
SECTION B

General Information for Teachers and Students

Criteria for Student Participation

Students must be studying in grades 4 to 9. **Intent to Participate Forms** must be received by January 15 to register for the Heritage Fair.

Fundamental benefits for students involved in the Heritage Fairs Program:

- Encourages students to explore issues of personal relevance.
- Builds on student creativity, curiosity and initiative.
- Gives students an opportunity to experience the pride of presenting the results of their learning to peers and to a receptive audience.
- Supports existing curricula at many grade levels. Multidisciplinary approaches are accommodated.
- Many varieties of student expressive styles are encouraged. Student choice in the development of projects is wide: musical, linguistic, dramatic, and organizational talents can be highlighted.
- Rich opportunities exist for home/school/community interactions.
- Encourages students to take a serious interest in many history-related fields.
- An emphasis on communication skills such as reading, researching, interviewing, recording, editing, drafting and speaking benefits all students.
- Heritage Fairs give students the chance to tell us about their concerns and thoughts.
- Students are given an opportunity to appreciate unifying aspects of our Canadian heritage.

General Project Guidelines:

- Students may prepare their projects as individuals, in groups or as a class or school project. **In the event that a group or classroom project is selected for the National Heritage Fair, it is understood that one student per project shall attend the Fair.** The selection of the student is the responsibility of the teacher.
- All projects must have a Canadian history, geography or heritage theme. Students should narrow their topic. For example, if the RCMP is the topic, students should focus on one aspect of the RCMP - the Trek West or the RCMP in the movies. The ideas are limitless.
- Projects should be accompanied by written research undertaken by the student(s) in the course of developing the project.
- The maximum size of any display is 80cm depth x 150cm width x 100cm height and should be easily transportable. Ensure that the students' projects are within stated measurements. **Projects that exceed the measurements will result in disqualification.**
- Profanity, racial or sexist remarks, innuendo, negative stereotypes or other potentially offensive matter are strictly prohibited.
- Students should accompany their projects and be present at their display throughout the day.

Projects must include complete identification including a brief description of the project, the student's full name, address, telephone number, school and grade, address of school and name of contact teacher(s) or contact parent(s).

Participants must provide their own electronic equipment to display their work.

Projects may be submitted in one or a combination of the following formats:

3-Dimensional

- The project must have a Canadian heritage theme and should entail some research (i.e. personal history, interviews, movies, and collections).
- Projects could be specific to one period of time, or they could display development and progression from past to present.
- Projects should be suitable for display and portability and not exceed 80cm depth x 150cm width x 100cm height.
- Student projects may include but are not limited to models, posters, crafts, maps, videos, displays, collections, demonstrations, caricatures, and artistic displays.

Creative Writing and Performance

- All projects must have Canadian historical and geographical themes.
- Presentation and performance must not exceed 15 minutes.
- Students are encouraged to use their own means of cultural expression to prepare and communicate stories about Canadian history.

Short Stories and Diary Entries

Length must be 2-11 pages. Legibility, style and grammar will be considered.

Poetry

Minimum length - 14 lines. Legibility, style and grammar will be considered.

Scripts

Scripts must be: 2 to 4 pages for grades 4 - 6
5 to 10 pages for grades 7 - 9

Music and Dance

Presentation of music and dance can be in any form: classic, contemporary or alternative.

Possible ideas for projects include performance of folk songs, construction of simple musical instruments, and composition of original works.

Debate and Public Speaking

A parliamentary debate format will be used and two-person teams are encouraged. Projects could be reenactments of historic speeches and debates or a modern day of historic events.

Drama

Presentations may be of existing or original works.

Multimedia Presentations

Presenters requiring electronics, computers or projectors should discuss their equipment needs with fair organizers in advance of the event. Student presenters will be responsible for their own artwork and equipment. The schools and/or organizing committees will be responsible for their own equipment. Students participating at the National Heritage Fair will be responsible for meeting their own computer software and hardware needs.

Computer Based Projects

Minimal technical assistance from teachers, parents, and advisors should be provided to the students. All projects must be on diskette, CD-ROM or ZIP disk and include credits.

Video

All submissions must be in VHS format and must not exceed 15 minutes. All videos should be written and directed by students with a minimal technical support from teachers or advisors. Submissions must include title and credits.

Audio

All submissions must be of 1/4 audiocassette and must not exceed 5 minutes duration. Submissions must include a title and credits.

Photography

All photographs must have the original work of the presenter and must have a title or be part of a labelled display.

Artwork

All artwork must be the original work of the presenter and may include maps, paintings, drawings, prints, posters or other visual work not mentioned above.

Helpful Hints for Teachers and Volunteers

At the school or division level

- Stress active student participation and learning rather than competition during all preparation for the Heritage Fair.

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- Familiarize yourself with guidelines for student projects early in the planning process.
 - Ensure that the contact person for your school's Heritage Fair is aware of those teachers involved in heritage activities.
 - As a staff, discuss ways to promote the Heritage Fair in a collaborative manner.
 - Form a school committee to determine how you will participate in the Heritage Fair and communicate this information to all staff members.
 - Contact the parent group at your school to help sponsor the event. Solicit parent volunteers. Arrange for any publicity that you may want. Include information on the Heritage Fair in your school newsletter.
 - Ensure that the project does not contain profanity, racial or sexist remarks, innuendo, negative stereotypes or other potentially offensive matter.
 - On the day of the school fair, supervise the placement of projects. Allow sufficient time for classes to view the projects. Acknowledge the efforts and accomplishments of all students who prepared projects.
 - After the school fair, arrange for retrieval and safe storage of the selected projects until the Regional Heritage Fair.

At the Regional Heritage Fair Level

- Confirm the number of spaces allowed for your school to participate in the Regional Heritage Fair. Check to make sure that those students selected will be able to attend the Regional Heritage Fair. Students are expected to be present for all days of the fair. In Saskatchewan, fairs are typically held on Friday with some fairs holding opening ceremonies Thursday night.
- Guide students through the process of completing their project descriptions. Submit all necessary forms to the proper coordinating body, in advance of stated deadlines. Registrations received after deadlines will not be accepted.
- Before the Regional Heritage Fair, review expectations for student conduct during on-site activities. Make sure that all students are able to deliver their projects to the fair site by the time requested. (Refer to *Code of Conduct*)
- If the project is a group or class project, have the students identify which individual will accompany the project to the National Heritage Fair (if the project is selected).
- Supervision by teachers or parents during the entire duration of the Regional Heritage Fair is required. Failure to provide supervision will result in disqualification.

Note to Parents:

As much as possible, it is required that all projects are the work of the student; over-zealous parents can be detrimental in the project selection process. Judges are familiar with the capabilities of the various ages of students and will make a note of projects that have been largely parent assisted. Parents are encouraged to visit their child's project at the fair but may not interfere with the student's interpretation of his or her project or interfere in any way during the judging of projects.

Check your project early in the planning process to be sure that it meets dimension requirements and can be moved easily. No project shall be larger than 80cm depth x 150cm width x 100cm height. The project will be disqualified if it does not meet the stated measurements.

Design your display, props, or support material so that it is possible to transport it to and from the fair. Keep in mind that if the project is selected to the National Heritage Fair it must be portable.

Pack all material with care during transportation.

Great care should be taken if expensive, valuable, or irreplaceable items are included as part of a project. Consider instead:

- simulating or photographing valuable items essential to your project;
- using good quality colour photocopies of original photographs that you want to include;
- placing fragile items under a glass or plastic cover; and,
- supervise your special items at all times - if you leave your table, leave your special items in the care of someone else or bring them with you.

All projects using electricity must conform to standard wiring practices and safety considerations. Bring your own extension cords to the Fair.

Label all parts of your project.

Have an extra set of batteries on hand during the Fair if you are using any battery-powered equipment.

Projects that have a performance component are made more understandable to an audience if you prepare a program tells your audience about your presentation. You may want to get a copy of a theatre program to see the kind of information to include.

Have a photo taken of you and your project for your scrapbook. Years later you will be glad that you did.

If you are preparing a 3-dimensional project, arrange to display it on a sturdy board. Special tri-fold panels are available commercially at a very reasonable cost.

Example of How to Develop a Topic

You may produce a written report, documentary film, pictorial display, script, and performance. You can use a combination of mediums to enhance your project. The medium selected to represent the research findings does not influence the level. To determine the level, consider the following: the level of difficulty, the depth of the study, the complexity of the project, and the degree of thoroughness of analysis.

Provide a copy of the advice to each participating student.

Topic: A historical building

Level 1

You produce a map or photo of the original location of the house/building, a model or a report based on material found in the library, from the local historical society or from your grandparents. There is no real attempt at analysis or interpretation at this time.

Level 2

You study existing literature on the building and identify it as having an impact on the development of the community.

Level 3

You supplement information collected in Level 2 by interviews with builders, descendants of the original owners of the building, current owners and pioneers in the community, archival materials and other sources. After study of the data, you compare the state of the building today with when it was built, its use today as compared to when it was built and how alterations may have affected it

Level 4

You collect information from a wide variety of sources. After analysis and interpretation of the data, you offer an original explanation of the significance of the building to the economic development of the community. Results may support or challenge currently held viewpoints regarding preservation or demolition of the building.

Possible Topics for Heritage Fair Presentation

Government

- famous politicians/politicians from your community
- political parties
- Confederation
- early settlers/forts
- Hudson's Bay Co.
- patterns of settlement
- founding families of a community
- celebrations: Canada Day/May Day/Civic Day

Mining

- development of mining techniques
- gold rush/Gold Rush Trail
- Saskatchewan ore mining

Fads

- clothing/hobbies

Housing/Buildings

- architectural characteristics
- buildings threatened with demolition/designated as heritage property
- furnishings – local manufacturers
- historic buildings: churches, schools, post office, train station
- origin of street names
- land use/parks/bird sanctuaries
- tools for building
- types of buildings: log huts, homesteads
- building materials

Personal Memories

- self and family
- narrative histories
- family's heritage (country, language, traditions)
- immigration of grandparents
 - family traditions
 - leisure activities
- cultural celebrations/religious holidays

Aboriginal Culture

- settlement, games
- housing, jobs
- foods, clothing, interaction
- Aboriginal influence
- political leaders
- treaties
- oral history
- residential schools
- war veterans
- arts
- Wanuskewin Heritage Park

Archaeological Heritage

- settlement (e.g. tipi rings, excavated sites)
- art (St. Victor Petroglyphs, northern rock paintings, other sites, portable art)
- food-getting (buffalo pounds, fishing)
- boulder configurations (and/or medicine wheels)
- ancient technologies (fire-making, pottery, stone tool making)
- specialized artifacts (hammerstones, stone axes, etc.)
- historic archaeology
- local archaeological sites and tourism
- trade

Special Characteristics in your Community

- graveyard/cemeteries
- zoo/ranch
- telegraph office/court house/post office
- newspaper
- bricks for building (Claybank Brick)
- resources: oil, potash, electricity
- downtown area (main street)
- buildings: schools, churches, businesses
- Diocese: cathedral, bishop's residence
- prominent person's residence

Geography and Climate

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- influences on settlement and development
 - comparisons of our climate with others
 - weather extremes and challenges
 - badlands (vegetation, topography)
 - pioneer trails/wagon trains

Recreation

- sports clubs
- dances in homes and old school houses
- parks
- hockey
- old fashioned toys and games
- entertainment (games, theatre, salons, outdoor recreation)
- rivers, water sports
- flying, parachutes, parasailing

Business

- occupations and professions
- industry (forestry, manufacturing)
- economy (agricultural)
- farming/market gardens
- agricultural (changes in machinery, ranching)
- ranching and cattle (feedlots)
- importance of the rivers
- general stores

Artists

- famous artists
- literature/authors
- local authors (poets)
- local artists (cowboy poetry, painting)
- Canadian music
- dance companies

Social Structures

- families
- values
- historical figures
- famous pioneers/pioneer women
- childhood responsibilities/work
- family trees

Communication

- radio/TV/telephone
- media (history and growth)
- mail/electronic media
- famous figures
- pony express

Food

- cooking/utensils
- food processing (canneries)
- gardening/canning

CPR

- Chinese workers
- controversies
- transportation routes

Symbols (Symbolism) of Canada

-
- flag/beaver
 - money
 - Canada Post/stamps
 - hockey

Catastrophes

- fires
- landslides
- drought/grasshoppers

Sample Bibliography

Students will use all kinds of sources to obtain information while they are researching their project. Please ensure that your students properly source all information, including the use of footnotes. There are many sources that teachers can access to assist students to properly develop a bibliography that is grade appropriate. Below is an example of how the various sources should be cited.

Book with one author

Armstrong, Jennifer. *Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and The Endurance*. New York Crown, 1998.

Book with more than one author

Owens, Ann-Maureen, and Jane Yealland, *Canada's Maple Leaf: The Story of Our Flag*. Toronto: Kids Can Press, 1999.

Work in an anthology

Redbird, Duke. "I Am a Canadian," *An Anthology of Canadian Native Literature in English*, ed., Daniel David Moses and Terry Goldie, 2nd ed. Toronto: Oxford University Press, 1998. 120.

Magazine

Place the volume number, if there is one, after the title of the magazine. Place the page numbers, preceded by a colon, at the end of the citation.

Jarzen, David. "Pollen Power." *Owl* Mar. 1997: 12-14.

Newspaper article

As with the magazine citation, place the page numbers, preceded by a colon, at the end.

Gross, Réal. "Slug Found in Milk Bottle." *The Middleton Mercury* 15 Oct. 2000: A1.

Video or film

Gjerstad, Ole, and Martin Kreelak, dir. *Journey to Nunavut: The Kreelak Story*. National Film Board of Canada, 1999.

CD-ROM

The Canadian Encyclopedia. World ed. CD-ROM. Toronto: McClelland & Stewart, 1996.

Internet text selection

Include the web site's address and the date you accessed the text. If you have publication information for the print version, include that after the title.

"Communities Use Radar Satellite to Gauge Ice Breakup." *Nunatsiaq News*. 14 May 1999. Internet. <http://www.nunatsiaq.com>

Interview

Singh, T. Jai. Personal Interview. 10 March 2000.¹

¹ Chelsea Donaldson, *Canadian Student Writer's Guide* (Toronto: Gage Educational Publishing Company, 2000) 1.

