

Prince George Regional Heritage Fair

May 11, 2023

Prince George Civic Centre

Handbook

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A. Heritage Fair Programs

The Fairs are a grand celebration of Canada's heritage in the form of student history projects that brings people together to make history come alive.

Overview

The Heritage Fairs program is a bilingual educational initiative that encourages students to explore an aspect of Canadian heritage in a dynamic and captivating learning environment. The event of a 'history fair' actively involves Canadian young people, schools, businesses, and community groups in a contemporary celebration of our shared traditions and heritage.

Students are encouraged to research any aspect of Canadian history and present the results of their efforts in a public forum. When students are encouraged to look outside the classroom for their learning activities, they discover the wealth of information available to them from other local resources. Local businesses and community organizations can be involved by assisting students with their projects, by volunteering at the Fairs, by providing sponsorship for their region and by providing their own exhibits at the Fairs.

The Program

- Creates an environment where students are excited to learn and share
- Provides recognition for student achievement
- Celebrates cultural diversity and multiple perspectives
- Reveals connections between the past and present
- Inspires Canadians to celebrate their places in history

The History

The Charles R. Bronfman Foundation Heritage Project was started in 1993 to increase awareness of Canadian heritage and to create an exciting learning environment for students of history. This CRB Heritage Project began the Heritage Fairs program nationwide, by introducing a series of fairs in every province and territory. Management of this initiative was then taken over by the Historica Foundation, whereby the program grew substantially throughout Canada to reach over 300,000 students at its peak. In 2003, the British Columbia Heritage Fairs Society was established to continue to promote the Heritage Fairs concept throughout the province.

This program creates an engaging learning environment for students, thereby strengthening their appreciation of Canadian Heritage. Students develop strong roots in their communities and cultures, which inspires them to participate in the shaping of Canada's future.

Fairs are designed to support student growth and to celebrate the achievements of all participants in the Fair by highlighting students' ideas, ingenuity, creativity and enthusiasm.

1. Why Participate?

- ❖ The Fairs Program **helps teachers meet their teaching goals**, provides recognition for student achievement, and satisfies curriculum requirements. (See Section F)
- ❖ Correlation studies have been conducted to determine that the **Fairs program fits Canadian social studies, geography, and history curricula for grades 4-9** (See Section F).
- ❖ Creating a Fair project will **enhance literacy skills**. The emphasis on communication skills such as researching, interviewing, writing editing and speaking will benefit all students.
- ❖ This program **connects the classroom with the community** – to valuable organizations, such as historical societies, museums, archives, libraries and multicultural groups.
- ❖ The creation of a Fairs project **requires hands-on learning**, which develops research and communication skills.
- ❖ Learning becomes more meaningful when **students explore topics that are personally relevant to them**. Connections can be created within their families and cultures.
- ❖ Fairs give students the chance to **share their own ideas and voices**, thereby building student creativity and initiative.
- ❖ Participation in a Fair **engages citizenship skills**. As young people develop stronger roots in their communities, they will have the confidence to become active citizens who shape the future of our country.

2. Participation Requirements

It is recommended that all young people wanting to participate in researching and completing a heritage project with the intent to participate in the Regional Heritage Fair contact a teacher at the school level for sponsorship.

To implement a successful experience for students, teachers will:

- ❖ Act as sponsor for a class, multiple classes or for individual students
- ❖ Identify themselves to the Regional Fair Coordinator to receive information about the Fair.
- ❖ Ensure the proper guidelines for projects are adhered to
- ❖ Submit all necessary paperwork to participate in the Fair
- ❖ Meet all deadlines outlined by the Regional Fair Coordinator

3. Program Structure

Heritage Fairs occur in every Canadian province and territory in the early part of the calendar year. Their purpose is to involve and engage students in undertaking research into an aspect of local regional, provincial or national history; and to engage them in the intriguing stories of the people and events which have shaped their history. Often, the research involves heroes or personages of interest; others find fascination in the lives or events of their own families. While many of the stories are retold in varying forms from year to year, each Heritage Fair season brings its own crop of new and unique stories that add to the fabric of Canadian history.

Heritage Fair activities begin in the classroom as hands-on individual or group projects in which students are encouraged to research a topic of strong personal interest. It is this strong personal connection that sustains the students through the rigours of research, keeps them searching when leads seem to be going nowhere, and excites them to attain a higher standard in presenting their work. With the support of teachers, parents, community resource people (such as museum curators and archivists) and sometimes first-hand contact with a research subject, students explore an aspect of Canadian history. They take on the role of a researcher, historian, interpreter, interviewer, storyteller, TV producer, drama producer artist and so forth. In doing so, they learn and communicate this learning to others.

4. At the Prince George Regional Heritage Fair

Outstanding projects from local school fairs are showcased at the Regional Heritage Fair. A day is planned for students to come together to share their projects, take part in a field trip and in heritage activities organized for the event. Judging takes place following established criteria and involves an interview in which the student has an opportunity to discuss their project and the process involved in the research. Recognition with local politicians and dignitaries make the event particularly special for the participants.

Students from across the Regional District of Fraser-Fort George is selected to share their project displays at the Prince George Civic Centre. Themes range from Canadian explorers to family histories and everything in between. Participants have participated in a variety of heritage workshops and have enjoyed live music performances. The day wraps up with a participant recognition and awards ceremony that friends and family have attended in the past.

B. Projects

Providing students work under appropriate supervision, they may be eligible to be invited to participate at the regional level. Home-schooled students, for example, do not necessarily need to participate in a class/school fair to be eligible. They must, however, comply with the projects guidelines as set out by the Prince George Regional Heritage Fair.

Joint research projects when working in a cooperative learning environment are certainly a possibility. However, participants must be aware that although there may not be restrictions at the school or regional level, joint projects will have restrictions at Provincial Heritage Fairs. (i.e., Only one student may present the project).

1. Project Requirements

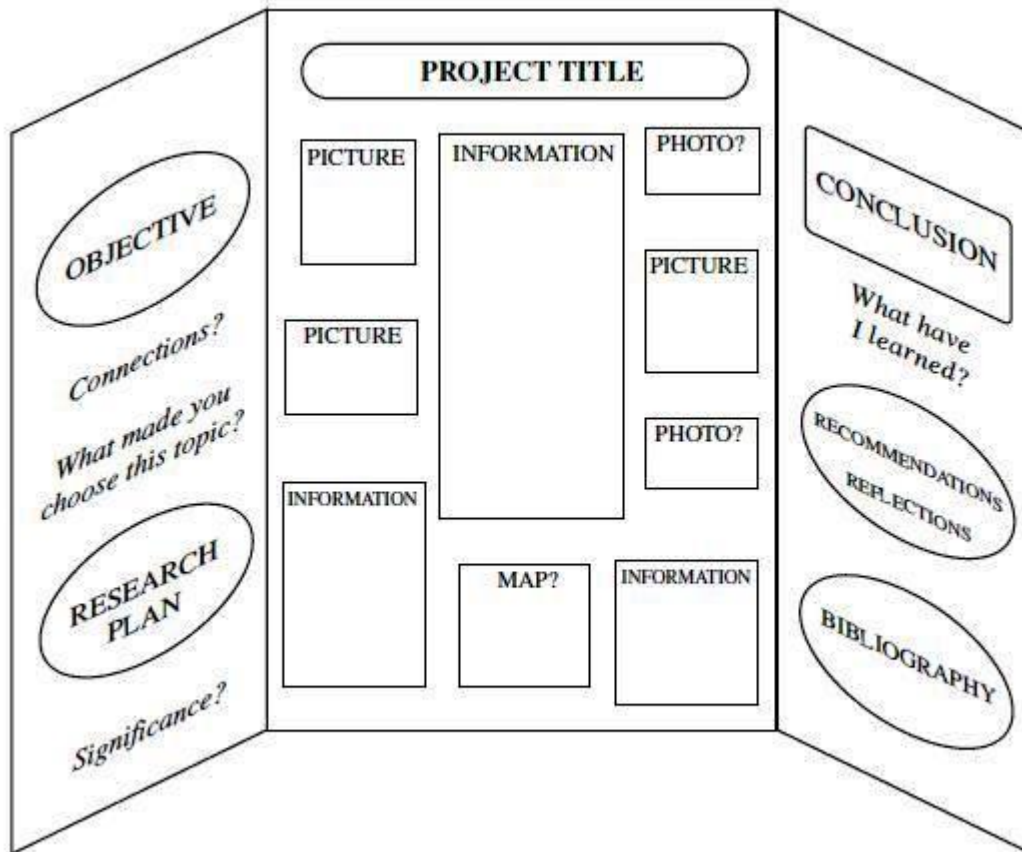
Projects must:

- ❖ Have a **Canadian theme**: local, provincial, regional, or international history or heritage can be researched, but projects based on family or local history are highly desirable
 - ❖ **NOT be expensive to produce** basic supplies like poster boards, coloured paper and art/craft materials should be the only cost
 - ❖ **Include title, credits**: Photographs must be properly credited. Any person/organization clearly identifiable in a presentation must give their permission
 - ❖ **Avoid profanity, racial/sexist remarks or other potentially offensive matter**
 - ❖ **Be free standing** (no wall access): this includes all displays and backboards. A commercially produced display board is the correct size format. The project board should not exceed 80cm deep, 100 cm wide and 100cm high. If students are encouraged to be creative and construct models, they should be aware that for display purposes, they are limited to 100cm wide space – they may add to their display by expanding upward and forward.
 - ❖ Be accompanied by
 - Written research undertaken over the course of the project (approx. one page per grade level) either incorporated into the display or in a research journal
 - Bibliography
 - Abbreviated written summary and/or journal of the journey
- ❖ **Students may prepare projects as individuals, pairs, or groups.** Due to space constraints, the number of projects per class and student representatives will be limited at the Regional Fair. ***Group or partner projects may be presented by only ONE student at the Provincial Fair.*** Please select this individual **well in advance of the Provincial Fair.**
- ❖ Teachers should ensure that projects are **historically accurate** and encourage projects from all disciplines in a wide variety of formats
 - ❖ Projects are the responsibility of the participants. *The Heritage Fair is not responsible for any project lost, stolen or damaged while left unattended.*
 - ❖ **Creative and unique projects are encouraged.** Projects in a wide variety of formats are acceptable, and a list of ideas is on the Project Formats page.

Project Requirements continued.... /

- ❖ Teachers and parents are welcome to assist with students projects, but the emphasis **MUST** remain on the **student's learning and understanding**. Students should formulate their own topics and research questions; projects must contain some independent research conducted by the student. Each participant is required to give an oral explanation of their topic.
- ❖ **Projects are welcome in both English and French, Canada's two official languages. Projects entered in French should be judged accordingly, but students are encouraged to briefly summarize their research in English as well. We will do our very best to try to ensure that French speaking judges are available to judge French projects, but we cannot guarantee that this will be the case.**
- ❖ Each project **must** be clearly labeled with the students name, school and grade on **the bottom right corner** of the display.

Here is an example of what a project display could look like:



2. Project Formats

In addition to the required elements listed above, students should be encouraged to use their own means of creative expression to share their stories about Canadian history. The best projects will be multi-sensory – not just visual. Students who choose to include an original presentation, either live or recorded, must limit the length to fifteen (15) minutes.

Creative components may be, but are not limited to, the following:

- ❖ **Artistic Displays** – original visual artwork of the presenter
- ❖ **Cartoons** – black and white or colour, size 8.5 x 11 “or 22cmx28cm
- ❖ **Collections** – historic, or modern with some historical relevance
- ❖ **Computer Displays** – designed and created by students with minimal technical support
- ❖ **Drama and Skits** – live or recorded performance, maximum length 15 minutes
- ❖ **Maps** – that illustrate an event or theme in Canadian history
- ❖ **Models and Crafts** – demonstrate some aspect of family or Canadian heritage
- ❖ **Monologues or public speaking** – maximum length 15 minutes
- ❖ **Music and Dance** – live performance, maximum length 15 minutes
- ❖ **Photographs** – original photographic work of the presenter
- ❖ **Poetry** – original written work of the presenter, minimum 14 lines
- ❖ **Short Stories or Fictional Diary Entries** – 2-11 pages long, can be handwritten or typed
- ❖ **TV or Movie Scripts** – 2-6 pages for *grades 4-7*/5-10 pages for *grades 8-10*, typed

3. Assessments and Rubrics

The purpose of the Heritage Fairs Program is to encourage students to develop an increased awareness and interest in Canadian history. The assessment process is designed to support growth and to celebrate their achievements. When assessing Fair projects, please consider Regional Fair assessment procedures and rubric as outlined below:

Projects are assessed on:

Research	Interview	Presentation
<ul style="list-style-type: none">• Uniqueness in the selection of the topic• Extent of research (grade appropriate)• Use of Primary Sources• Citing of Sources	<ul style="list-style-type: none">• Ability to elaborate upon work and knowledgeably discuss subject, including personal relevance of topic• Demonstration of interest in history or heritage	<ul style="list-style-type: none">• Quality of project/presentation• Clarity of message• Innovation in selection of medium• Creativity
A final consideration is the time and commitment the student has dedicated to the project. This may be determined through discussion with the teacher and other supervisors.		

4. Judging Rubric Prince George Regional Heritage Fair 2023

Project Title

Project No.

Table No.

Student Name(s)	Grade	Language: English French		
Area	3	2	1	Award Nomination
Topic	Student posed a thoughtful, creative question that engaged them in challenging research	Student posed a focused question	Student did not pose a question and researched a general topic	<input type="checkbox"/> Provincial Fair
Research	Student gathered information from a difficult source(i.e., archival, research, interview etc.)	Student gathered information from a variety of quality sources (print, electronic etc.)	Student gathered information from one or two sources	<input type="checkbox"/> BC Hydro Power Pioneers
Documentation	Student very carefully documented all sources. Students prepared a complete bibliography	Students documented sources with some care. Their bibliography has some errors	Students did not take care to document their research. The bibliography is missing many sources, or not prepared.	<input type="checkbox"/> Historical Places
Display	Students effectively used appropriate communication tools to convey their conclusions. Project displays creativity and originality	Students satisfactorily organized the display of their project	Project does not effectively communicate the student's findings.	<input type="checkbox"/> Canada's History
Analysis	Students carefully analyzed their collected information and can summarize their findings in an age-appropriate and/or innovative summary	Project shows good effort was made in analyzing the information collected	Student restated information and did not draw conclusions	<input type="checkbox"/> Golden Raven Enthusiasm
Interview	Student is very interested in heritage. They approach their project with enthusiasm and elaborate on the questions/research/analysis with little or no prompting. They often come up with new questions during their project	Student is interested in heritage. They approach their project with enthusiasm	Student is not interested in heritage. The present with flat affect	<input type="checkbox"/> Lieutenant-Governor's Literacy
Judges' Comments				<input type="checkbox"/> Monical Becott Regional Heritage <input type="checkbox"/> PG Community Builders <input type="checkbox"/> PGRFM Industrial History <input type="checkbox"/> Stellar Achievement <input type="checkbox"/> Provincial Capital <input type="checkbox"/> Read, Learn, Discover <input type="checkbox"/> United Empire Loyalists

Suggested Interview Questions

What can you tell me about your project?
 Why did you select this topic/question?
 What did you want to learn?
 What did you learn about yourself and your abilities?

What is the most important thing for people to know?
 How did you collect your information?
 What conclusions did you reach?
 What would you have done differently?

Do you have a bibliography? Can I see it?
 Did you interview someone?
 How do you feel about your results?
 Would you like to do another Heritage Fair project?

5. Tips for Students

Be creative! The Heritage Fairs Program is a chance for you to learn about something that interests **YOU**. If you are excited about your topic, other people will be interested too.

Try to find out about your topic from a lot of **different sources**. Check the library and the internet but try to talk to different people as well. There may be someone in your community who is an expert on your topic or has firsthand information about it.

It is fine to ask your parents, teachers or other adults to help you with your project but be sure that you completely understand all the information you include. The work **MUST BE YOURS**. **You will be asked about it at the Fair!** You must be able to share the stories you learned with judges and the public at the Fair. You will be interviewed, and you are expected to be able to answer a variety of questions on your topic. Be prepared to answer questions about your project. Not just about the facts, but also about why you chose the topic and the format that you used.

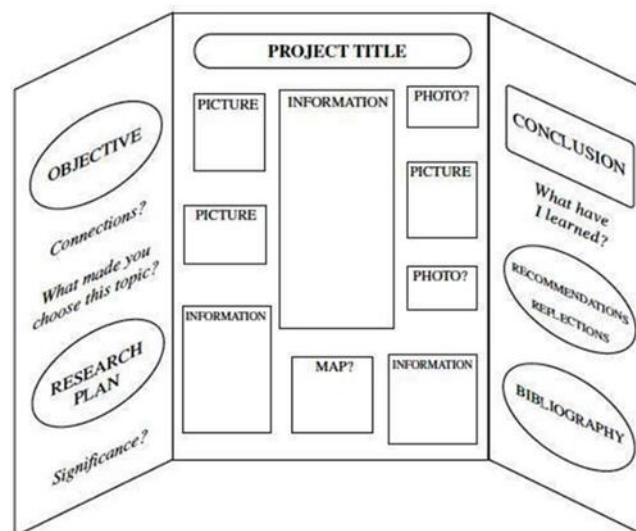
Before you decide on a creative component to your project, think about *ALL the possibilities!*

- Models
- Dioramas
- Original Artwork
- Videos
- Music
- Drama
- Maps
- Creative Writing
- Computer Displays
- Interviews
- Dance
- Much more....!

Show the high quality of your learning by using **ORIGINAL** work rather than copies of what other people have done. When you adapt the work of other people you will need to give those people credit by including a **bibliography or works cited** section in your project.

Check your project early to make sure it meets all the Heritage Fair requirements. (Your teacher can help you with this task)

Display your project on a sturdy, stand-alone display board, or other type of tabletop exhibit. (See example)



If your project includes a performance, you may want to print a program that tells the judges and the audience about your special presentation.

If your project requires electricity or other special equipment, remember to include that information on your **PROJECT REGISTRATION FORM**.

Design your project so that you are able to **transport it** to and from the Fair at your school; if you are chosen to attend the Regional Fair, you may need to pack up your project for transporting a second time.

Think twice about including valuable or irreplaceable items in your project. Instead, consider using photographs of expensive items and placing fragile items under a glass or plastic cover for protection or create a model of the item.

C. Planning a Class/School Fair

Why Hold a Class/School Fair?

Consider a Fair a wonderful school spirit and community-building event.

A Class/School Fair is not a pre-requisite to participate in the Prince George Regional Heritage Fair; however, it is a valuable learning opportunity for students:

- To help students gain confidence in their work by having a trial run
- To increase student participation and exposure, especially for those not selected to display their work at the Regional Fair
- To provide assessment opportunities for teachers
- To become a vehicle for school fundraising and other in-school community events

1. Timeline for a Successful Class/School Fair

January

Register your class for the Prince George Regional Heritage Fair. Fill out the class registration form and send to the coordinator suzanne.kennedy@theexplorationplace.com.

Select a date for the Class/School Fair and check the school calendar for conflicts. You might want to have the Fair coincide with an assembly or day/week/month with multicultural significance (i.e., February – Black History Month, Heritage Week; March – Women’s History Month; April – Earth Day etc.)

Promote the Fair to other teachers and invite all classes to participate, either as engaged visitors, interviewers, or present their own projects.

Familiarize yourself with student project guidelines and criteria. Adapt the rubric provided, if necessary, then guide your students through their projects using that rubric. Prepare them for their interviews and direct them toward useful resources.

February – April

Finalize date, time and location of the Class/School Fair and spread the word! Encourage other teachers to visit with their classes, parents, administrators, and other support staff. Don’t forget to invite parents and the Regional Fair Coordinator!

Select adjudicators (judges) and distribute the rubric. Administrators, support staff, other teaching staff, Regional Fair Coordinator, community members, etc. Make sure that everyone is familiar with the rubric provided, which will help you with assessment and better prepare students selected for the Regional Fair.

Ensure that all teachers involved are familiar with project guidelines and criteria. Other activities you may want to consider: Official opening ceremonies (presented by a teacher or administrator), guest speaker, performance by the school band/choir.

Timeline continued...

April

2. Hold Class/School Fair

Have fun! There may be small glitches but stay flexible. The Fair should be an enjoyable experience for everybody.

You will be notified of the number of student places available for your class at the Regional Fair in April. Whatever judging or evaluation system you have used, you will need to select students to represent your school.

Additional Notes for Teachers:

- Please ensure proper citation of all sources. Be on the lookout for plagiarism from the internet.
- Consider using a classroom or multi-purpose room to display the projects. Classes can be invited one at a time to look at the projects and speak to the students about their research. You might also consider having students visit other classes to do short oral presentations
- The Regional Fair Coordinator is there to support you every step of the way! Please do not hesitate to reach out for suggestions, resources, volunteers, etc.

3. Regional Fair Selection

- ❖ Final date for Regional Fair **class** registration is **March 10th**, 2023.
- ❖ Final date for Regional Fair **individual student** registration is **April 14th**, 2023

Here are some guidelines to help you select students for the Regional Fair

- Choose a variety of project topics, ensuring they have a strong Canadian heritage content
- Choose a variety of student ages and genders
- Choose projects that are innovative and creative, visually stimulating, and attractive
- Choose projects that show off the excellence of your school
- Choose projects that fall within the guidelines of size and participants
- If choosing a group project, have students determine who will be the representative. The Provincial Fair will only allow ONE student PER PROJECT.

Once you have selected your student delegates for the Regional Fair, be sure to name AT LEAST TWO students as alternates, in case of illness or if additional student placements become available at the regional level. We strongly suggest that the student representatives from your school be enthusiastic, courteous, cooperative and willing to follow instructions. Please be sure that your students have agreed to attend the Regional Fair for the **WHOLE OF THE PROGRAM** and will follow the planned schedule of events and activities.

D. Preparing for the Regional Heritage Fair

1. Fair Rules and Guidelines

2. Students must **independently** produce all submissions. Teachers or other adult supervisors may provide guidance or assistance, but the student is responsible for the project and interview
3. Only students in **grades 4-10** may participate at the regional level, and only one student per project is eligible for the Provincial Fair.
4. By submitting projects, parents/guardians **are considered to have provided consent for:**
 - a. Projects and materials to be photographed or referred to in any Heritage Fair promotions. Students not wishing to be photographed or to have their projects used in such promotions **must make their request in writing to the Regional Fair Coordinator**
 - b. Complete participation in all aspects of the Regional Fair, including the community showcase and awards ceremony
 - c. Participation at the **Provincial** Heritage Fair (Gr. 4-10): Students not wishing to participate should advise their teachers **at the time of registration.**
5. Final numbers of how many projects per participating class can advance to the Regional Fair will be assigned by April. Due to space limitations, the Regional Fair Coordinator reserves the right to register participants on a first-come-first-served basis.
6. Students must have filled in and submitted the Registration form by **April 14, 2023**
7. Students must be able to:
 - a. **Set-up** their projects in the morning on Thursday, May 11th, at the Prince George Civic Centre
 - b. **Present** their display at the scheduled times and discuss their work in French or English during the Fair **(Thursday, May 11th, 2023)**
 - c. **Attend** the Community Showcase and Awards Ceremony at 5:00pm, also at the Civic Centre
 - d. **Collect** their projects after the Fair between 6:00-6:30 pm on the SAME day.
8. Student presenters **must supply any A/V equipment and extension cords required** for their projects. They will be responsible for this equipment and their projects during the fair.
9. Students from each school must be accompanied by **at least one adult supervisor per school** for the day of the Fair.

2. Regional Fair Timeline

Register your class for the Prince George Regional Heritage Fair using the “Class Registration Form” in the Forms section of this manual, or by contacting suzanne.kennedy@theexplorationplace.com

December 2022

- Consult the Teacher’s Manual for student project ideas, planning a Class/School Fair and preparing students for the Regional Heritage Fair
- Encourage administrators, teachers and other support staff to get on board to ensure that your Fair is an inclusive and engaging school-based event.

2023

February – March

- Begin preparing for your Class/School Fair (optional)
- Use some of the suggested classroom activities to prepare your students for their projects and get them pumped up for the Class/School Fair and Regional Fair.
- Send home letters to parents about the Fair(s)

March 10th **Class Registration Deadline** for the Regional Heritage Fair

April 14th **Student Registration Deadline** for the Regional Heritage Fair

May 11th Prince George Regional Heritage Fair 8:30 am to 6:00 pm

Prince George Civic Centre
808 Civic Plaza, Prince George, BC

8:30 am – 2:00 pm

Opening Ceremony,
display of projects, interviews,
activities, cultural performances

Schedule TBA

4:30 – 6:00 pm

Community Showcase

Awards

Closing Ceremony

Students Take Home Projects

Awards The Fair is intended to be non-competitive. For this reason, each student will be recognized and will go home with a piece of the Fair. On Fair Days (depending on funding and sponsorship) this recognition may include a medal and draws for various prizes.

E. Provincial Fair

Thanks to the support of the Provincial government and other generous funders, the BCHFS is happy to sponsor the BC Provincial Heritage Fair.

The number of students that each Regional Heritage Fair will send to the Provincial Fair is designated yearly by the BCHFS. The Provincial Fair is hosted by a different community each year, and depending on varying travel costs, the number of participants from each region taking part may also vary.

The BCHFS supports the Alumni Program that provides an opportunity for past Provincial Heritage participants to continue their Heritage Fair involvement.

1. Guidelines

In order to be considered for selection to the Provincial Fair Delegation, students must attend the Regional Fair in their area for the specified full days of scheduled activities.

Participation in the Provincial Fair is a privilege, not a right. The suitability of the candidate to participate and represent their region needs to be given a great deal of consideration. The opportunity to attend the Provincial Fair is not necessarily given to the top-ranking project.

The decision of which student and project will travel to the Provincial Fair is made by Regional Fair Staff. A good candidate will:

- ❖ Be independent
- ❖ Be able to sleep away from home
- ❖ Be able to have minimal contact with parents
- ❖ Have good listening and social skills
- ❖ Be a proud ambassador of the region

Student places at the Provincial Fair cannot be negotiated or purchased

One student per project may attend the fair

Although students can participate in the Regional Fair more than once during their school years, they are not eligible for consideration as a delegate to the Provincial Fair in **consecutive** years.

Each Regional Fair Committee will select a qualified chaperone to accompany and supervise the delegates from their region. He or she must have a Criminal Record Check completed before the Fair.

Students attending the Provincial Fair will be under the supervision of the chaperones selected by each Regional Fair Committee.

All decisions made by Regional Fair staff are following these guidelines and FINAL.

It is the parents' and students' responsibility to pack and deliver the students' projects as requested by the Regional Coordinator and/or chaperone.

Parents must advise the Regional and Provincial Heritage Fair Coordinators of any changes to travel arrangements prior to booking travel. Parents are responsible for any additional costs of alternative travel.

Parents will transport their student to the point of departure for the Provincial Fair and pick up their child at the designated return point after the Fair.

Providing the expected funding is in place, the BCHFS will cover the costs associated with student transportation, accommodation, and meals.

Students at the Provincial Fair are kept in a secure, 'closed campus' environment, which means that parents, relatives and friends will not be able to visit the students. Parents and friends may visit the one day, Provincial Exposition of student projects, but may not participate in any other Provincial Fair activities.

For more information, please refer to the BC Provincial Fair website: <http://www.bcheritagefairs.ca>

F. Useful Teaching Resources

Electronic Resources

Historica-Dominion Institute <http://www.histori.ca>

The Historica Foundation of Canada and The Dominion Institute merged to create this new charitable organization to celebrate our country's history, to deepen our understanding of the rights and responsibilities of citizenship, and to promote a greater awareness of being Canadian.

Signature Programs:

- *Encounters With Canada* – bringing thousands of high school students to the capital every year to expose them to our national institutions
- *The Memory Project* – allowing 1500 veterans to share their stories of service and sacrifice with almost one million young Canadians
- *The Canadian Encyclopedia* – the authoritative word on all things Canadian
- *Passage to Canada* – enabling 600 successful immigrants to share their own story of becoming Canadian with the citizens of tomorrow.

Other Electronic Resources

Heritage For Kids <http://www.heritagebc.ca/education> An excellent resource as well as numerous links to even more heritage/history education sites.

The Exploration Place Online Exhibits <http://www.theexplorationplace.com/collections/online-exhibits> and

To connect to the Exploration Place Database, go to: <https://theexplorationplace.com/galleries/>

Prince George Railway and Forestry Museum <http://www.pgrfm.bc.ca>

Prince George Public Library <http://www.lib.pg.bc.ca>

Huble Homestead Historic Site <http://www.hublehomestead.ca>

Northern British Columbia Archives at UNBC <http://nbca.library.unbc.ca>

Heritage Inquiry Toolkit <http://www.learning.royalbcmuseum.bc.ca>

Prince George Regional Heritage Fair

G. Forms

Prince George Regional Heritage Fair

School/Class Registration Form

Registration Deadline March 10, 2023

Thank you for your interest in participating in the Prince George Regional Heritage Fair. Please complete the following and return to the Regional Fair Coordinator by **March 10, 2023**, to guarantee your class' participation.

Main Contact Information

Name of Teacher: _____ Grade(s): _____

Teacher Email: _____

Name of School: _____

Total Number of students in the class: _____

Number of students wishing to register: _____

Due to space restrictions, we may not be able to accommodate the total number of students who wish to participate.

If there is **more than one class** participating:

Teacher 1 _____ Grade _____

Teacher Email: _____

Total Number of Students in the Class: _____

Total Number of Students wishing to register: _____

Teacher 2 _____ Grade _____

Teacher Email: _____

Total Number of Students in the Class: _____

Total Number of Students wishing to register: _____

Due to space constraints, every student in your class may not be able to participate. In April, the Fair Coordinator will inform you of the number of spaces available. In the past, this number has been approximately 5 students per class.

Teachers decide which students to send to the Prince George Regional Heritage Fair. Teachers are encouraged to send *responsible students with a genuine interest and/or demonstrated effort* put into their projects.

Please return this completed form **by March 10th** to Prince George Regional Heritage Fair Coordinator at suzanne.kennedy@theexplorationplace.com

250 562 1612 ext. 243

Prince George Regional Heritage Fair

Dear Parents/Guardians:

We are pleased that your child will be participating in the Prince George Regional Heritage Fair on May 11th, 2023.

Here is some information regarding the Fair:

Our Fair is part of Canada's **nationwide** Heritage Fairs Program, which encourages students to explore Canadian heritage in a dynamic and captivating learning environment.

Students use the media of their choice to share stories about Canadian heroes, legends, milestones and achievements. They proudly present their research at the Regional Heritage Fair. Selected students will be invited to the Provincial Fair.

At the Fair

Fair Day (Thursday, May 11th, 2023, 8:30 am – 2:00 pm)

Students participants display their projects to the public, are interviewed by a select panel of important members of the community and take part in unique activities and performances presented by local arts, culture and heritage groups.

Community Showcase (Thursday, May 11th 4:30pm-6:00pm)

Friends, family, teachers, classmates and members of the public are invited to visit project displays and ask students questions about their research. The Awards and Closing Ceremony will be at 5:00pm. Students collect their projects after the ceremony.

*By entering projects in the Fairs Program, parents/guardians are considered to **have provided consent** for:*

Students and their projects to be photographed or referred to in any Heritage or Fairs promotions. Those not wishing to be photographed must advise their teacher as soon as possible **in writing**.

Complete participation in **all** Fair activities, including traveling to a local heritage site by school bus on the Student Fair Day, and attending the Opening and Closing ceremonies.

Eligibility to participate in the Provincial Fair (**Grades 4 – 10 ONLY**). Several students will be chosen, and the BC Heritage Fairs Society will cover all travel and accommodation expenses. Parents **CANNOT** accompany their child to the Provincial Fair or sponsor their child to attend. If you are **not comfortable** with your child going to the Provincial Fair, please **indicate this on the registration form**. Your child will remain eligible to win awards and prizes at the Prince George Regional Heritage Fair.

Thank you for your cooperation, and we hope the Fair is a rewarding experience for your child. Should you have any questions or concerns, please contact your **child's teacher**.

Sincerely,

Suzanne Kennedy,
Prince George Regional Heritage Fair Coordinator
250-562-1612 x 243

suzanne.kennedy@theexplorationplace.com

Prince George Regional Heritage Fair

Student Registration Form (page 1/3)

Project Title

Group Project? Yes No

If yes, names of Group Members:

If selected for the Provincial Fair, the group representative will be:

My project requires	<input type="checkbox"/> Access to electricity
	<input type="checkbox"/> Other (Please specify)

Student Information

Student Name (first and last)

Grade:

Student Address:

Student Town:

Postal Code:

Student Phone Number

Emergency Contact First and Last Name

Emergency Contact Phone Numbers (cell and home if different)

Attendance at the Provincial Fair

<input type="checkbox"/>	I give permission for my child to be considered for the provincial fair. My permission is as described in the Fair Parent Letter. I understand, if chosen, my child will travel with the adult chaperones, and that I will not be able to accompany my child.
<input type="checkbox"/>	I do not wish my child to be considered for the provincial fair.

Prince George Regional Heritage Fair

Student Registration Form (2/3)

Student's School Information

School Name

Phone Number

Teacher Name(s)

Name of adult supervisor(s) accompanying students on Fair Days.

Registration Deadline April 14, 2023

Prince George Regional Heritage Fair

Student Agreement and Parental Consent (page 3/3)

I give permission for my child _____ to
(child's full name)

attend the Prince George Regional Heritage Fair at the Prince George Civic Centre on May 11th, 2023.

My child will be available to:

- Attend the Student Fair on Thursday, May 11th 8:30 am – 2:00 pm
- Attend the Community Showcase on Thursday, May 11th, 4:30 pm to 6:00 pm
- I understand that **parents are responsible for providing transportation to and from** the morning and evening regional events taking place at the Civic Centre.
- I understand that the Regional Fair Committee reserves the right to screen project content. Offensive topics and/or photos will be screened out from this community event.

Permission is hereby **granted** or **denied** (please check appropriate box) for the Prince George Regional Heritage Fair Committee to take photographs of the above mentioned child for promotion and records.

My child and I have read and understood the registration form and all attachments. **I permit my child to attend the Prince George Heritage Fair 2023, and to participate fully in all planned activities.**

Signature: _____

Students:

The Fairs Program believes that every student has the potential to become self-disciplined, positive contributing member of society. Students also have the right to expect a safe, nurturing, educational environment. This code of conduct is intended to encourage acceptable student behaviour throughout the Fair and to provide an atmosphere where all individuals feel a sense of respect, safety and belonging.

I am participating in the Prince George Regional Heritage Fair 2023. By signing below, I am aware of and agree to the following:

- I will work and develop my project to full completion for the Fair day
- I will always conduct myself in an acceptable manner, respect and accept authority and supervision of adult chaperones, participate fully in all planned activities, and be considerate of the personal security, feelings, values and heritage of others.
- I understand that only one group member will be sponsored to attend the Provincial Fair as a delegate if our project is selected.
- I understand that as a student delegate, I may attend the Provincial Fair **ONCE** only.

Signature: _____

Prince George Regional Heritage Fair

Abbreviated Written Summary

Project Title:

Exhibitor's Name

School

Grade

Teacher

Format

<input type="checkbox"/>	Poster Display
<input type="checkbox"/>	3-Dimensional
<input type="checkbox"/>	Multimedia
<input type="checkbox"/>	Creative Writing
<input type="checkbox"/>	Performance

Reason for Choosing This Format

Topic: Why did you choose this topic? How is your topic related to Canadian Heritage?

Research: Describe your process of research. What was easy? What was challenging?

Research: What was the most interesting thing you learned about the topic of this project, or yourself?

Project: What pleases you the most about your project?

Heritage Fair and the BC Curriculum

H. Heritage Fairs and the BC Curriculum

Introduction and Heritage Fairs

The purpose of this document is to demonstrate the relationship between participation in Heritage Fairs and the requirements of the BC Ministry of Education. Teachers can help their students acquire the knowledge and skills embodied in the Learning Outcomes, at the same time facilitating the enhancement of student learning by undertaking Heritage Fair related activities in their classrooms, schools and in the Regional and Provincial Fairs.

The obvious links lie in the Social Studies strand, however, there are less obvious but also important Learning Outcomes in Language Arts and Fine Arts.

The interdisciplinary nature of Heritage Fairs fosters cross-curricular connections. The acquisition and development of skills and knowledge in social studies is frequently related to other curricular areas. For example, the representation of learning achieved in a heritage project may take the form of a written, oral, visual, audio-visual or live performance presentation. Literacy, language, visual or performing arts outcomes may all be met during the successful completion of a heritage project.

Heritage Fairs occur in every Canadian province and territory in the spring. The purpose is to engage students in the intriguing stories of the people and events which have shaped their local, regional, provincial or national history.

At the Fairs, students demonstrate and present their research projects to the public. Models, cartoons, theatrical performances, internet sites and video productions are among the many forms on display at the Fairs.

The Regional Fairs showcase some of the outstanding projects from school and local fairs. Usually, a day or two is set aside for students to come together to set up their projects, share in the camaraderie, take part in a field trip and in heritage activities organized for the event. Judging takes place following established criteria and involves an interview in which the student has an opportunity to discuss their project and the processes involved in the research. From these Regional Fairs, several exceptional projects are selected to go forward to the Provincial Fair, which is held in a different part of the province each year.

1. Curriculum

Social Studies Curriculum

Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

Curriculum Expectations

Students are expected to be able to do the following:

Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)

Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)

Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)

Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)

Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)

Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)

2. Suggested Activities for Grades 4 – 9 Social Studies

Grade 4

Develop theories about how and why Canada's provincial/territorial boundaries were made

Reconstruct Canada's borders and give a reasoned argument for your decisions.

Organize a mock trial from BC's past (e.g., Billy Miner, the McLean Brothers, Charles Blessing)

Investigate how pioneers met their basic food needs 200 years ago

Find out what pioneers typically ate for dinner and re-create one of their meals

Make an illustrated timeline of changes in methods of farming or logging (or some other local economic activity) over the past 150 years.

Learn more about a First Nations or Inuit community. Discuss what is unique and special about the lives of Canada's First Nations peoples.

Create a comic strip series to reflect the viewpoint of either a First Nations person or early settler's perception of each other after an initial encounter.

Create an indigenous legend/myth which describes their relationship with the environment or their reaction to contact with Europeans.

Find out how the BC government works by undertaking a tour (real or virtual) of the BC legislature

Invite your local MLA to come to your class to discuss their job

Create a picture dictionary of terms related to the provincial government

Research the roles played by First Nations in the fur trade. How did these roles differ between the different companies engaged in the fur trade?

Find out about some of the tools that First Nations may have used. Make your own models of these tools and use them.

Display a map of Canada, show illustrations of the various technologies used by the different First Nations to provide for their basic needs. Note how these differences reflected the diverse environments that make up Canada.

Make a list of local and/or BC place names that come from the Regions First Nations Peoples. Find out the meaning of these. Make a "guide to local placenames" booklet or display.

Using an ecological footprint, compare the environmental impact of a First Nations person, a person living in the pioneer era, and someone living in BC today.

Grade 5

Pioneers organized “work bees” to raise barns or clear land. Have your own work bee to clean up litter in your neighbourhood or to help someone or an organization in need of a ‘helping hand.’

Go to your local library or the archives in your museum and find out the ‘news of the day’ 20, 50, 100 years ago by looking at old newspapers and magazines. Compare the information (news, weather, advertisements) with that of today.

Invite a museum curator or archivist to come to your class and tell you about their job. Ask them how they see their role as a preserver of our past.

Working with a small group, bring an historical painting of First Nations Peoples, or early French or British settlers to life. Start with a tableau representing the figures and actions in the painting. Then have people ‘come to life’ and explain what happened before and after the scene shown in the picture.

Create a map that uses visuals and arrows to show the arrival of groups of people in Canada from early times until present. Use brief captions to describe the push and pull factors that influenced their decisions to come here.

Invite people from different ethnic backgrounds to explain what it means to be a Canadian

Invite the mayor, your MLA, and your MP to come and explain how the level of government they work in influences your lives. Ask them to tell you one thing from the Canadian Constitution, the Charter, the BC Human Rights Code and the Ombudsman’s work that directly influences you.

Make a transportation timeline to illustrate the changes in modes of transportation (e.g., railroads, horse and buggy, the car, public transportation, aircraft, etc.) Show how each has been important in the development of your community, your province or your country.

Make a collage, or some other display, showing the resources which have been important to their history and development of your community/province/country. How has the importance of each of these4 changed over time? Why?

Create an illustrated timeline showing ways in which changes in technology have affected the lives of people in your community over the past 100 years including the workplace, the home, leisure activities, etc.

On a map of Canada, locate the federal, provincial and territorial capitals. Alongside each, draw or place a symbol or picture that represents it. Add a copy of the federal, provincial and territorial flags in the appropriate places.

Construct a map of Canada showing the major natural features (physical, water, etc.) Add the location of the major natural resources (the different vegetation systems, mineral deposits, fossil fuels, etc.) Write a brief description stating in what ways the distribution of natural resources is related to the natural features.

Keep a daily record of renewable and non-renewable used by your family. Compare this to a list of resources families used, 20, 50, 100 years ago. How are the lists similar? Different? Compile the class data and show in a graph form.

Grade 6

Using different types of sources (internet, phone interviews, written material) research the historical development of your community (its origins, key personalities in history, contributions of various ethnic and cultural groups). Share the results of your research by creating an historical walking tour of the community incorporating information learned in the previous activity.

Simulate an historical or controversial event (the trial of Louis Riel for example, or the expulsion of the Acadians) from two different perspectives.

Find an artifact that represents the contributions of a specific culture to Canada's history and write a brief description about its significance. If you can't find an artifact, create your own one and write an accompanying information card to be displayed in a museum.

Brainstorm a list of social and economic organizations which meet the needs and wants of Canadians. Have each student select one of these and research how it meets our needs and wants. Did such an organization exist 25, 50, 100 years ago? If so, how is it alike or different from the organization today? If it didn't exist, how were those needs and wants met back then?

Grade 7

Bring an artifact to class and have students hypothesize about aspects of the culture from which it may be derived. Have students research from secondary sources and confirm, adjust or assess their hypothesis.

Have a group of students create a series of artifacts that reflect an imaginary culture. Groups then try to interpret one another's cultures.

Grade 8

Collect and retell stories about people who contributed to the historical, cultural, political, social and economic development of your community. Who were the people who helped shape your community over the years? What local folklore is there about them? As sources of information for your research, read local histories, visit your library or museum, search archives and back copies of local papers, interview people who might have interesting stories to tell. Present your findings in a research report, a visual display or an oral report. Invite key people in your community research to come to your presentation.

Research a controversial issue in your community's past – something that caused considerable debate, that perhaps split the community. Investigate both sides of the issue. If you work with a partner for this activity, you could present your findings in the form of a debate, where each of you takes one side of the issue.

Create a series of maps of your community or region through the ages, showing the changes in settlement patterns over time. Explain those changes

Make up a walking tour of your community. The map should show places of historical interest, heritage buildings and other features. For each feature write a brief description of its heritage importance.

Create a visual display incorporating a variety of items (graphs, charts, tables, etc.) to show the development of your community over time. Some themes to explore could be population growth, the influx of specific cultural groups, changes in the economy)

Grade 9

Have students read an article about a contentious current event that has its roots in the early periods of Canadian history (e.g., First Nations land claims, Quebec separatism). Challenge the students to critically analyze the article, and then have different groups of students adopt roles of opposing views and prepare a case for debate or write a letter to the editor stating their views.

Create a one-minute vignette that addresses the themes of settlement, land ownership and daily life from the perspective of the people from the First Nations communities, New France, and British North America. Present your vignette to the class.

Research the role of First Nations women and men in the early exploration of Canada, the development of the fur trade, and in the establishment of early European settlements. Present the results in a written report with visual and oral supports. Be sure to point out the results of the contact between Indigenous and European peoples.

Research and re-stage the election of 1836 in Upper Canada, that sparked the rebellion by recreating an 1836 tavern. Hold the vote as it was done back then with speeches, 'treating' the voters, and the vote being held by a show of hands.

Research and recreate the dilemma facing Lord Elgin in deciding whether to sign the election losses bill in 1848. Present various scenarios he had to consider as he made his decision.

Research the basis for the differences between English common law, as practiced in English colonies, and French civil law, as practiced in New France. Have the students' role play to dramatize the different ways the two systems would deal with the same legal problems (e.g., land ownership).

Research and write an illustrated journal in the role of someone who has decided to leave his/her country to move to Canada. Describe the factors that caused the person to leave, the barriers that had to be overcome, their hopes for the future life in Canada, and the challenges they faced as a new arrival in Canada.

Research how early immigrants came to Canada, and the challenges of their new land, such as: where to live, how to earn a living, how to clear the land and build their houses and farms, how to grow crops, rear animals and/or survive the winter.

Create a model of a pioneer homestead, showing how settlers met challenges to meet their needs.

Research the role of fur traders as Canadian entrepreneurs, using current business terms (e.g., competition, market, advertising etc.) Design a folder and business plan to present to the bank when applying for a start-up business loan.

Design an animated cartoon illustrating an important event in the history of your region or province.

Build a model of an early European settlement or an Indigenous village and provide a viewer guide to the model. Be sure to include important geographical features in your model.

1. Activities around the English Language and Fine Arts Curriculums (not grade specific)

Construct a calendar with pages for each month of the year and hang it in the classroom. Each day/week/month add a significant event that occurred in Canadian history and the year in which it happened. You could perhaps enter each child's birthday as well and challenge them to find an important event that coincides on that day.

Write a story about the 'day in the life' of a Canadian bird, animal, fish etc. What would it do? What would it see in that day?

Find and read passages of literature from earlier times in Canada's history

Write a poem about being Canadian

Keep a journal of your activities for a day, week, month. Compare it with what someone your age might have written 25, 50, 100 years ago.

Read some pioneer diaries, then write entries for one of your own

Learn to write with a quill pen and ink. Create pen and ink sketches

2. Fine Arts (not grade specific)

Every month draw a picture representing a Canadian person, symbol, place or event and briefly explain the meaning of your picture.

Have an old-fashioned picnic and play some of the games that were popular back then (three-legged race, sack race, egg and spoon race etc.)

Try making your own toys out of materials that were only available to the pioneers

Learn to play games of the past and teach them to other students (hopscotch, marbles, jacks)

Learn about Canadian artists and their works. What do they tell us of the Canadian past?

Try your hand at earlier crafts (spinning, weaving, candle making, quilting making, embroidery, etc.) Bring in guests who are experts in these arts.

Listen to songs (folk songs in particular) about Canada's past. Discuss how they represent our traditions and our heritage. Learn and sing some of them.

Create a skit presenting the story of a famous Canadian person or event

Put on a class musical based on some aspect of local heritage

Make up a song about Canada, BC or your region or town. Incorporate place names, people, etc.

Learn some traditional Canadian dances. A local fiddler or dance group may be helpful here.

3. Project Topics and Ideas

Subject Area	Possible Ways to Focus on Region
<p><u>Agriculture</u> Farming Families Crops Changes due to farming Irrigation</p>	<ul style="list-style-type: none"> • How was life on a farm different from in a town? • How was farming in BC and around Prince George different from farming on the prairies • How did changes in industry change farming and the lives of farming families
<p><u>Housing</u> Early architecture/Log huts Furnishings Street names Land Use/Tools Types of buildings/building materials</p>	<ul style="list-style-type: none"> • Choose a street in your area and explore the history of your home • Research local heritage buildings. Who did they belong to and what were they used for? What are they used for now? Why are they important
<p><u>Transportation</u> Ferries/Boats/Ships Railroad (national/local) Airplanes/Airports Highways Bicycles Public Transport</p>	<ul style="list-style-type: none"> • Choose a type of boat or a specific boat used in the Fraser River. Explore its history. • How did the railroad change life in this region? • How did people get around before there were roads? What did roads mean to the people in the north?
<p><u>Art</u> Famous Artists Canadian Authors Canadian Music Entertainment/Dance</p>	<ul style="list-style-type: none"> • Local artists, authors and musicians
<p><u>Immigrant Experiences and Multiculturalism</u> Regional Influences Cultural Communities Family Connections Citizenship Stories</p>	<ul style="list-style-type: none"> • Choose a time period and look at immigration in that period and how it relates to Prince George • Examine the contributions of a specific cultural group to life and development in Prince George
<p><u>Personal Memories</u> Self, family Narrative Histories Name Meanings</p>	<ul style="list-style-type: none"> • This is all about you! • How did your family come to Canada? • How does your personal history relate to the history of Prince George? BC? Canada?
<p><u>Celebrations</u> Family Traditions Canada Day Leisure/Cultural Activities Religious Holidays</p>	<ul style="list-style-type: none"> • Choose a celebration important in your community • Many months have a theme, Black History Month, Women’s History Month – how is it celebrated in Prince George
<p><u>Food</u> Preservation Cooking Tools Production</p>	<ul style="list-style-type: none"> • What food is produced in your area? • How has food production in this region changed over the years? • What were the difficulties in producing food?

Project Topics and Ideas continued....

Subject Area	Possible Ways to Focus on Region
<p><u>Recreation</u> Parks Sports and their Clubs Old-fashioned toys and games</p>	<ul style="list-style-type: none"> • History of parks in your area • History of a local sports team • What did pioneer children play? • What major athletes are from PG
<p><u>Government</u> Politicians Political Parties Policies and Laws</p>	<ul style="list-style-type: none"> • Local politicians and city councillors • Local activists • Policies and laws impacting local citizens
<p><u>Symbols of Canada</u> Flag/National Anthem Flora & Fauna Royal Figures (King, etc.) Citizenship Ceremonies</p>	<ul style="list-style-type: none"> • Local symbols like Prince George’s Coat of Arms • Local monuments and memorials • Examine how national or provincial symbols relate to our area
<p><u>First Nations</u> Policies and Laws Lifestyle during a particular period and rea Settlement/House</p> <p>Games Jobs Foods Arts and Stories</p>	<ul style="list-style-type: none"> • Lheidli T’enneh history in Prince George area • How did European contact change the lives of local First Nations people (food, housing, clothing, etc.)
<p><u>Firsts...</u> Farm Newspaper Farm Car/Plane</p> <p>Hospital/School Church Electricity Store</p>	<ul style="list-style-type: none"> • How did the first newspaper, school, etc., change life for people in our region? What did it mean to the community? • How have we evolved since the first car, church, airplane? What does that mean for the community?
<p><u>School Heritage</u></p>	<ul style="list-style-type: none"> • Focus on your school’s history • The history of the name of your school
<p><u>Early Settlers</u> Forts Hardships Daily Life Pioneer Families Relationships with First Nations Hudson Bay Company</p>	<ul style="list-style-type: none"> • Focus on a well-known local family (i.e., the Hubles, Blackburns, etc.) or person (Six Mile Mary, Ivor Guest, etc.) • A year in the life of a typical Prince George and area family • The role of the HBC in the development of Prince George
<p><u>Fishing</u> First Nations fishing Japanese fishing companies Cannery Life Boat Builders and Fishers Women in Fishing</p>	<ul style="list-style-type: none"> • Compare and Contrast local First Nations fishing techniques to those of other First Nations peoples • Examine the roles of women, men and children in food gathering/family survival
<p><u>Natural Heritage</u> Catastrophes: Fires, Floods, Storms Influence of these on development</p>	<ul style="list-style-type: none"> • What were the most notable catastrophes in Prince George history? How did they influence how the city developed? (Island Cache, flooding, accidents, fires, etc.)

Prince George Regional Heritage Fair Coordinator

Suzanne Kennedy

Education Officer

The Exploration Place

she/her/hers

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