

Name: _____

Cultural Fair Project General Requirements

The Cultural Fair Project is a research project with two components: a research paper and a presentation. This project is a chance for students to conduct meaningful research and learn about his or her cultural heritage. It is an honored tradition at St. John School. ~~Students are to choose an area of focus for his or her project. Students should choose a theme for the project. This will serve as the lens through which each will share his or her culture. Some ideas for theme are attached. Students may choose a project not outlined in the packet with permission from the teacher. The project is~~ **NOT** a family tree/history project. The purpose is to conduct research and learn about the culture!

Research Paper

GENERAL REQUIREMENTS:

- The student should include a title page as described in the Language Arts textbook. The title of the project should be creative and relate to the project. As this is a formal paper no pictures should be included. Pictures are for the display.
- The introduction must include a statement of interest explaining why he or she chose the topic. It must also outline the areas that will be examined in the paper.
- The body of the paper should fully explore the areas of focus and contain supporting information, details, and examples.
- The conclusion should address what the student learned as a result of the project and restate the importance of the chosen areas to that particular culture.
- The student must document resources in a Works Cited page using the form in the Language Arts textbook.
- The paper should be typed and double-spaced, using twelve point font and standard margins. It must adhere to the written standards of St. John School.

Presentation

GENERAL REQUIREMENTS:

- The student will create a visual representation of what he or she learned as a result of the research paper.
- The display must reflect how the student's topic relates to one's family, culture, or community.
- The display should include physical items that reflect the chosen culture. Items should be clearly and neatly labeled.
- Items must be appropriate for display at St. John School.
- Students must be prepared to discuss his or her display with guests at the Fair.

CULTURAL FAIR PROPOSAL

NAME: _____

_____

I will focus upon _____ for my Cultural Fair Project. I have discussed the General Requirements and theme ideas with an adult family member. PLEASE RETURN TO MISS MCFARLAND BY MONDAY, OCTOBER 10, 2011.

Student Signature

Date

Parent/ Guardian Signature

Date

NAME: _____

THEME IDEAS

"Culture" has to do with all those things that go together to make who you are. Your birthplace, your parents' birthplaces, the places you and your ancestors have lived, the food you eat, the music to which you listen, the sports, hobbies, and crafts you enjoy, the language you speak, and the holidays you celebrate all work together to fill your "cultural bag". Use a theme to creatively display your cultural bag! Here are some ideas:

HISTORY

- Family Roots: Trace your family back as far as you can. Show from where your ancestors came. What did they do for work? What else is in their "Cultural Bag"? Use maps, photographs, family artifacts, or other visual objects.
- Houses Now and Then: Find out all you can about the house (or houses) in which your ancestors lived. Try to get as much detail as you can by asking relatives, researching ways of life, and by looking at photographs. Using drawings, photos, models, etc. compare how we live now with one of your ancestors.
- A Day in the Life: What was an average day like in the life of one of your ancestors? Use drawings, photos, models, etc. to show how one of your ancestors might have spent his or her day. How does this compare to your typical day?

FOODS

- Favorite Family Recipes: Prepare a few dishes- or even a full meal- the way it has been done traditionally. Show with charts, photos, artifacts, etc. how traditional foods have been handed down from the past. What is the traditional significance of the dish or meal?
- Cooking Now and Then: Research how your ancestors used to cook their meals. What kind of utensils, materials, and methods were used? Compare

these methods with modern cooking methods. Use photos, models, charts, drawings, artifacts, etc. to illustrate.

- Preserving in the Past: What methods were used by your ancestors to preserve and keep food through the winter? What kinds of food were preserved? What tools, utensils, etc. were used? How have these ways of preserving foods changed over the years? Use photos, models, charts, drawings, artifacts, etc. to illustrate.

N.B.: Foods may only be displayed during the day. Food allergies prohibit serving food to younger students during the day. During the evening Fair, students are encouraged to sample foods to visitors.

MUSIC

- Music in My Family: Research what kinds of music have been favored by your ancestors. Create a visual timeline to chart the changes in musical preferences from generation to generation. What were musical traditions of your ancestral homeland? For what occasions was music played? Use instruments, photos, artifacts, etc. to illustrate.
- Ways of Listening to Music: Look into your cultural tradition and find out how your ancestors have listened to music. These might include concert halls, early instruments, Victrola, early radio, phonograph, stereos, tape decks, arena shows, etc. How has technology advanced the ways we listen to music? For what occasions was music played? Use photos, models, charts, drawings, artifacts, etc. to illustrate.
- Musical Instruments Now and Then: Research to find out the different types of instruments that have been played by your ancestors. What are the instruments associated with your cultural tradition? What materials were used to create these instruments? For what occasions was music played? Show the types of music that was played on these instruments and when it was popular. Compare old instruments and music to modern examples.

ARTS AND CRAFTS

- Toys Now and Then: What sorts of toys, games, etc. are common in your cultural tradition? How were they made? What materials were used? Do these have any other significance besides mere play? Find examples of old toys and games from past generations. How do today's toys and games compare to those enjoyed by your ancestors? Use photos, models, charts, drawings, artifacts, etc. to illustrate.
- Crafts at Home: What sorts of crafts are common in your cultural tradition? Sewing, weaving, woodwork, patchwork, quilting, woodcarving, knitting, etc. may tell much about your cultural heritage. What tools, materials, or implements were used? What do these crafts tell you about your cultural tradition? How have these crafts been passed down from generation to generation? Use photos, models, charts, drawings, artifacts, etc. to illustrate.
- Arts in Your Family: Have you or other members of your family through the generations worked at any form of art? This could include painting, drawing, sculpture, poetry, etc. What does this artwork show about your cultural tradition? How were these art forms learned? How were they displayed? Use photos, models, charts, drawings, artifacts, etc. to illustrate.
- Clothing Styles Past and Present: What are the traditional clothing styles of your cultural heritage? What do they illustrate about that heritage? What materials were used? How were clothes made? What did clothing cost? How did styles change over generations? What were some of the styles worn by your ancestors? Chart how clothing prices, materials, styles, methods, etc. have evolved from that of your traditional heritage to today. Use photos, models, charts, drawings, artifacts, etc. to illustrate.

N.B.: The Cultural Fair will take place on **February 8, 2010**. Students will present during the day for the younger grades from 1:00- 3:00. The evening event will begin at 7:00. Students should arrive ten minutes prior.

RESEARCH PAPER

In writing your research paper, please remember the following tips to help you!

1. TITLE PAGE: Use a separate page as a title page. Do not include any pictures. The name of your paper and your full name should appear at the center of the page. The name of the class and the due date should be at the bottom of the page- center alignment.

2. PAGE NUMBERS: Each page of your research paper should include a "header". This should include your last name and page number. Select "View" on your toolbar. Select "Header and Footer" on the drop down menu. Type your last name. Hit the "tab" button until the cursor is all the way to the right. Click on "Insert Page Number". Close. Voila! Your name and page number will automatically appear on each page. **N.B.: Your title page and works cited should NOT be numbered.**

3. FORMAT: Your paper must be typed on standard white 8.5 x 11 paper. The paper should be typed and double-spaced, using twelve point font and standard margins. **BLACK INK**. It must adhere to the written standards of St. John School. No photos should be included.

4. CONVENTIONS: Be sure to adhere to standard conventions. Triple check for any grammatical errors, spelling errors, homonyms that you may have missed (to, too, two, e.g.).

Numbers **MUST BE SPELLED OUT**. Exceptions: numbers of more than two words should be written in numerals (*sixty-seven, 254*). Write out numbers like *seventh, fifty-third*, etc. If they are used with a month, however, it is customary to use numerals only (School closes on **June 18**.).

5. IN TEXT CITATION: You must cite your sources in your paper. Use parenthetical notation for this. "Simply paraphrase or directly quote from the source in your report. Place the author's last name and the page number of the source you used within parentheses at the end of the sentence, before the period" (de Chantal Brookes, et al. 285).

6. WORKS CITED: The Works Cited page should be included at the end of your paper. It should not be numbered. List your sources alphabetically, numbering each entry.

7. Be sure to check the rubrics and general requirements!

Cultural Fair Project
Research Paper Rubric

<u>Category</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Approaching Expectations</u>	<u>Does Not Meet Expectations</u>
Content (40 points)	Covers chosen topic in-depth with details and examples. Subject knowledge is excellent. Paper is extremely well-written and is evidently the last of many drafts. (40-38 points)	Includes essential content about the topic. Subject knowledge appears to be good. Paper is well-written and was revised. (37-35 points)	Includes basic information about the topic. Contains a few factual errors. Paper was not well-written and was clearly not revised. (34-31 points)	The content is minimal or contains several factual errors. The paper is poorly written and reads like a first draft. (30-0 points)
Organization (15 points)	Information is extremely well-organized and flows logically. Paragraphs include an introductory sentence, details, and a concluding sentence. (15 points)	Information is organized and flows fairly well. Most paragraphs include an introductory sentence, details, and a concluding sentence. (14-13 points)	Information is organized but lacks strongly written paragraphs. Some unrelated material appears within the paragraphs. (12 points)	The information appears to be disorganized. Paragraph structure is not clear and sentences are typically not related within the paragraphs. (11-0 points)
Research (15 points)	Research is properly documented on the Works Cited page. Student uses a variety of resources, including two non-internet sources. (15 points)	Research is listed in a Works Cited page. Student uses a variety of resources. (14-13 points)	Research is listed in a Works Cited page. Student does not use a variety of resources. (12 points)	Research is not listed. Student does not use a variety of resources. (11-0 points)
Mechanics (15 points)	Paper contains no grammatical, spelling, or punctuation errors. (15 points)	The paper contains almost no grammatical, spelling, or punctuation errors. (14-13 points)	The paper contains a few grammatical, spelling, or punctuation errors. (12 points)	The paper contains many grammatical, spelling, or punctuation errors. (11-0 points)
Requirements (15 points)	All general requirements are met and exceeded. (15 points)	All requirements are generally met. (14-13 points)	One requirement was not completely met. (12 points)	More than one requirement was not met. (11-0 points)

Research Paper _____ /100
 Visual Display _____ /50
 Project Total _____ /150

Cultural Fair Project
Presentation Rubric

<u>Category</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Approaching Expectations</u>	<u>Does Not Meet Expectations</u>
Display (20 points)	The display provides excellent insight into the chosen culture. It includes many physical items that are relevant to the project and enhance cultural understanding. (20-19 points)	The display items give some insight into the culture. It includes some physical items that are relevant to the project. (18-17 points)	The display items do not enhance insight into the culture. It includes items that poorly reflect the project and the culture. (16 points)	The display does not include any physical items to complement the project. (15-0 points)
Visual Effect (10 points)	Creativity in the display is evident. The title of the project is highly visible and cleverly relates to the project. The display is eye-catching. Pictures, items, and graphics are well-labeled. (10 points)	Creativity in the display is present. The title is visible and relates to the project. The display is appealing. Pictures, items, and graphics are fairly well-labeled. (9 points)	The display lacks creativity. The title is not visible. The display is haphazardly assembled. Pictures, items, and graphics are not labeled or explained. (8 points)	There is an insufficient number of items on display to create a visual effect. (7- 0 points)
Mechanics (10 points)	The display contains no grammatical, spelling, or punctuations errors. (10 points)	The display contains almost no grammatical, spelling, or punctuations errors. (9 points)	The display contains a few grammatical, spelling, or punctuations errors. (8 points)	The display contains many grammatical, spelling, or punctuations errors. (7- 0 points)
Interaction (10 points)	The student is welcoming, enthusiastic, and initiates discussion with guests. The student is well informed and able to answer questions in detail. (10 points)	The student is welcoming and holds discussions with guests. The student is generally able to answer questions. (9 points)	The student is reluctant to interact with guests. The student is unable to answer questions. (8 points)	The student is frequently absent from his or her display. (7- 0 points)