

SUGGESTED HERITAGE FAIR PROCEDURES

A heritage project is a great learning experience for all students. Students integrate many of their skills together such as reading, writing, speaking, comprehension, research and critical thinking. Students may use any medium of their choice to tell stories, and share information about Canadian heroes and events.

STEP 1 - Select a topic

1. Choose a topic that interests you and stick with it.

- Projects can be specific to one period of time or they could display development and progression from past to present.
- Your topic may include any subject area: Art, Health, Language Arts, Music, Sports, Social Studies, Geography
- Do you have specific topic of interest? ex: sculptures, dog sledding, a landmark or city
- Are you interested in famous people? ex: Emily Carr (artist), Alexander Graham Bell (inventor), Lucy Maud Montgomery (author), Oscar Peterson (music), Robert Service (poet)
- Are you interested in a historical event? ex: the development of the railway in Canada, How women got the vote, Halifax explosion
- Visit the Historica website www.historica.ca for ideas or <http://manitobia.ca>

Ideas for heritage projects:

- Voyageurs
- 1950 & 1997 flood
- Henry Hudson
- Sir John A. Macdonald and the new 10\$ bill
- Pierre E. Trudeau
- Terry Fox
- The Montreal Canadians
- Importance of The Forks in Manitoba
- The Group of Seven
- Fur Trade and the Hudson Bay Company
- Canadian symbols
- Golden Boy and the Legislative Building

STEP 2 - Start a journal or logbook -- You will get marks for this!

- Record information from books, magazines, interviews, computer or television in the journal. Record the source (title and date published) for your bibliography.
- Maintain detailed records of your where you got your information.
- When using the internet: record the date the information was published and the website.
- Maintain times and charts in your log.
- Keep your rough copies and jot notes.

- For a research project you should have at least 3 sources and keep track of where they come from.
- Record any thoughts or questions you encounter during your research.

STEP 3 - Plan your project

Start your project in enough time to allow yourself time to complete all aspects of it.

Set up a time line: (similar to this one)

Jan. & Feb.- Hand- in registration form and discuss plans with your teacher /parents

Early Feb. - have all research materials and information for the project ready for use

Mar.7 - have all of your research completed

Mar.8 - bring the project to school to be corrected by your homeroom teacher – **if it is in French!**

Mar. 10 - prepare the backboard and creative component

Mar. 18 - have your presentation ready and be ready to answer questions

Mar. 20 – bring your project to school for judging

STEP 4 - Do the research

- Look for information in your school and public library
- Contact places (museums /archives) for information
- Set up an interview with a knowledgeable person.
- Consult a variety of sources: books, magazines, Internet
- Keep all your notes in your logbook.

STEP 5 - Set up the project

A. Written report

The report and project background may be typed or handwritten. The written report should include:

- title page, table of contents, research question, written information, diagrams, pictures, graphs, charts, tables, glossary (if necessary), and bibliography

B. Backboard:

Remember to include the following on your backboard:

- title in large letters
- research information
- diagrams, pictures, maps, etc.
- interesting information or facts.
- acknowledgements - List any person or company that helped you
- name and grade level

C. Creative component:

Heritage projects should include a creative component to enhance the research:

- Student projects may include: models, artifacts, posters, crafts, maps, and diagrams. collections, dioramas, photography, caricatures, interviews, poetry, diary entries or computer displays.
- Students may include a performance - Student presentations must not exceed 8 minutes and may include: dance, skits, songs, or reenactments.
- Students are encouraged to wear a costume if it suits the project.

STEP 6 - Plan your exhibit

- Remember your backboard is not your project -- it is only the means by which you will tell everyone what you have done
- Be prepared to tell the judge about your project
- Build your backboard to the specifications or buy a Project Fair Backboard for \$1.75 from the school. Be sure to include all of the important information in your display. **The backboard should not exceed the dimensions of: 1m high, by 2m wide by 1m deep!**
- Don't forget to include your logbook, models, display items and other materials.

Judging Form – Heritage

<u>Research & Planning</u>	<u>Marks - 25</u>	<u>Total</u>
• Text: written in own words	1 2 3 4 5	
• Content: accurate & detailed	1 2 3 4 5	
• Organisation of materials	1 2 3 4 5	
• Bibliography (variety of reference sources)	1 2 3 4 5	
• Logbook – details & rough notes	1 2 3 4 5 (K-2 - No logbook required)	
<u>Knowledge and presentation</u>	<u>Marks - 15</u>	<u>Total</u>
• Able to explain the project	1 2 3 4 5	
• Able to answer questions	1 2 3 4 5	
• Connections to Canadian History	1 2 3 4 5	
<u>General Appearance</u>	<u>Marks - 10</u>	<u>Total</u>
• Backboard: appearance (charts,, diagrams, pictures)	1 2 3 4 5	
• Display materials	1 2 3 4 5	

Total Score: _____
50

Judge`s name: _____