

TEACHERS' INFORMATION

A Heritage Fair encourages students in Grades 4 to 9 to explore Canadian heritage in a dynamic, hands on learning environment. Students choose their own topic, do the research and then choose a format for presentation. The focus is on developing personal and interpersonal skills.

Heritage School Fairs support the curriculum and encourage a cross-curricular approach to teaching and learning. With a dual emphasis on research skills (note-taking, editing, defining sources) and communication skills (public speaking, interviewing, verbalization) the process benefits all students.

Heritage School Fairs generally take place at two levels:

1. The local Heritage School Fair typically taking place in March or April
2. The Regional Heritage School Fair typically takes place in the host city in early May.

TIMELINE

January to Mid-February

Discuss the project with the class and distribute the student information package to the students. Encourage students to select a topic category and then a specific topic. The catchy project title may come later after doing some research and working on the project. Create a student's plan of action.

Mid-February to Mid-March

If possible, provide class time and teacher guidance to really get the project underway. Encourage students to use the Public Library, Museum or Archives if there is one in your area. Start project research and prepare verbal presentations. Encourage students to do an interview with an individual about their topic, if appropriate. Double check that all criteria as outlined in the registration package are covered.

Mid-March to Mid-April

Finish projects. Conduct a school-wide or classroom mini-fair to show off student accomplishments and provide practice for the Regional Heritage School Fair.

Friday, May 4, Saturday May 5, 2018

Attend the Edmonton Regional Heritage School Fair. A great day of interaction, entertainment, learning and prizes!

Please remind parents that they are to excuse themselves during judging.

GETTING STARTED

Please contact the committee if we can be of assistance.

We are here to support you in this valuable student learning experience. You can contact the committee by emailing coordinator@edmontonheritagefair.org

This document, compiled originally by the Galt Museum in Lethbridge, provides *clear curriculum links* to support teachers and students. The following are *suggestions* to assist you with managing this project:

THE PROJECT Themes

Use the following ideas to help the students get started with a Heritage Fair project and to get them thinking of a topic.

There are *six* major themes:

1. Local Topic:

Edmonton Region of Alberta Examples: Local Government, Neighbourhoods, local celebrity – William Griesbach, Emily Murphy, Alex Decouteau, the Grads Basketball team

2. Provincial Topic:

Alberta Examples: Provincial Government, Fur Trading, Religious Missions, RCMP, Education, Sports Hall of Fame, Reynolds-Alberta Museum ...

3. National Topic:

Canada Examples: Federal Government, Prime Ministers, Canadian Pacific Railway, Expo 1967 and/or 1986, Commerce, Canadian Veterans, Hall of Fame ...

4. Canadian Hero or Canadian Team Examples: Terry Fox, Louis Riel, Jennie Trout, Peacemakers, Saguenay Fire, Rural School

Teachers, Marian Orr, Frontenac, Olympic Team ...

5. Canadian Symbols

Examples: Canadian Inventor, First Nations, Multiculturalism, Canadian Flag, Canadian Movies, Canadian Coins & Money, Canadian Entertainers ...

6. Other Canadian Influences

Examples: United Nations, Canada as a Commonwealth Nation, Canadian Troops at Juno Beach ...

Keep in mind that many topics will be able to fit into more than one of the major themes; your treatment of the topic will help you decide your overall category.

Guidelines

- Must have a Canadian theme associated with it,
- Should involve research at a museum, library, archives (as well as internet).
- Must be accompanied by written research undertaken by students in developing the project.
- Resources must be cited.
- Project presentations are limited to 15 minutes.
- The maximum display size is Height 1.2 m, Length: 1.2 m, Width: 0.8 m

Suggested formats:

- Displays (3-D) including: models, demonstrations, maps, artwork, collections, dioramas, photography and crafts.
- Creative writing and/or Performance including: short stories (2-11 pages), music/dance, diary entries, drama, debate, script, poetry and speech.
- Audio Visual and/or Electronic Media including: Cartoons (21.5 x 28 cm), website, video (max: 10 minutes), audio recording (max: 6 minutes) and graphics.

Please note power outlets are not available. Electronic presentations will have to be battery operated

Neither Wi-Fi or wired Internet connections are available. If your project requires Internet access at the fair you will need to provide for your own access.

Helping Students Prepare a Research Paper

The research paper is the student's record of work done to prepare the project. Here is what the student may choose to include (expectations are grade and age specific):

- Title page
- Name, grade and school
- Research questions
- Table of contents
- Written and visual information

- Graphs, tables and charts (if appropriate)
- Glossary (if necessary)
- Bibliography and acknowledgments
- Topic conclusion and interpretation
- One page “personal reflection” which addresses three important learning attributes:
 - What has the student learned?
 - How has the student’s project skills applied to his/her daily life?
 - Why is the topic still important in today’s world?

Resources:

Helpful websites

While great sources of inspiration and full of information, websites should not be the only source of information for students and teachers. The sources are meant to be supplementary not exclusive research materials. Some interesting sites are as follows:

- City of Edmonton

Archives: <https://archivesphotos.edmonton.ca> and http://edmonton.ca/city_government/edmonton_archives/virtual-exhibits.aspx

- Edmonton Historical Board: <http://www.edmontonsarchitecturalheritage.ca/>
- Edmonton Maps Heritage (Edm. Heritage Council): <http://www.edmontonmapsheritage.ca/>
- Alberta Museums Association – directory of Museums: <http://public.museums.ab.ca/>
- Archives Society of Alberta: archivesalberta.org
- The Alberta Library Online: talonline.ca
- Royal Alberta Museum: <http://www.royalalbertamuseum.ca/>
- Alberta Inventors and Inventions: <http://www.collectionscanada.gc.ca/eppp-archive/100/205/301/ic/cdc/www.abheritage.ca/abinvents/index2.htm>
- Alberta Heritage Community Foundation (archived) <http://www.albertasource.ca/sites1.html>
- Alberta History magazine (Historical Society of Alberta) – search various topics: <https://www.questia.com/library/p31/alberta-history>
- Canadian Encyclopedia: thecanadianencyclopedia.com
- Dictionary of Canadian Biography Online: biographi.ca

- Library and Archives Canada: collectionscanada.gc.ca (Start with Online Research tab – then Tips for Searching)
- Virtual Museum of Canada: virtualmuseum.ca
- The Atlas of Canada: atlas.gc.ca
- CBC Digital Archives: cbc.ca/archives
- Aboriginal Affairs and Northern Development Canada – First Nations profiles: <http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/index.aspx?lang=eng>
- Exploration, the Fur Trade, and the Hudson’s Bay Company: hbcheritage.ca
- Beyond the Map: Pacific Exploration: beyondthemap.ca
- Canadian Heritage Information Network: <http://www.rcip-chin.gc.ca/artefacts/index-eng.jsp> (Search for subject – then choose a province to narrow search for Alberta artifacts)

PROCESS AND TASKS FOR STUDENTS:

Your project is an opportunity to use your skills and gifts to learn about a topic of your choice and to showcase your presentation style. These are ideas to start your thinking:

Create a walking tour of your community, cemetery, or special region in your area.

Write a journal that describes a day in the life of ____?

Compare life today or a career of today with life or career of 25, 50, 100 years ago. What has changed? Or, not changed?

Interview someone knowledgeable about the history of your school or community.

Research your family tree and/or culture. Maybe consider why your ancestors settled where they did. What pieces of their culture are still celebrated today

1. CHOOSE A TOPIC OF INTEREST

Check the website, indicate the category and the project title. Ask yourself:

- In what way is this topic important to Canada and/or Canadian history? Or Edmonton and/or Edmonton history?
- Is this topic or individual of major or minimal influence with regard to our history and/or to Canada/Edmonton as it has or is developing as a country/city?
- What is the connection between your topic and Canadian history?
- Keep in mind celebrations that might be happening this year.
- Consider working with a partner.

2. RESEARCH

Keep a journal of your learning progress and your efforts.

Note your learning, step by step. It might be as simple as a chart.

Date	Resource	Key Information
1/1/2015	http://virtualmuseum.ca	I found...

3. DECIDE THE FORMAT

How will you present your information? It must be suitable for a 36" by 30" table display.

- Consider the following when designing and writing your presentation.
- Make computer labels to guide your viewers through your exhibit.
- Captions may stand out by selective use of font or colored paper.
- Keep readability in mind; limit your use of special effects such as bold/italics, fancy fonts, and colored paper.
- Use a ruler for straight lines and hand lettering
- Use different font sizes to show titles, subtitles or to enhance your topic presentation.

4. PREPARE THE PRESENTATION

Have you got all your information and other materials for your presentation? Did you include your journal?

Remember simpler style of presentation is often a better approach.

A. Produce a preliminary display to tell a story

- Draft the exhibit components on lined or blank paper.
- Construct a mini-display board from heavier paper or using a cereal box.
- Cut out the exhibit components and place them, as they will appear, on your exhibit.
- Adjust the pieces until you are satisfied with the way it looks.

B. Gather your supplies for using in the actual construction of your exhibit.

Here is a list of useful items:

- White and colored paper

- Scrapbooking paper & tools
- Invisible tape
- Glue stick
- Colored markers, colored pencils
- Push pins, clear plastic
- Peel and stick colored dots Assorted size boxes for display props
- Logbook or a binder with paper
- Ruler

C. Segmentation

- Use a timeline and journal to organize a chronology of your topic.
- Organize the exhibit into subtopics.
- Compare, contrast and explain related detail on the side panels
- Place assorted size boxes on the display table to showcase important props and artifacts.

D. Audio-Visual Presentation / Explanation Presentation

Include at least three appropriate visuals

Visuals may be computer-generated, hand-drawn, photographs (copies, not originals) or cut outs. Your materials enhance your display and must be clearly labeled and described.

Some ideas of visuals:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Artifacts • Collections • Photography • Posters • Caricatures • Short stories • Crafts • Models, props, costumes, food | <ul style="list-style-type: none"> • Interview(s) • Maps, dioramas and or diagrams • Diary entries • Artistic displays • Demonstrations • Audio sample(s) • Video sample(s) • Research material |
|---|---|

5. PRACTICE YOUR PRESENTATION

Work with your partner to share the tasks in order to share the responsibility of the chosen topic, both with the research and the presentation. Ask yourselves, “What skill or skills do I need to work on so as to be able to share the work with another individual.” Being able to work in a partnership is a life skill. A partnership is two students.

HOW WILL THE PROJECT BE EVALUATED?

There are four parts to the evaluation and judging: three parts are based on the project and the fourth part is the interview.

Visual Display: Is your project attractive, eye catching, interesting, clear, logical, organized and self-explanatory? This may include the student(s) and their costume choice.

Level of Research: Regardless of the medium or topic chosen, it must be based on historical research. This category considers the following: the level of difficulty, the depth of study and the relationship of the topic to Canadian history and/or to Canada. The accompanying journal should assist with showing your learning journey (notations of dates, activity, and findings are expected).

Originality/Creativity: Creativity and originality are open-ended concepts and must be treated with interest and a receptive mind. Work may be original in concept, topic, selection, approach, and choice of medium or analysis. Have you been resourceful in using equipment, resources, ideas, information, and sources? Is the project unique, innovative and imaginative?

Interview: The interview is an opportunity for you, the student(s), to showcase your work and provide further information to the judges. During the interview, judges will ask questions and give students an opportunity to add to the discussion. Students should be prepared to provide specific information on the background, procedure, results and research.

The following are possible sample questions that may be asked during the judging interview:

- Why did you choose this topic?
- What is the most fascinating thing you learned while doing the research?
- What if this person had not existed or if this event had not taken place, how might Canada be different?
- What types of choices did you have to make and why in selecting your presentation style?
- Why did you choose this presentation style?
- Why is it important that Canadians know about this topic you selected?
- If you were to do this project again, what might you do differently?
- Can you explain in your own words what this project is all about?
- Is there anything that really surprised you?
- Why is it important that Canadians know about this topic?

Remember there are THREE major elements to consider:

1. What makes your chosen topic important to Canada and/or Canadian history?
2. Your journal including your bibliography of resources and your timeline.
3. You are encouraged to work in a partnership. This is a life skill component.