing shows some involvement with the topic from personal comments or experience. Voice comes and goes.</p>	<p style="text-align: center;"><u>Voice</u></p> <p>Writing shows minimal personal involvement in the message.</p>	<p style="text-align: center;"><u>Voice</u></p> <p>Writing does not have a sense of sharing a personal message.</p>
<p style="text-align: center;"><u>Word Choice</u></p> <p>Writing shows consistent clarity of expression and effective control of both new and everyday words.</p>	<p style="text-align: center;"><u>Word Choice</u></p> <p>Writing is clear but not consistently colorful. It may explore some new words that fit the topic.</p>	<p style="text-align: center;"><u>Word Choice</u></p> <p>Writing does not use clear or colorful language, repeats words, or uses words that detract from the meaning.</p>	<p style="text-align: center;"><u>Word Choice</u></p> <p>Writing has words that do not fit the task, and/or may be vague and confusing.</p>
<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>Writing has complete sentences that can be compound and/or complex with varying types that support meaning. It's highly readable.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>Writing has simple complete sentences that are effective with limited variation. It is mechanical, but readable.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>Writing has sentences that are understandable but may be choppy or awkward. Rereading may be necessary.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>Writing has incomplete, rambling or confusing sentences that are difficult to understand and hard to read.</p>
<p style="text-align: center;"><u>Conventions</u></p> <p>Writing shows mastery of grade level conventions and language usage. Ready to publish.</p> <p>See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>Writing demonstrates the use of below level conventions with some errors that do not interfere with meaning. Good once over needed before publication.</p> <p>See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>Writing makes frequent, noticeable mistakes that interfere with a smooth reading of the message and with meaning. Line by line editing required.</p> <p>See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>Writing has severe errors in most or all conventions; some parts of the text may be impossible to follow or understand. Extensive word by word editing.</p> <p>See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>