

Northern Alberta Heritage Fair 2018



Thursday, May 3, 2018

**Teresa Sargent Hall,
Montrose Cultural Centre**

website: <http://www.pc-hs.ca>

type *Heritage Fair* in the search bar

Set-up begins at 8:30AM

Judging begins at approximately 9:15AM

Committee Members are here to assist you:

Daryl White, heritagefair@pc-hs.ca, 780-539-2083

Susan Thomson, heritagefair_judging@pc-hs.ca, 780-512-6782

Mark Picard, mark9741@gmail.com

Randy Dietrich, rantraca@telusplanet.net

Josephine Sallis, Archivist, South Peace Archives at archivist@southpeacearchives.org

Alyssa Currie, Archivist, South Peace Archives at Director@southpeacearchives.org

Charles Taws, Curator, Grande Prairie Museum, ctaws@cityofgp.com

Registration deadline is Thursday, April 26, 2018.

This is because food and tables must be ordered for the event.

Please plan to submit your registrations on or before this date.

Documents included in this Handout include:

NA Heritage Fair 2018 Teacher Information (1 page)

NA Heritage Fair 2018 Student Registration Form (1 page)

NA Heritage Fair 2018 Student Information (4 pages)

Community Prizes for specific topics (1 page)

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This information package has been compiled to assist you, the teacher, with supporting your students as they participate in the Heritage Fair.

The following timeline dates are suggestions to assist you with managing this project:

Thursday, March 1 st or Friday, March 2 nd	Distribute the student information package to the students and 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.
Monday, March 12 th to Friday, March 23 rd	If possible, provide class time and teacher guidance to really get the project underway or encourage students to use the Public Library, the Museum, or the Archives if there is one in your area that is accessible to the students. Maybe encourage students to do an interview with an individual about their topic, if appropriate.
Thursday, April 20 th or Friday, April 21 st	Consider hosting a school-wide or classroom mini fair to show off student accomplishments and to provide practice for the Northern Alberta Heritage Fair.
Monday, April 23 rd or Tuesday, April 24 th	Announce the projects that will attend the Northern Alberta Heritage Fair.
Thursday, April 26 th	Registrations due to the Northern Alberta Heritage Fair, email or fax in your project registration today.
Thursday, May 3 rd	Plan to attend the Northern Alberta Heritage Fair. A great day of interaction, entertainment, learning and prizes! Please remind parents that they are to excuse themselves during judging.

PLEASE contact the committee if we can be of assistance. We are here to support you in this valuable student learning experience.

THANK YOU!



Northern Alberta Heritage Fair Registration Form

Registration deadline is THURSDAY, APRIL 26, 2018

Each participant must complete and submit this form.

Please print clearly and use blue/black ink.

Email the completed forms to heritagefair@pc-hs.ca

or fax to 780-831-7371, attn: Charles Taws.

Please note:

- The student is always the responsibility of the accompanying teacher/adult.
- Student, parent/guardian and teacher MUST complete and sign this document.
- Parent(s)/Guardian(s) may NOT be present at the table while judging is taking place.
- Photographers for the Fair Committee and the media will be present at this event.
- Power outlets are not guaranteed to be available at the fair. Please ensure any electronic equipment has its own power source and your battery is at full charge.

Student's Name (first and last, please print): _____

Grade: _____ School: _____

Teacher: _____

Te

My child may be photographed and interviewed by the media: ___ Yes ___ No

My child may be photographed for the Heritage Fair Facebook page: ___ Yes ___ No

Parent/Guardian Signature: _____

If a partnership, please indicate your partner's name: _____

Is your partner in your class? ___ Yes ___ No (If no, what is his or her grade, school, and teacher?)

Grade: _____ School: _____

Project Information

Title: _____ Language: ___ English ___ French

Category: (check the one that you think best fits your project)

- | | |
|---|---|
| <input type="checkbox"/> Local Topic, Peace Region of Alberta | <input type="checkbox"/> Provincial Topic, Alberta |
| <input type="checkbox"/> A National Topic, Canada | <input type="checkbox"/> Canadian Hero or Canadian Team |
| <input type="checkbox"/> Canadian Symbols | <input type="checkbox"/> Other Canadian Influences |

Please give a brief description of your project:

Format: Tri-fold Board ___ Yes ___ No Performance: ___ Yes ___ No (please describe):

Space: Do you require floor space in addition to table space? ___ Yes ___ No

All signatures are required to indicate that you each have read and completed this form:

Student: _____ Teacher: _____

Parent/Guardian: _____

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What is the Heritage Fair?

It is an opportunity for grades 4 to 9 students to express their creativity in a variety of forms on Canadian history.

The project may be a school project or a personal project. The focus is on developing your personal and interpersonal skills. It is a learning opportunity.

Process and task:

Step 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 Canadian history? Is this topic or individual of major or minimal influence with regard to Canadian history and to Canada as it has developed or is developing as a country? What is the connection between your topic and Canadian history?” Consider working with a partner.

Step 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

Step 3: Decide what format you will use to present your information; it must be suitable for a table display.

Step 4: Refer to the rubric (included) provided to assist you in your research and planning.

Step 5: Collect all materials needed for your presentation, including your journal.

Step 6: Practice your presentation, sharing the tasks with your partner. Students are encouraged to work in a partnership and 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 your 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. The interview is an opportunity for you, the student(s), to showcase your work and provide further information to the judges.

1. Visual Display (x1): Is your project attractive, eye catching, interesting, clear, logical, organized, and self-explanatory? This may include the student(s) and their costume choice. See suggestions on page 3 of this document.

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2. **Level of Research (x2):** 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. The accompanying journal should assist with showing your learning journey (notations of dates, activity, and findings are expected).
3. **Originality / Creativity (x1):** 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?
4. **Interview (x2):** 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 conclusions. Good speaking skills will be helpful. You might practice speaking aloud on your chosen topic.

Possible Topic Ideas

Use the following ideas to help you get started with your Heritage Fair project; this is just to get you thinking of a topic. There are SIX major themes:

Local Topic, Peace Region of Alberta	Local Government, D.A. Thomas, Dr. Mary Jackson, A Family Tree, The Bennett Dam, ...
National Topic, Canada	Federal Government, Prime Ministers, Canadian Pacific Railway, Expo 1967 and/or 1986, Commerce, Canadian Veterans, Hall of Fame, ...
Provincial Topic, Alberta	Provincial Government, Fur Trading, Religious Missions, RCMP, Education, Sports Hall of Fame, Reynolds-Alberta Museum, ...
Canadian Symbols	First Nations, Multiculturalism, Canadian Flag, Canadian Movies, Canadian Coins & Money, Canadian Entertainers, . . .
Canadian Hero or Canadian Team	Terry Fox, Louis Riel, Jennie Trout, Peacemakers, Saguenay Fire, Rural School Teachers, Marian Orr, Frontenac, Olympic Team, ...
Other Canadian Influences	United Nations, Canada as a Commonwealth Nation, Canadian Troops at Juno Beach, ...

Note: 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.

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Helpful Websites & Sources:

Some information on websites and in your resources may be inaccurate or misleading. Be certain you are verifying your information using multiple sources. Remember to reference all your resources in your journal and your project bibliography.

Some links to get you started might be:

Canadian Encyclopedia	www.thecanadianencyclopedia.com
Dictionary of Canadian Biography Online	www.biographi.ca
The Atlas of Canada	www.atlas.gc.ca
The Alberta Library Online	www.talonline.ca
Aboriginal Canada Portal	www.aboriginalcanada.gc.ca
Archives Society of Alberta	www.archivesalberta.org
South Peace Regional Archives	southpeacearchives.org

Note: Keep in mind that an actual visit to the museum, the archives, or an interview with individuals may be an excellent source for your project, over and above the internet and library.

Inspiration! Ideas!

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. You might want to include any of the following in your project!

These are ideas to get you 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 a 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 a plant or animal that is native to your area and what makes it important to the ecosystem in this region.
- Research your family tree and culture. Maybe consider why your ancestors settled where they did. What pieces of their culture are still celebrated today?

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 effects such as bold/italics, fancy fonts, and coloured paper. Consider using a ruler for straight lines and hand lettering
- Consider how to use font size to show titles or to enhance your topic presentation. A simpler style of presentation is often a better approach. These tips may assist to create a good backboard exhibit. (Your project must be able to be displayed on a 36" by 30" table surface.)

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1. 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.

2. Gather your supplies for the actual construction of your exhibit. Here is a list of useful items:

- | | |
|--------------------------------------|--|
| • White and coloured paper | • Push pins, clear plastic |
| • Scrapbooking paper and tools | • Peel and stick colored dots |
| • Invisible tape | • Assorted-sized boxes for display props |
| • Glue stick | • Logbook or a binder with paper |
| • Coloured markers, coloured pencils | • Ruler |

3. 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-sized boxes on the display table to showcase important props and artifacts

4. 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.

- | | |
|---------------------------------|----------------------------------|
| • Artifacts | • Posters |
| • Crafts | • Interview(s) |
| • Diary entries | • Audio sample(s) |
| • Collections | • Caricatures |
| • Models, props, costumes, food | • Maps, dioramas and or diagrams |
| • Artistic displays | • Video sample(s) |
| • Photography | • Short stories |
| • Demonstrations | • Research material |

Possible Interview Questions

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

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1. Why did you choose this topic? What drew you to this topic?
2. Where did you find your information? What types of sources did you use?
3. Did all of your sources have accurate (the same) information or did some of them conflict with other sources? How did you cross-reference your information?
4. What was the “big question” that you were trying to answer while doing this project?
5. What were the top three interesting things you learned from working on this project?
6. What are you most proud of regarding your project? What might you do differently next time?
7. Why is your topic an important part of Canadian identity, culture or history?
8. What strengths did you bring to this project? What did you learn about yourself as a researcher?
9. Why did you choose to work in a partnership or not work in a partnership?
10. Is there anything we have not discussed about your project that you would like to share?

Remember there are **THREE** major elements to consider:

1. What makes your chosen topic important to Canada and 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.

Sponsored Prizes

The Northern Alberta Heritage Fair has two Prizes that are sponsored by community groups:

1. Native Counselling Services of Alberta

There is one prize available for any student in grades 4 to 9 who puts forth a project that is about sharing the history of Aboriginal People in Canada. Who are the First Nations? Métis? Inuit?

The decision of the Native Counselling Services representative(s) is final.

2. Grande Prairie & District Branch Alberta Genealogical Society

There is one prize available for any student in grades 4 to 9 who puts forth a project that has family heritage as a key component.

The family you select may be your own family or a family of community significance.

Things to consider when doing your project:

- A minimum of three generations
- Relevant maps
- Occupations of various family members
- Military service and/or government leadership
- Interesting facts about the family, stories
- The connections between and among the family members, eg. family tree

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- Medical anomalies
- Family photos and timeline (exact or approximate years)
- Homestead details
- Contributions to their community
- A journal outlining your exploration and sources
- Documents relating to life events in the family
- Immigration

For assistance with your research, consider contacting your local genealogy branch.

The decision of the genealogy club representatives is final.

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Northern Alberta Heritage Fair, Grades 4 to 9 Table # _____ Total score: _____ / 24 Proficient Excellent

Please print clearly:

Student(s)					
School			Grade and Teacher		
Project Category					
○ Local Topic, Peace Region of Alberta		○ Provincial Topic, Alberta		○ Canadian Hero or Canadian Team	
○ A National Topic, Canada		○ Canadian Symbols		○ Other Canadian Influences	
Project Title:			Judges:		
	4 - Excellent	3 - Proficient	2 - Adequate	1 - Limited	Insufficient
Visual Display x 1	Eye catching impression. Logical, clear, well organized. Minimal, unimportant errors.	Appealing impression. Logical clear, well organized. Minor errors that do not affect content.	Organized impression. Simple organization. Few critical errors	Somewhat disorganized impression. Somewhat organized. Noticeable errors.	No score is awarded because there is insufficient evidence of student performance based on the requirement of the assessed task.
Level of Historical Research x 2	Historical research shows a clear & significant relationship to Canada. Uses six or more sources. In-depth understanding of the topic. Journal tells a story of research and planning.	Historical research shows a clear & meaningful relationship to Canada. Uses four or more sources. Thorough understanding of the topic. Journal supports research & planning.	Historical research shows a clear relationship to Canada. Uses two or more sources. Limited understanding of the topic. Journal use supports some of the research & planning.	Historical research in relationship to Canada may not be evident. Uses a single source. Provides little information about the selected topic. Used few resources. Journal use is limited.	
Originality / Creativity x 1	Communicates information in a unique convincing manner to engage the audience. Original topic OR ordinary topic with unique & creative viewpoint/perspective	Communicates information in a creative/original manner that interests the audience. Original topic OR ordinary topic with unique & creative viewpoint/perspective	Communicates information in an interesting manner that generally holds the attention of the audience. Ordinary topic, with interesting or unexpected viewpoint/perspective	Communicates information in a typical & ineffective manner that does not hold the attention of the audience. Ordinary topic.	
Interview with the Judges x 2	Demonstrates an excellent understanding and a broad range of general information of the topic. Coherent, well thought out and modulated speech. Demonstrates engagement with the topic. Answers questions and able to independently expand the response.	Demonstrates a good understanding about topic OR a broad range of general information of the topic. Clear, coherent & organized speech Demonstrates enthusiasm for topic. Answers questions with understanding.	Demonstrates simple understanding of the topic. Coherent, somewhat organized speech. Demonstrates limited interest in the topic. Answers questions with a direct, specific response.	Demonstrates little understanding of the topic. Difficulty with coherent speech. Demonstrates little interest in the topic. Answering questions is difficult and expresses limited understanding.	

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Comments: