

Northern Alberta Regional Heritage Fair, May 1, 2025

Teresa Sargent Hall, Montrose Cultural Centre

8:30 AM Set-up and registration will begin.

9:30 AM: Opening Ceremonies will begin.

2:30 PM Students depart, thank you for sharing your passion!

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

Email: nar.heritagefair@gmail.com

What is the Heritage Fair?

It is an opportunity for grades 4 to 9 and K & E 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 regarding 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 to five students in one group.

How will my 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: 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: 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: 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: 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.

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:

- o Create a **walking tour** of your community, cemetery, or special region in your area.
- o Write a **journal** that describes a day in the life of _____
- o **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?
- o **Interview** someone knowledgeable about the history of your school or community.
- o **Research** a **plant** or **animal** that is native to your area and what makes it important to the ecosystem in this region.
- o **Research** your **family tree** and **culture**. Maybe consider why your ancestors settled where they did. What pieces of their culture are still celebrated today?
- o **Consider the following when designing and writing your presentation.**
 - o Make **computer labels** to guide your viewers through your exhibit.
 - o Captions may stand out by **selective use** of font or colored paper.
 - o 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
 - o Consider how to use **font size** to show titles, subtitles or to enhance your topic presentation.

Possible Topic Categories

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>

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.

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
 - o Draft the exhibit components on lined or blank paper.
 - o Construct a mini-display board from heavier paper or using a cereal box.
 - o Cut out the exhibit components and place them, as they will appear, on your exhibit.
 - o 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:
 - o White and coloured paper
 - o Scrapbooking paper and tools
 - o Invisible tape
 - o Glue stick
 - o Coloured markers, coloured pencils
 - o Segmentation
 - o Push pins, clear plastic
 - o Use a timeline and journal to organize a chronology of your topic
 - o Organize the exhibit into subtopics
 - o Compare, contrast, and explain related detail on the side panels
 - o Place assorted-sized boxes on the display table to showcase important props and artifacts
 - o Audio-Visual Presentation / Explanation Presentation
 - o Include at least three appropriate visuals
 - o Visuals may be computer-generated, hand-drawn, photographs (copies, not originals), or cut outs.
 - o Your materials enhance your display and must be clearly labeled and described.
 - o Artifacts
 - o Crafts
 - o Diary entries
 - o Collections
 - o Models, props, costumes, food
 - o Artistic displays
 - o Photography
 - o Demonstrations
 - o Peel and stick colored dots
 - o Assorted-sized boxes for display props
 - o Logbook or a binder with looseleaf
 - o Ruler
 - o Posters
 - o Interview(s)
 - o Audio sample(s)
 - o Caricatures
 - o Maps, dioramas and or diagrams
 - o Video sample(s)
 - o Short stories
 - o Research material

Possible Interview Questions

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

The rubric the judges will be using to assign a grade to your project is included in this document.

Reminders:

- o Have your computer battery and or equipment batteries charged before you arrive at the Heritage Fair site. Enjoy!
- o Bring a snack for midmorning; subs, veggies, and juice boxes will be supplied for lunch.
- o Have fun! Laugh and Learn!

Northern Alberta Regional Heritage Fair, Grades 4 to 9, K&E

Student Name: _____

Project Name: _____

Teacher: _____ **School:** _____

Table #: _____ **RAW Score:** _____ **%** _____

		Excellent 4	Proficient 3	Adequate - 2	Limited - 1	Insufficient – 0
Visual Display	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	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 with journal	Supports process with journal	Some support with journal	Limited use of journal	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	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 been 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	Understanding – How well do the student(s) 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:

