



Thursday, May 7, 2020

Teresa Sargent Hall, Montrose Cultural Centre

8:30am: Set-up and registration begin

9:00am: Opening Ceremonies will begin

NEW REQUEST: By February 10th, teachers are asked to text a message to Daryl White (780-296-1773) or to Susan K Thomson (780-512-6782) indicating their intention to take part in the Heritage Fair. This will allow for greater clarity in planning the day and the interactive stations for the students. An awesome day of learning and fun!

Northern Alberta Heritage Fair website: <http://www.pc-hs.ca>

Documents included in this Handout include:

NA Heritage Fair 2020 Title Page (cover Page)

NA Heritage Fair 2020 Teacher Information (page 2)

NA Heritage Fair 2020 Student Registration Form (page 3)

NA Heritage Fair 2020 Student Information (pages 4 - 7)

NA Heritage Fair 2020 Judging Rubric (page 7)

NA Heritage Fair Interview Questions (page 8)

Community Prizes for specific topics (page 9)

Heritage Fair Schedule of the Day (page 10)

Northern Alberta Heritage Fair 2020

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This information has been compiled to assist you, the teacher, with supporting your students as they participate in the Heritage Fair. This is *in addition to* the information that has been compiled and presented in the student information document.

Northern Alberta Heritage Fair documents and information can be found at: <http://www.pc-hs.ca>

Susan Thomson and Daryl White are the key contacts for the Heritage Fair Committee.

Susan may be reached at 780-512-6782 or by email at heritagefair_judging@pc-hs.ca and

Daryl may be reached by email: heritagefair@pc-hs.ca or by telephone at 780-539-2083.

Registration forms should also be submitted to Daryl at this e-mail address.

Registration deadline is Tuesday, April 28, 2020. This is because food and tables must be ordered. Please plan to submit your registrations on or before this date.

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

First week of March	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.
Rest of March	If possible, provide class time and teacher guidance to really get the project underway or encourage students to consult an archives online or in person and use the public library 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.
Third week in April	Consider hosting a school-wide or classroom mini fair to show off student accomplishments and to provide practice for the Northern Alberta Heritage Fair.
Early in the last week in April.	Consider sending your entire class to the fair or if you have several classes participating, bring your top 12-15 projects. Announce the projects that will attend the Northern Alberta Heritage Fair.
Tuesday, April 28th	Registrations due to the Northern Alberta Heritage Fair, email or fax in your project registration today (fax to 780-831-7371, Attn: Charles Taws). This allows our organizers to order sufficient food and tables for all participants. Please submit your registrations on or before this date.
Thursday, May 7th	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 2010
Registration deadline is Tuesday, April 28, 2020

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.
- Please ensure any electronic equipment has its own power source; outlets are not guaranteed

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

School: _____ Teacher: _____

Media Consent & Social Media

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

My child's work may be used in promoting the fair and thanking sponsors. This may include use on websites, social media, and in print: 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 school, teacher, and grade?)

School: _____ Grade: _____ Teacher: _____

Project Information

Title: _____ Language: English French

Please give a **brief description** of your project. The Committee will assign you to a category based on your treatment of the project.

Will your project include a performance, video, or sound (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: _____ Parent/Guardian: _____

Teacher: _____

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Northern Alberta Heritage Fair website: <http://www.pc-hs.ca>

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 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 (10 pts): 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.
2. Level of Research (15 pts): 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 (10 pts): 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 (15 pts): 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:

<p>Regional Topic, Peace Region of Alberta Topics which explore moments or stories from our local history in the Peace. Examples: Local Government, <i>D.A. Thomas</i>, Dr. Mary Jackson, A Family Tree, The Bennett Dam</p>	<p>Provincial Topic, Alberta Topics which present Alberta’s provincial history. Examples: Provincial Government, Fur Trading, Religious Missions, RCMP, Education, Sports Hall of Fame,</p>
<p>Canadian Economy and Technology The history of Canadian companies or natural resources and the way technology has been invented, used, or changed in Canada. Examples could include the Canadian Pacific Railway, the Turner Valley oil field, or Alexander Graham Bell and the telephone.</p>	<p>Canadian Places The history and influence of Canada’s landscape and communities. Examples could include the Rocky Mountains, the St. Lawrence River, Fort Edmonton. The project should emphasize the history of the place, not just describe what it is today.</p>
<p>Canadian Identity Canadian values, symbols, traditions. Examples could include the national anthem, human rights in Canada, peacekeeping. Significant events in Canadian history could also be topics – things like Expo ’67 or the 1988 Calgary Olympics.</p>	<p>Canadian Diversity The history and contributions of linguistic, cultural, and ethnic groups (or individuals within those groups) within Canada. Examples could include Indigenous peoples, immigrant groups, or Francophones.</p>

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 the Heritage Fair committee decide* your overall category. Projects on individuals (for example Terry Fox) will be put in the category associated with that person’s contributions.

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
Library and Archives Canada	www.bac-lac.gc.ca
Peel’s Prairie Provinces	peel.library.ualberta.ca

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 special 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, subtitles 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.)

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:

<ul style="list-style-type: none"> <input type="checkbox"/> White and coloured paper <input type="checkbox"/> Scrapbooking paper and tools <input type="checkbox"/> Invisible tape <input type="checkbox"/> Glue stick <input type="checkbox"/> Coloured markers, coloured pencils 	<ul style="list-style-type: none"> <input type="checkbox"/> Peel and stick colored dots <input type="checkbox"/> Assorted-sized boxes for display props <input type="checkbox"/> Logbook or a binder with paper <input type="checkbox"/> Ruler
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3. Segmentation
 - Push pins, clear plastic
 - 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.

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

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 or interesting 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 is it important that Canadians know about this topic you selected?
- If you were to do this project again, what might you do differently?

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.

The rubric the judges will be using is found on page 7 of this document and available for your use. There will be medals for top projects in a variety of areas and prizes for participants.

Reminders:

Have your computer battery and or equipment batteries charged before you arrive at the Heritage Fair site. Enjoy!

Bring a snack for midmorning; subs, chips, and juice boxes will be supplied for lunch.

Have fun! Laugh and Learn!

Northern Alberta Heritage Fair, Grades 4 to 9

Student Name(s) _____

Project Name: _____

Teacher: _____ School: _____

Table #: _____ Topic Category, Check 1

Total Score: /50 Regional Topic, Peace Region of Alberta Provincial Topic, Alberta

Percentage: % Canadian Economy and Technology Canadian Places

Proficient **Excellent** Canadian Identity Canadian Diversity
(65-79%) (over 80%)

		Excellent	Proficient	Adequate	Limited	Insufficient
Visual Display (<u> </u> / 10 points)	Impression - Standing back what is your overall impression of this project?	Eye Catching	Appealing	Organized	Disorganized	No Score
	Logic – What level of order is present?	Precise	Clear	Simple	Some Logic	No Score
	Errors – Are there any errors that jump out (grammatical, logical, or factual)?	Minimal	Minor	Few	Noticeable	No Score
Research (<u> </u> / 15 points)	Understanding - How deep did the presentation go into the subject?	In depth	Thorough	Limited	Barely on topic	No Score
	Journal - How well was the journal utilized? Did it appear to support the development of the project?	Tells complete story	Supports process	Some support	Limited use of	No Score
	Research - Was the evidence gathered clearly supportive of the project?	Significant relationship	Meaningful relationship	Clear relationship	Loose relationship	No Score
	Sources – Are the sources appropriate to the topic? (Some topics will have limited sources)	Uses appropriate sources	Mostly appropriate sources	Some appropriate sources	Mostly inappropriate or inadequate sources	No Score
	Relationship - How good was the team at picking evidence that supports the project's big question?	Several inclusions	Reasonable inclusion	Limited inclusion	Minimal inclusion	No Score
Originality / Creativity (<u> </u> / 10 points)	Approach – How creative or inventive were the student's choice of topic and research methods?	Very creative - a unique topic	Somewhat creative – perhaps a variation on a topic	A standard topic or method	A topic or method which may have borrowed from a previous project	No Score
	Presentation – How creative is the presentation of the project?	Very creative – unique	Somewhat creative – stands out from others	An effective presentation but like others	A presentation which may have borrowed from a previous project	No Score
Interview (<u> </u> / 15 points)	Understanding – How well does the student demonstrate the breadth of their knowledge of the topic?	Excellent	Good	Simple	Little	No Score
	Speech – How well does the student express themselves verbally?	Very articulate	Somewhat articulate	Reads from text	With difficulty	No Score
	Engagement – How engaged is the student with the topic?	Clearly passionate	Interested	Limited interest	Little interest	No Score
	Answers – How well does the student answer questions?	Independently expands	Expands with prompting	Direct and specific	Limited understanding	No Score

COMMENTS (if additional space is required, please use reverse side):

Northern Alberta Heritage Fair 2020

Questions that may be used to Guide the Heritage Fair Interview

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?

The Northern Alberta Heritage Fair has three 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 Nation? Metis? 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, e.g. family tree
- ✓ 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.

3. The South Peace Regional Archives Award

The Archives Storyteller Award is presented to participants who make use of material from the South Peace Regional Archives' collection. Participants must acknowledge the source of these materials.

The decision of the SPR Archives representative(s) is final.

Schedule of Events

Final schedule subject to change. Any late participants must check in at the registration table before moving to their scheduled activities.

	Red Group	Blue Group	Yellow Group	Green Group	
8:30am	Set-up and registration begin				8:30am
9:00am	Opening Ceremonies <i>Main Stage in Teresa Sargent Hall</i>				9:00am
9:15am	<i>5-minute break – Move to next activity</i>				
9:20am	Project Judging <i>Teresa Sargent Hall</i>	Art Gallery Tour <i>Art Gallery Main Entrance</i>	Student Choice <i>Teresa Sargent Hall</i>	Scavenger Hunt <i>Hall Outside by Coffee Shop</i>	9:20am
10:00am	<i>5-minute break – Move to next activity</i>				10:00am
10:05am	Scavenger Hunt <i>Hall Outside by Coffee Shop</i>	Project Judging <i>Teresa Sargent Hall</i>	Art Gallery Tour <i>Art Gallery Main Entrance</i>	Student Choice <i>Teresa Sargent Hall</i>	10:05am
10:45am	<i>5-minute break – Move to next activity</i>				10:45am
10:50am	Student Choice <i>Teresa Sargent Hall</i>	Scavenger Hunt <i>Hall Outside by Coffee Shop</i>	Project Judging <i>Teresa Sargent Hall</i>	Art Gallery Tour <i>Art Gallery Main Entrance</i>	10:50am
11:30am	<i>5-minute break – Move to next activity</i>				11:30am
11:35am	Art Gallery Tour <i>Art Gallery Main Entrance</i>	Student Choice <i>Teresa Sargent Hall</i>	Scavenger Hunt <i>Hall Outside by Coffee Shop</i>	Project Judging <i>Teresa Sargent Hall</i>	11:35am
12:20	Lunch				12:20pm
1:00pm	Awards, Closing Ceremonies & Group Photo				1:00pm
2:00pm	Participant Departure & Clean-up				2:00pm