

Heritage Fair Information Package



N993.11.1.797 © The Exploration Place
N993.11.1.797 This image depicts Vancouver Daily Province newspaper carrier Walter Webster on his route. June 28 or 29, 1950

Heritage Fair Package Information

Introduction.....	3
Grade 4 Learning Outcomes.....	4
Grade 5 Learning Outcomes.....	5
Grade 6 Learning Outcomes.....	6
Grade 7 Learning Outcomes.....	7
Lesson 1- Getting Started.....	8
Interview.....	10
Sample Letter to Parents.....	11
Lesson 2 – Choosing a Project.....	14
Examples of Topics for Heritage Fair Projects.....	16
Heritage Project Mini Presentation Plan.....	19
Presentation Rubric.....	20
Lesson 3 – Preliminary Presentation.....	21
Lessons 4-6 – Completing the Project.....	22
Rubric for a Research Project.....	23
Appendix A – Adapted Heritage Fair Project.....	24
Appendix B – Important Information.....	26
Project Dimensions.....	27
Project Guidelines.....	27
Appendix C – Regional Fair Registration Package.....	28
2006 Registration Form	27

Heritage Fair Lesson Plan Unit

History can be very fun when students study their own personal Canadian Heritage or when they study about their own community. The social history of Canada is made up of everyday Canadians and their experiences within their families and communities. When students talk to their families and learn about their heritage, they will discover something about their family and their own identity. They will learn about their connection to the past and appreciate that they are an ongoing part of their family's and Canada's heritage.

This is an integrated unit that involves learning outcomes from Language Arts, Social Studies, and Fine Arts. The following Lesson Outlines are designed as a guide to help teachers encourage students to develop exceptional Heritage Fair Projects.

Included in each lesson are the Intended Learning Outcomes from the provincial IRPs, as well as a detailed lesson plan to follow.

Before beginning the unit, ensure that students have a notebook or duotang to keep a research journal. They will need it to record notes of their interview, to make notes from resources and to keep track of those resources for their bibliographies.

Intended Learning Outcomes Covered in Each of the Subject Areas

Depending on their chosen project, students will undoubtedly cover more ILOs than those listed on the following pages, but the ILOs listed for each grade level, will be covered for each student over the course of this unit.

GRADE 4

Language Arts

- **gather information for specific purposes and identify sources, including people, print, audio-visual media, and electronic media**
- **manage and organize information by grouping and sorting it into charts, webs, subtopics, or logical sequences**
- **identify the purpose of and audience for oral, written, and visual communications**
- **apply various strategies to generate and shape ideas**
- **demonstrate pride and satisfaction in using language**
- **create and express thoughts, ideas, and feelings in a variety of oral, written, and electronic forms**
- **create and present a variety of personal and informational communications, including written and oral poems, stories, explanations, informal oral reports and dramas, personal letters, and illustrated charts or posters**
- **demonstrate an awareness of the diverse languages, ideas, opinions, cultures, and contributions of their peers**
- **demonstrate an awareness of how to use language to connect their own understanding and experience to those of others**

Social Studies

- **identify and clarify a problem, issue, or inquiry**
- **locate and record information from a variety of sources**
- **organize information into a presentation with a main idea and supporting details**
- **analyse how people interact with their environment, in the past and in the present**

Fine Arts

- **draft ideas for images using feelings, observation, memory, and imagination**
- **make 2-D and 3-D images:**
 - **using a variety of design strategies, including reproduction**
 - **using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses**

GRADE 5

Language Arts

- identify what they know about topics selected by the class or by groups of students
- formulate questions that are relevant to specific audiences and purposes
- identify and use sources of information, including people, print, audio-visual media, and electronic media
- select and shape information appropriately for specific audiences and purposes
- apply various strategies to generate and shape ideas
- demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of oral, written, and electronic forms
- create a variety of personal and informational communications, including written and oral stories, poems, or lyrics; explanations and descriptions; informal oral reports and dramatics; and brief factual reports
- apply the basic rules and conventions of writing or speaking for the oral, visual, and written forms they select
- demonstrate a willingness to communicate with others to reach common goals within the classroom
- demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of their peers
- demonstrate an awareness of how they can use language to display empathy and make connections with others
- use language to acknowledge people, commemorate special events, and honour accomplishments within the community

Social Studies

- identify and clarify a problem, issue, or inquiry
- gather and record a body of information from a variety of primary and secondary sources
- use an outline to organize information into a coherent presentation
- demonstrate understanding of Canadian culture
- explain ways people preserve and transmit culture

Fine Arts

- draft ideas for images using feelings, observation, memory, and imagination
- make 2-D and 3-D images:
 - using a variety of design strategies, including reproduction
 - using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses

GRADE 6

Language Arts

- describe what is known about topics or issues and check for gaps in the information available
- locate, gather, select, and record information for specific purposes from various human, print, and electronic sources
- identify the purpose, audience, and form for each of their communications
- describe and use strategies for generating and shaping ideas
- demonstrate pride and satisfaction in using language to express their thoughts, ideas, and feelings in various written, oral, visual, and electronic forms
- create various personal and transactional communications, including real and invented narratives, poems or lyrics, summaries or retellings, descriptions, letters, informal oral presentations, charts, and posters
- apply the basic rules and conventions for the forms of communication they select
- demonstrate a willingness to interact with others in a variety of classroom and school activities involving communication
- use language to display empathy and make connections with others describe the diverse ideas, opinions, cultures, and contributions of their peers
- acknowledge, honour, and affirm their accomplishments and life events and those of others

Social Studies

- identify and clarify a problem, issue, or inquiry
- research information using print, non-print, and electronic sources
- evaluate the credibility and reliability of various sources
- organize information from a variety of sources into a structured presentation using more than one form of representation
- demonstrate appreciation of contributions of a variety of cultures to Canada and the world

Fine Arts

- draft ideas for images using feelings, observation, memory, and imagination
- make 2-D and 3-D images:
 - using a variety of design strategies, including reproduction
 - using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses

GRADE 7

Language Arts

- **summarize what they know about specific topics or issues and identify and address gaps in the information available**
- **locate, gather, and select information for specific purposes from a variety of human, print, and electronic sources**
- **select a means of organizing information and ideas that is appropriate for their purpose and audience**
- **use expository and persuasive styles to shape and structure language in stories, character sketches, posters, and other forms of communication**
- **formulate relevant questions on communication topics for familiar audiences and purposes**
- **describe and use strategies for generating and shaping ideas**
- **demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings through a variety of oral, written, and electronic forms**
- **create a variety of personal and informational communications, including fiction and non-fiction; written summaries, instructions, and reports; oral and visual presentations; oral and written opinions; poems; or lyrics**
- **apply the rules and conventions of formal presentations, including speeches, news reporting, and dramatic monologues**
- **use language to demonstrate consideration of others' perspectives and to invite participation**
- **use language to display empathy, acknowledge others' viewpoints, express the value of others' ideas, and invite participation**
- **demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of peers and the wider community**

Social Studies

- **identify and clarify a problem, issue, or inquiry**
- **gather and record a body of information from primary archaeological and historical evidence and secondary print, non-print, and electronic sources**
- **generate and justify interpretations drawn from primary and secondary sources**
- **construct, interpret, and use graphs, tables, scales, legends, and various types of maps**
- **locate and describe current and historical events**

Fine Arts

- **draft ideas for images using feelings, observation, memory, and imagination**
- **make 2-D and 3-D images:**
 - **using a variety of design strategies, including reproduction**
 - **using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses**

Lesson 1 – Getting Started

NB – This lesson may be up to 2 weeks before lesson 2 in order for students to contact grandparents or other family members, and to choose a project (**If some students don't have anyone to interview, you might match them up with a staff member to interview**). Some students will decide on a project right away, while others may take longer. For some students you may want to have them complete a project chosen by you with the alternate format (see appendix A)

Estimated Time of Lesson: 45 minutes – 1 hour

Objectives:

- To understand the meaning of Canadian Heritage
- To determine the main components of a Heritage Fair project
- To discuss the types of topics that would be appropriate for a Heritage Fair Project

Materials:

- An artifact or picture – old china plate, toy doll, war medal, etc.(Optional)
- Copy of rubrics showing how student will be marked
- Interview form
- Research journal to record information
- Letter to parents

Vocabulary:

Heritage, artifact

Lesson Plan:

Introduction: Introduce the lesson by showing students an artifact from home or the museum or from a friend. Ask students what they might be able to learn from it? How might they find out about it? Who might have used it? How has life changed since the artifact was first used?

1. Ask students what the word “Heritage” means. (cultural traditions, stories, information etc. handed down from past times).
2. Ask students what Canadian Heritage would be. (Canadian cultural traditions, stories, information etc. handed down from past times)
3. Tell students that they will be doing a Canadian Heritage Project, and talk about the components that are expected for all projects and how they will be evaluated. (Research Journal including notes from a variety of sources on student’s chosen topic, Interview written up in good copy, display and written presentation, oral presentation)
4. Remind students that Canadian Heritage Fair projects must be about Canada. If relatives or friends are recent immigrants to Canada, a project could be about why the person moved to Canada, what process they went through, immigration and its history.
5. Give students a copy of the interview form and discuss interview etiquette.
6. Give out letter to parents informing them of the Heritage Fair Project.

Preparation for Next Lesson:

For the next lesson students need to have completed their interview with parents or other older family members, or friends of the family. Sometimes parents or guardians know a friend's parent who the student could talk to, or another older person from the community (former coach, teacher, etc.). Often the interview leads a student to an interesting idea for a heritage fair project.

Interview

These questions are guidelines for starting the interview. After asking some of these basic questions, the answers may lead you to more questions. Videotaping or recording the interview, with the permission of the interviewee, might help you to record the information at a later time. **The main reason for this initial interview is to get ideas for your heritage project. Once you have decided on an idea, you may want to interview the person again.**

Interviewee: _____ Date: _____

Questions:

1. Tell me what life was like when you were a child?
2. When did you move to Prince George and why?
3. Tell about all of the places you have worked.
4. How did your father or mother spend time supporting your family?
5. Did you go camping, berry picking, fishing or hunting? Tell about your experiences.
6. Were you involved in any organized club or team? Tell about it.
7. How did you feel about school? What was it like when you went to school? Do you remember any favourite teachers?
8. Tell about any family traditions or activities you participated in as a child: Christmas, birthdays, graduations, Halloween, Thanksgiving, Mother's Day, Father's Day etc.?
9. Do you remember any of your grandparents? Any great grandparents? What were their names? What do you remember about them?
10. What kind of extra curricular activities did you do in school?

Take notes in your research journal, either during the interview, or from the tape or video that you make.

Interviewing Etiquette for interviewing relatives or others who may need advance notification:

- make an initial phone call to the person. Explain what the assignment is about and the reasons for doing it. If the relative is willing to talk, make an appointment for the visit or another phone call.
- seek permission to tape the conversation and make notes about the conversation.
- if you run out of time, ask person being interviewed to jot things down and arrange to visit for a second time.

Dear Parents:

Students in grades 5 have the opportunity to enter a Heritage Fair this year. Students will be asked to interview grandparents, parents, seniors and/or other relations. Following the interview, they will decide on some aspect of Canadian Heritage they would like to research. The purpose of this is to heighten the awareness of Canadian Heritage, to celebrate Canada's cultural diversity, and to encourage individuals and communities to celebrate their part in Canada's history by telling their stories. Students will be producing projects that may go on to the Regional Heritage Fair on Thursday, May 11, 2006.

Heritage Fair projects can take many forms. At the National Fair, projects range from arts and crafts, to music and/or dance presentations, to models and demonstrations of historical applications such as quilting, and food preparation.

Of the 90 projects that were displayed at the Regional Heritage Fair last year, 1 was chosen to represent the Prince George region in an all expenses paid trip to the National Heritage Fair. This year 1 student will be chosen to represent our region at the National Fair that will be held in Halifax, Nova Scotia in July 2006. This is the eleventh year that Prince George has held a Regional Fair, and altogether we have sent over 30 students to National Fairs. Some of the winning projects included:

The Allens of Nukko Lake - This project discussed ancestors of the student and their part in the establishment in a community at Nukko Lake.

Ranching in B.C. - The student who completed this project is growing up on a ranch near Nukko Lake. He told about the history of his family in that area, talked about the development of different branding techniques, and traced the history of the first ranches in B.C.

My Metis Heritage - This student was interested in the history of her family. She researched her Metis heritage, and collected and made samples of traditional clothing, and built a model.

Bush Pilots - This student is very interested in aviation and he interviewed bush pilots and researched their part in Canadian history and their importance today.

Let There Be Peace - This student researched her grandparents history in WW II. She collected diaries and records and interviewed them about their experiences in the war.

Gold Seekers in My Family - This student researched his great-grandfather's part in the Atlin Gold Rush.

Plank Roads - How roads were built over unstable ground to allow logging to be done in remote areas.

LeGrand - The history of a railway stop between Prince George and Jasper.

The Heritage Fair is an excellent way to find out about Canadian history. Most of the winning entries were personal to the students who put them together. They were really interested in the projects and were very knowledgeable when the reviewers asked them questions. The key to a good project is for it to be about Canadian History, and for the person doing it to be very interested and knowledgeable about it. As well, projects that were personal to the student and were relevant to B.C. or Prince George were often well received because they reflected a more personal history.

The best way to get involved is to talk to parents, grandparents or seniors about what life was like when they were young. Occupations, life on the farm, hardships, exciting events they lived through, or projects they were involved in are all great things to talk about. Often these dialogues lead to many interesting subjects that can generate a heritage project.

Projects

Most projects were completed in a similar style to Science Fair projects. Students had a backboard with historical information, and any of the following were displayed: pictures or photocopies of pictures, artifacts or models, examples of paintings or crafts completed by the student. As well, some students wrote and sang songs, danced or presented dramatic performances (portraying a historical character). Many included family trees showing how they were related to the person or people they wrote about. Others had maps showing the places their project was depicting.

REVIEWING

Philosophy: The purpose of the Heritage Fair Project is to encourage students to develop an increased awareness and interest in Canadian History. Students are able to research any aspect of Canadian History or Heritage and to present the results of their efforts to the community at large using any medium. The reviewing process is designed to support growth and to celebrate their achievements. Results will also be part of the selection process to determine which students and projects advance to the National Heritage Fair.

Throughout the review, keep in mind the following aims of the Heritage Fair:

- to encourage all Canadians to celebrate their part in Canada's history
- to heighten awareness of our Canadian history
- to promote the variety and uniqueness of our Canadian heritage
- to create an exciting learning environment for students

Further Considerations:

- eligible students must be studying in grades 4-9 at the time of the Regional Heritage Fair in Prince George
- projects must be related to some aspect of Canadian heritage, history, or geography, be it on a local, provincial, regional, national or international level.
- **INFORMATION MUST BE ACCURATE**
- all categories, 3-dimensional, creative writing and performing, audio visual arts, and multi-disciplinary projects well be considered for selection
- two alternate students will be chosen in the event that one or more of the selected students are unable to attend the national fair.

Reviewing Criteria:

1. Research

- uniqueness in the selection of topic or information used
- extent of research, use of primary resources. This has been a very important area. If students can expand and explain their knowledge of events surrounding their topic, it is crucial to their review

2. Product

- quality and presentation of the project
- clarity of message
- innovation in selection of medium
- creativity

3. Interview

- ability to elaborate upon their work and knowledgeably discuss their chosen subject, demonstration of interest in history or heritage.

Other considerations will be the time and commitment dedicated to their projects. As well, students who will be considered for the National Heritage Fair will be ambassadors for their schools and Prince George. As a result, students must complete excellent projects, be independent, hard working, and responsible. We are looking for students who are consistently being safe, displaying a positive attitude, maintaining high academic achievement, being respectful and being kind. Observations at the Regional Heritage Fair, interviews with teachers, supervisors and others will help the reviewing committee choose excellent representatives to participate in the National Heritage Fair.

PLEASE INSURE THAT YOUR CHILD HAS A NOTEBOOK OR DUOTANG TO USE AS A RESEARCH JOURNAL AS THIS IS A VERY IMPORTANT PART OF THE PROJECT.

We look forward to some excellent projects this year at our exciting Heritage Fair!

Sincerely,

Lesson 2 – Choosing a Project

Estimated Time of Lesson: 30 - 45 minutes

Objectives:

- To brainstorm topics for Canadian Heritage Fair Projects
- To discuss possible sources of information - both primary and secondary
- To discuss the types of topics and representations that would be appropriate for a Heritage Fair Project

Materials:

- Page of ideas for topics

Vocabulary:

primary and secondary sources

Primary Sources are firsthand documents such as poems, diaries, interviews, court records. They are records of events as they are first described.

Secondary Sources are an analysis or a restatement of primary sources. They often attempt to describe or explain primary sources. They are often based on the opinion of the author and try to convince the reader of their point of view. Examples include textbooks, encyclopedias, and books or articles that try to interpret or evaluate primary sources.

Lesson Plan:

Objectives:

- To brainstorm topics for Canadian Heritage Fair Projects
- To discuss possible sources of information - both primary and secondary

Lesson Plan:

1. Ask students who have started interviews, what kinds of projects they have come up with, and brainstorm with the class what kinds of research might be done, where information could be found, or who students might talk to in addition to the person they interviewed.
2. Give students examples of projects that were winning projects in the past.
3. Discuss ways students could represent their information.
4. Students should all have a backboard for displaying their project.
They could present their work orally by:
 - preparing a speech about their project,
 - by doing a dramatic performance pretending they are a historical person,
 - by reciting a poem or original creative writing story,
 - or by performing a song. (One student wrote a song based on melody of another song).

Preparation for Next Lesson:

For the next lesson students need to be ready to give a 30 second – 1 minute presentation about what their project is going to be, what kinds of media they are going to use (artifacts, photographs, maps, family tree, diagrams), and how they will present their project orally.

Go over the presentation rubric so that students will know what is expected (for this mini-presentation, the student would not be marked on the Subject Knowledge, Graphics or Mechanics Components, but this will give them an idea of what will be expected for the final presentation). For the final presentation, students will be expected to hand in their presentation, and may have graphics in the form of pictures, artifacts, family trees, maps or diagrams.

Examples of Topics for Heritage Fair Projects

GOVERNMENT

- famous politicians
- political parties
- Confederation
- local politicians

EARLY SETTLERS

- forts
- Hudson's Bay Co.
- patterns of settlement

CELEBRATIONS

- family traditions
- Canada Day
- May Day
- Civic Day
- leisure activities
- celebration specific to cultural groups
- religious holidays

HOUSING

- architecture
- log huts
- furnishings
- historic buildings
- street names
- land use
- tools
- types of buildings
- building materials

PERSONAL MEMORIES

- self; family
- narrative histories
- meanings of names

SYMBOLS (SYMBOLISM) OF CANADA

FADS

- sayings
- clothing
- slang
- hobbies

CPR

- Chinese workers
- controversies
- transportation routes

NATIVE CULTURE

- residential school
- settlement, games
- housing, jobs
- foods, interaction
- Native influence
- arts

MINING

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

FIRSTS IN YOUR COMMUNITY

- graveyard
- zoo
- ranch
- telegraph office
- newspaper
- electricity
- paved roads
- bricks for building
- car/motor vehicle
- baby born
- retail outlet

IMMIGRATION

- regional influences
- family connections

GEOGRAPHY & CLIMATE

- influences on settlement and development
- comparisons
- weather extremes

RECREATION

- sports clubs
- dances
- parks
- hockey
- old fashioned toys and games
- entertainment (games, theatre, salons, outdoor rec.)

COMMERCE

- general stores
- occupations and professions
- industry
- economy
- merchandise (types of product, supply lines)
- forestry
- farming (market gardens)
- agricultural (changes in machinery, ranching)
- ranching
- importance of the rivers

FOOD

- preservation
- cooking
- utensils
- food processing (canneries)

ARTISTS

- famous artists
- literature/authors
- local authors (poets)
- local artists (cowboy poetry, painting)

- Canadian music
- dance companies

COMMUNICATION

- radio
- telephone
- media (history and growth)
- mail
- electronic media
- famous figures

SOCIAL STRUCTURES

- families
- values
- historical figures
- famous pioneers
- women's roles
- pioneer women
- childhood responsibilities
- children's work
- family trees

SCHOOL

- school histories

Examples of Winning Heritage Fair Projects From Past Years:

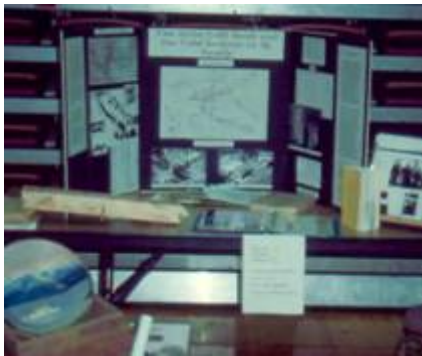
National Heritage Fair Projects

These projects are examples of projects from Prince George that went on to the National Heritage Fair.



This project entitled “Bush Pilots” completed by Marc was a national Heritage Fair winner in 2000. Marc was very interested in Bush Pilots and airplanes so he chose this project. He interviewed a Bush Pilot and researched the history of Bush Pilots, and their importance in Canadian History. He also built a model of a bush plane One of his favorite quotes was “Flying a bush plane is hours of boredom punctuated by several minutes of sheer terror” (referring to landings and take-offs from small lakes). Notice “props” that Marc used to enhance his project. He actually dressed up as a pilot and wore a pilot’s cap.

Tara's North West Mounted Police and Royal Canadian Mounted Police project was one of the 2001 Regional Heritage Fair winners. Tara went to Kamloops to represent the Prince George Region at the National Fair. Her project was very detailed and in depth, and in her studies she found out about relatives who were members of Canada's Police Force. She was very knowledgeable about the NWMP and RCMP. Notice research binder that Tara documented her information in.



This project, completed by Daniel, was the story of how his great-great grandfather immigrated to Canada to seek for gold in B.C. His grandfather was in a terrible accident, however, and was not able to continue mining. He ended up owning a hotel and shipping company and made a fortune! Daniel's project included a gold pan that was painted by a relative and a model of a gold rocker box. His description of his great-great grandfathers accident and how his innovation helped him make his fortune was extremely interesting!

Heritage Project Mini Presentation Plan

My project is entitled: _____

I interviewed _____

The best part of the interview was when I was told about _____

I will be presenting my project by: (preparing a speech, by doing a dramatic performance, by reciting a poem or original creative writing story, by performing a song, other)

Here is what will be included in my display:

Presentation Rubric

Evaluating Student Presentations					
Developed by Information Technology Evaluation Services, NC Department of Public Instruction					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

From: <http://www.ncsu.edu/midlink/rub.pres.html>

Lesson 3 – Preliminary Presentation

Estimated Time of Lesson: 45 minutes

Objectives:

- To use appropriate speaking skills to present a 30 second summary of what their project topic is and what they have done so far to gather information, or what they will be doing to gather more information
- To use appropriate listening skills while focusing on the speaker

Lesson Plan:

1. Using the rubric, remind students of what is expected for the oral presentation. Also remind students that they are to take only 30 seconds to 1 minute to present the information.
2. Have students present their project description using the format that was provided.

Lessons 4-6 – Completing the Project

Estimated Time for Completion: Two-three weeks

Over the next few weeks, students will be completing their project research. To ensure that students complete a top quality project:

- Continue to encourage students to use their research journal, by keeping good notes, by recording books, internet sites, dates and times of interview(s), where they got pictures etc., and monitor their progress in the journal.
- Book time in the school library and/or computer lab to help students find appropriate materials to complete their research.
- Give students 1 or 2 classes to work on their backboards

Rubric for a Research Project

Student Name(s)

Final Grade

	Thesis/Problem/ Question	Information Seeking/Selecting and Evaluating	<u>Analysis</u>	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) very carefully documented all sources, including print and non-print sources. Bibliography is complete. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Bibliography is complete with few errors noted.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly changed little of the text that they used, almost certainly plagiarizing most materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Teacher Comments						

Adapted from: <http://mciunix.mciu.k12.pa.us/~spjvweb/resrub.html> (mciu.org – Springfield Township High School Virtual Library)

Appendix A

Adapted Heritage Fair Project

This set of plans is for students who could not come up with a plan of their own for a Heritage Fair Project. Students would be expected to go through lessons 1 and 2 with the class, but would then be given the following very specific format to follow:

Adapted Lesson Plans

Students who have difficulty coming up with a project of their own will be asked to find information on one of the following famous Canadians (a good website is included for each person):

Jacques Plante – See Website: <http://www.hockey-fans.com/players/plante.php>

Jean Caux "Cataline" – See Website: <http://collections.ic.gc.ca/skeena/Cataline.htm>

Emily Carr – See Website: <http://www.emilycarr.ca> and www.nlc-bnc.ca/8/2/

Billy Barker – See Website: http://www.barkerville.ca/barkerville/people_and_society_barker.html

Laura Secord – See Website: <http://www.niagaraparks.com/heritage/secordhistory.php>

Maurice "Rocket" Richard – See Website: <http://www.histori.ca/minutes/minute.do?ID=10217&sl=e>

Terry Fox – See Website: <http://www.terryfoxrun.org>

And for the following famous Canadians – See Website: www.nlc-bnc.ca/8/2/

Nancy Green

Barbara Ann Scott

Simon Fraser

David Thompson

Alexander Mackenzie

For their project, they will complete a written report about a famous Canadian. The following 2 outlines are examples of the kinds of questions they might ask and answer about the famous Canadian:

Jacques Plante See Website: <http://www.hockey-fans.com/players/plante.php>

Answer the following questions about Jacques Plante

- Who was Jacques Plante?
- What famous awards did he win? Describe the awards, tell when they were won, and what they were for.
- What famous things did he do to help his sport?
- What was his best year statistically?
- What kind of equipment did he wear, and how is it different from today's equipment?

Jean Caux "Cataline" See Website : <http://collections.ic.gc.ca/skeena/Cataline.htm>

Answer the following questions about Cataline

- How did Jean Caux get the name Cataline?
- When did Cataline start his business?
- What was his business, and who did he work for?
- Where did he live?
- In terms of delivering the goods, what was Cataline famous for?
- What are some interesting things you learned about Cataline?

Other sources they might use include

<http://www.canadianencyclopedia.ca>, and World Book online.

Appendix B

Important Information

Project Dimensions

Guidelines exist for the sizes of projects which are to be displayed at the Prince George Regional Fair. They are:

- A 3-sided display board which measures 1 metre deep by 1 metre wide and up to 3 metres high. It must be freestanding and fit within this space.
- Artifacts which are a part of the display must fit within this space. They can be displayed on the table in front of the display board. If they are too big to fit, models of the artifact or pictures may be used instead.

Project Guidelines

Types of Projects

Students may prepare projects as individuals or in groups. Only individual students will be eligible to go on to the National Fair.

Projects may be submitted in either single format or any combination of the following formats:

1. Large Group Projects

Large group projects, such as a class Heritage Fair project, should be developed around a central theme. For example, one well-developed project showing life at a Hudson's Bay Company Fort or Haida Longhouse, or Fish Cannery would be more appropriate than 25 of the same project. One, but no more than two students, should accompany large class projects.

2. 3-Dimensional Projects

Projects that have models, artifacts, maps, crafts, posters, dioramas, and backboards displaying information would be considered 3-dimensional.

3. Creative Writing and Performance

Short stories, and diary entries, poetry, scripts, writing and performing music and dance, public speaking and drama performances are some of the media students have used to present heritage fair projects.

4. Audio Visual Arts

Projects in this theme could include cartoons, video, audiotape, photographs, and artwork.

Things to Remember

Regardless of the medium, all projects must have a Canadian History or Heritage Theme. Local, provincial, regional, or international history or heritage can be researched, but projects based on family or local history are most desirable.

