



Kamloops Archives #2023-946: This photo of Jean Baptiste Lolo, his wife, and two daughters was likely taken in 1865 at the end of the Hudson's Bay Company (H.B.C.) fort, now in the Museum. The original fort stood near the junction of the North and South Thompson Rivers.

**2024
Teacher
Guide**

**SD 73
Kamloops-Thompson
Regional Heritage Fair
Thursday, May 9th, 2024**

Table of contents

(coming soon)

Acknowledgements

This work has been developed by Danica Allen (Learning Assistance Resource Teacher), Jamelia Bossio (Teacher-Librarian), and Andrea Wallin (District Library Learning Commons Coordinator), in collaboration with the SD73 Heritage Fair Committee members.

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This document was inspired by the work of the following guiding documents:

- [Surrey Heritage Fair Teachers Manual](#)
- [Delta Heritage Fair Teacher's Guide](#)
- [North West Territories Heritage Fairs Teachers Resource Manual](#)
- [Seven Steps to a Powerful Heritage Fair Project](#)
- [Enriching projects with historical thinking concepts](#)
- [BC Heritage Fairs Manual](#)
- [The Historical Thinking Project](#)
- BC Social Studies Curriculum and the BC Core Competencies

Available electronically (link coming soon)

Draft publication - January 2024

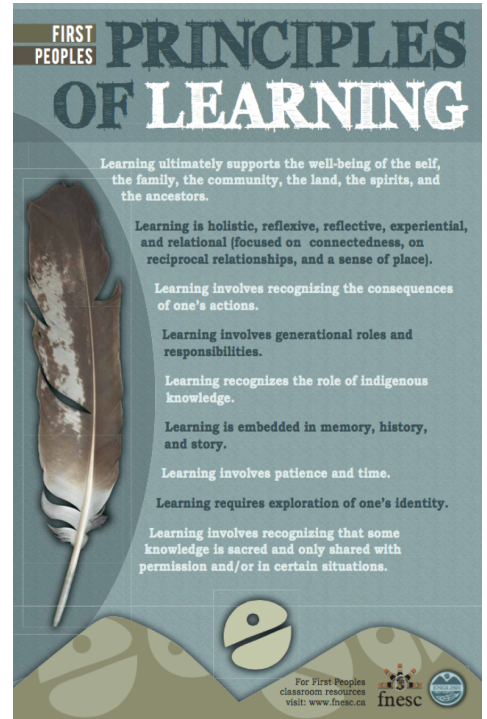


Why Heritage Fair?

Because of the significant personal connection to each student, family and community partners, this project brings history, heritage and culture alive in your classroom. All topics, regardless of their connection to the Big Ideas or Curricular Content, will be explored through the lens of the BC Curricular Competencies, Core Competencies, and the First Peoples Principles of Learning. This allows students the flexibility to explore content areas not traditionally covered by the curriculum.

Heritage Fair:

- is rooted in the First Peoples Principles of Learning
- personalizes student learning
- is connected to the BC Curriculum and Core Competencies
- is cross-curricular, encompassing Language Arts, Social Studies, Arts Education, and Digital Literacy skills
- uses the lens of historical thinking concepts
- provides an opportunity to make learning more meaningful when students explore topics that are personally relevant to them
- develops citizenship and leadership skills
- fosters communication and presentation skills
- establishes community connections, encourages connections to family histories and stories, promotes intergenerational conversations, oral story-telling and cultural exchanges
- provides natural formative and summative assessment points for the teacher and lends itself well to having students reflect on the BC Core Competencies



TIMELINE - Overview of the Process

*Adapted from the [Seven Steps to a Powerful Heritage Fair Project](#)

Step 1 Topic Selection (January)

- Decide how much voice and choice students will have - Will they explore topics related to the Big Ideas of the curriculum or any topic of their choice?
- Plan how students will select their topic. Review topic lists or create your own. Topics should be important to Canadian History and Heritage. Successful topics will be narrow enough in scope and engaging for students.



Tips for Teachers:

- The [Heritage Fair Stamp Contest](#) may be used as a launch for the Heritage Fair Project. This can be an opportunity to find out if students have enough interest and resources to further investigate their topic and complete the full Heritage Fair Project.

Step 2 Investigation/Exploration and Question Development (January)

- Guide students through the initial investigation process. Introduce the idea of primary and secondary sources.
- Work with students to begin forming their research questions through the lens of the Curricular Competencies. [Inquiry Question Generator Worksheet \(Appendix\)](#)
- Introduce a [Tracking Sheet](#) (Appendix-Coming Soon)

Step 3 Research and Note Taking (February)

- Teach students how to read primary and secondary sources. Ideally, students will include primary source evidence in their final presentation of learning.
- Guide them through the note taking process.
- Have students reflect on the evidence they are gathering. Is it enough? Are more or different sources needed? Do questions need to be removed, added, changed?

* This process is not linear. Students will have to go back to their sources, tweak their questions, gather more information, etc.

Step 4 Creation (March)

- After students have collected sufficient information in their note taking process, discuss how students will present their learning.
- Students will draft a written component that presents their learning. Teachers may want to assess this piece **before** students begin designing, creating and adding to a Tri-Fold Poster Board (or other project medium).

Step 5 Presentation (April)

- Students will prepare a brief 2-3 minute explanation or creative performance (skit, speech, monologue, etc) of the topic to be given to adjudicators.
- Students present their learning at their School Heritage Fair. Other classes, parents and community members may be invited.

THE PROCESS

1. Topic Selection

Task: Students will select a research topic.

Requirements: The only clear requirement for a Heritage Fair topic is a connection to Canadian history/heritage. Students may choose any aspect of local, provincial, regional or national history or heritage. **Projects should have [historical significance](#).**



Tips for Teachers:

- Consider connecting with your Teacher Librarian to collaborate on an activity to hook students on possible historical topics. For example, gallery walks, centers or artifact exploration through Thinking Routines ([sample](#))

Teacher-Directed Topics

Teachers may decide to have a list of selected topics for students ([Appendix](#)). These may be connected to the specific grade level's Big Ideas and Curricular Content or a particular unit of study (ex. Grade 4 - The history of the local community and of local First Peoples communities or Indigenous Cultures of Canada, Grade 6 - Systems of government vary in their respect for human rights and freedoms.). Your Nelson BC Socials textbook, Gr. 4 -7 may provide inspiration.

Student-Selected Topics

Alternatively, teachers may have students select their own topics. Ideally, to foster deeper connection to their projects, topics would be based on students' background, experiences, family history, interests or community connections.



Core Competency reflection questions for students:

- What are possible ideas about my topic that I am interested in?
- What do I already know about this topic?
- What am I excited to learn?

2. Investigation/Exploration and Question Development

Task: Students will generate a set of research questions to guide their research.

Requirement: Students should have a minimum of 2-4 research questions that dig into the historical significance of the topic.

Investigation/Exploration

Before students are able to create and establish their questions, they need time to explore their topics. Guide them in finding quality sources about their topic. These may include a book, an article from an online database (WorldBook, KnowBC, GALE, ProQuest), a reliable website, an artifact or an interview with a family member. Establishing an initial connection to their topic will help foster deeper questions that allow for a link to the historical significance of the topic, rather than a superficial study.



Tips for Teachers:

- Consider connecting with your Teacher Librarian to teach students how to access and search the [SD73 Digital Databases](#).



Core Competency reflection questions for students:

- Have I learned something new?
- What leads have I discovered to further investigate?
- How am I finding the research process?
- What kind of help do I need moving forward?
- What sources of information have been useful?
- What search words have been most useful?

Question Development

Students may use the [Inquiry Question Generator for Students](#) ([Appendix](#)) to assist in question development. Teachers may reference the [Teacher Version](#) ([Appendix](#)) to see the connection between the questions and the curricular competencies being developed. Students will decide which would be the most interesting to answer. Ideally, students will have questions that are under the scope of 2-4 of the curricular competencies.



Tips for Teachers:

- The following document from The Critical Thinking Consortium, [Enriching projects with historical thinking concepts](#), may help guide teachers in identifying, and guiding students in developing, effective research questions that promote an exploration of the historical significance of the topic.

Note: Students may have “sub-questions” that will be answered as they answer their “big questions.” Their questions may evolve during the research process.

Keeping on track - *The Tracking Sheet, points of reflection and assessment*

Once students are ready with their research questions, introduce the Tracking Sheet. Teachers may edit or use one of the following [Heritage Fair Project Tracking Sheets](#) (SD73 Version Coming Soon, see page 37 of the [NWT Guide](#)), or create their own.



Tips for Teachers:

At this stage, teachers can decide when and where students will be reflecting on their process and when and where teachers will be assessing (formative and summative). Possible points of assessment may include:

- To what extent a student is able to generate research questions
- To what extent a student is able to summarize/analyse information from various texts
- To what extent a student is able to communicate the finding of their research (written report or oral presentation)

3. Research and Note Taking

Research



Core Competency reflection questions for students:

- What am I feeling about my topic choice?
- How can I deal with these feelings in ways that will enhance my success?
- What research tools have I used in the past?

Task: Students will find primary and secondary sources of information related to their topics and research questions.

1. The best place for students to start is in their [School Library Catalogue](#).
2. From there, they may explore the SD73 Digital Databases. **WorldBook**, **Know BC** and **Gale** are ideal sources of secondary information for students.
3. The **ProQuest Historical Newspapers** may offer some **primary sources**. A primary source is firsthand, original evidence and was (usually) created during the time that is being studied. Primary sources may include newspaper or magazine clippings, maps, oral interviews, photographs and more. To teach your students about the difference between primary and secondary sources, please talk to your school teacher-librarian.
4. The Kamloops Museum and Archives may also be a source of information for students. Consider a class visit (more information on the [KMA website](#)).



5. Reliable Websites - The following websites may guide students to reliable and vetted information for their topics.

- [Canadian Encyclopedia](#)
- Archives: [Archives in BC](#) and Canada Encourage your students to use primary source materials as much as possible. [Library and Archives Canada](#) and the BC Archives are great starting-points. [Memory BC](#) is another great resource that allows you to search archives across the province.
- [Dictionary of Canadian Biography](#)
- [Heritage Minutes](#)
- [BC Historical Newspapers](#)
- [BC Museum of Anthropology](#)
- See [Focused Education Resources \(select drop down menu website\)](#) to access teacher reviewed websites that may be helpful for projects

Note: Prior to sending students searching for resources, particularly online, it can be helpful to discuss how we should approach library catalogue, database and online searches. Students may need to consider various search terms for their topics.

There are many complimentary lessons that could be taught at this stage including: Boolean Operators (AND, OR, NOT or AND NOT), Keyword Searching, Evaluating Sources.



Tips for Teachers:

- When searching for information, note the difference between searching through your library catalogue vs search engines vs SD73 Digital Databases. See your Teacher Librarian for details.
- See [short slide deck](#) outlining some different search skills/techniques.
- See the [one page SD73 eResources document](#) for an overview of what is available.

Note Taking

Task: Students will take notes from the sources they explore, through the lens of their research questions.

Suggested approaches to teach note taking include:

- | | |
|------------------------------|--|
| • two column (Cornell Notes) | • post-it notes |
| • graphic organizers | • bookmarking sites |
| • point form | • sequencing notes chronologically or by theme |
| • charting method | • boxing strategy |
| • highlighting categories | |

Teachers may guide students to take notes, organizing them by source or by question (each page of notes comes from one source, or each page has notes relating to the research question in focus). The following [Research Note-Taking Templates](#) may be useful. (File-Make a copy to create your own copy that can be edited to suit your needs and instruction focus.)



Tips for Teachers:

- Stop and check to ensure that students are keeping track of their sources throughout this process so they may be able to develop a Bibliography/Works Cited in the following steps.
- Ensure students are focusing on their guiding research questions. They should be looking for evidence that supports why their topic is important to Canadian History/Heritage and why people should know about it



Core Competency reflection questions for students:

- What is similar about the evidence I have collected?
- Are there two or three points that are the same across many pieces of evidence?
- Does this information answer my research questions? Does it support my topic?
- Do I have sufficient evidence? Do I need to go back and look deeper?
- Do I need to find another source? Do I need to refine my questions? Do I need to add or remove my questions?
- What is the big idea?

When students have completed their notes, teachers may have them complete the [Checking for Benchmarks Worksheet \(Appendix\)](#).

4. Creation

Task: Students will analyze their research notes and write down their information in a way that tells an interesting story and answers their research questions. They should be able to state their research topic, explain what they learned in answering their research questions, give details about their research method and outline their conclusions and key learning moments. Students will find the best way to present their learning and prepare their interview presentation.

Requirements:

- Regional Fair adjudicators will consider the legibility, writing styles, and grammar of the project, but most emphasis will be placed on the **information content, historical relevance** and **clarity of message**. The focus is on not just memorizing history, but actually ***understanding it***.
- Students should be able to state their research topic, explain their choice of project, give details about their research method and outline their conclusions.
- A **bibliography** or **works cited** section that acknowledges all sources used including interviews and websites. Students should strive for a variety of sources, including a primary source. In the Appendix is a [Teacher Reference Page](#) for MLA 9th Ed, as well as a simplified [Student Guide](#).

Have students look at all the information they have gathered (notes) and try to find the connections. The following guiding questions may help students:

- What is similar about this evidence?
- Are there two or three points or arguments that are the same across many pieces of evidence?
- On closer inspection, what evidence is not a good fit? Why?
- Have I answered my research questions? It is OK if you do not have a clear answer or are still not sure! If you really do not know, you might have to do more research.

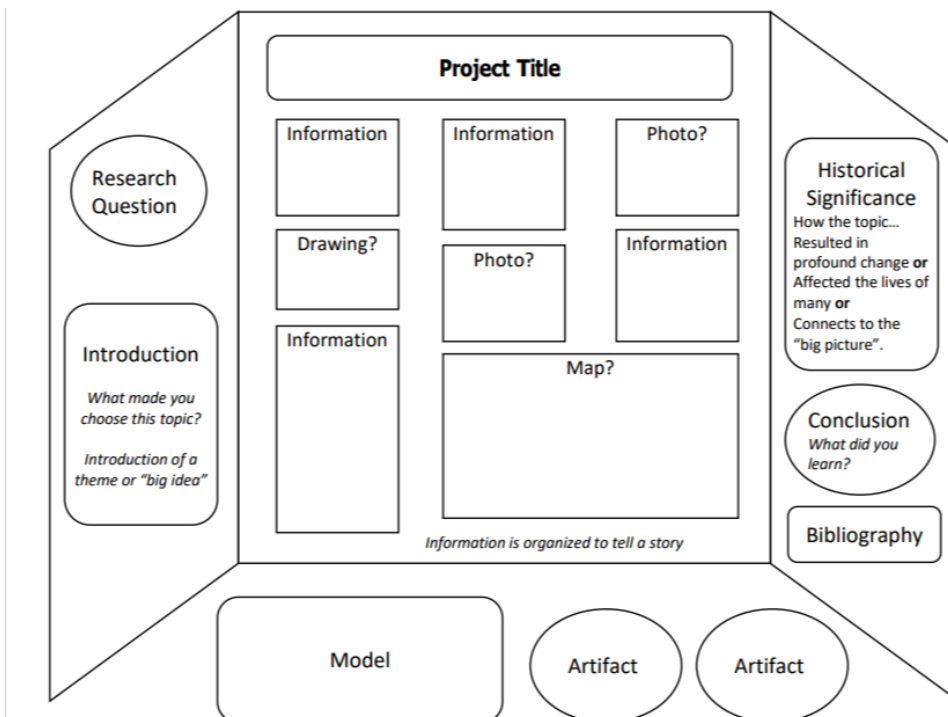
Have students consider: **“What big ideas or stories do I want to tell the visitors who will see my project?”** and start planning how to tell their story. Students will write down their information in a way that tells an interesting story and answers their research questions.



Tips for Teachers:

- Teachers may want to stop here and assess this piece **before** students begin designing, creating and adding to a Tri-Fold Poster Board (or other project medium)

When students, and teachers, are ready, they can decide how they want to present what they have learned. They must ensure that their project choice includes a written component that shows their research and answers their research question, and includes a Bibliography/Works Cited (it can be on the back).



A display board is not the only way for students to present their learning. Here are some other suggestions.

- Creative Writing: Short story, Diary, Comic strip, Poem, Picture book
- Performances: Skit or short play, Video, Dance, Song, Musical performance, Historical re-enactment or impersonation
- Artwork: Drawing, Painting, Sculpture, Photography, Model, Digital Art

Interview Presentation

Students will present their learning at their school Heritage Fair. They will prepare a short script to share with the judges and/or visitors.

Have students consider the following:

- Ask: What is the “big idea” or story that I am trying to tell with my project?
 - Think about what makes the topic important. Why should people know about it? Why is it important to Canadian History/Heritage?
 - Write down 5-6 important things people need to know about the “big idea”.
 - Students should organize their ideas into an interesting presentation.
 - Students should NOT read off their project display.
 - Students could act out the part of an historical figure, do a demonstration, pretend that they are a time traveling tour guide, or anything else they can think of!
 - If students want to wear a costume, think about what they could wear.
- (Surrey Regional Heritage Fair Teachers Manual)

APPENDICES 1 - 9

Appendix 1 - Teacher Reference - MLA (9th Ed.) Works Cited and In-Text Guidelines

Teacher Reference - MLA (9th Ed.) Works Cited and In-Text Guidelines

(Adapted from the SD73 Teacher Librarian Handbook)

- A Works Cited page comes at the end of your paper/assignment on a NEW page.
- The title, Works Cited, is centered on the page at the top of your list of citations.
- Sources are double spaced, listed in alphabetical order, and have hanging indents
- Typically citations will follow this order: o Author. Title of Source. Title of Container, Other Contributors, Version/Edition, Number, Publisher, Publication/Access Date.
- List as much information as you can find about the source but be aware that you may not be able to provide information for each part of the citation (i.e. you may not find an author's name on a website).
- For some online and database sources, a shortened URL may be preferable. Check with your teachers to see if they prefer you to use an online URL shortener like Bit.ly for Internet sources.

Citation Type	Example Citation
Book (1 author)	Mumford, Lewis. The Culture of Cities. Harcourt, 2018.
Book (2 authors)	Lye, Keith, and Philip Steele. Atlas of the World. Parragon, 2016.
Book (3 or more authors)	Douglas, Francis, et al. Destinies: Canadian History Since Confederation. Harcourt, 2018.
E-Book	Twain, Mark. The Adventures of Tom Sawyer. Project Gutenberg, 2005. www.gutenberg.org/ebooks/9038
Edited Work	Abate, Corinne S., editor. Domesticity, and Women in Early Modern England. Ashgate, 2003.
Work in a Collection/Anthology (essay, chapter, poem, story, etc.)	*Essays, poems and short stories are put in quotes unless they normally appear independently; in that case they should appear italicized. Naremoer, James. "Hitchcock at the Margins of Noir." Alfred Hitchcock: Centenary Essays, edited by Richard Allan and S. Ishii-Gonzalès. BFI, 1999, pp. 263-77.
Print Article in a Periodical (journal, newspaper, magazine, etc.)	Ferrer, Ada. "Cuba 1998: Rethinking Race, Nation, and Empire." Radical History Review, vol. 73, 2010, pp. 22-49.
Article in a Periodical (From an online database - no DOI)	*Use the name of the service providing the article in addition to the journal itself. Omit http:// or https:// from your citation. Landa, Rebecca. "Development in Infants with Autism Spectrum Disorders: A Prospective Study." Journal of Psychology and Psychiatry, vol. 47, no. 6, Jun. 2006, pp. 629-638. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=aph&AN=20856522 . Accessed 3 November 2021.

Article in a Periodical (From an online databases - DOI)	Lotrean, Lucia et al. "Use of Information Technology by Adolescents and Young People and its Effect on Health Promotion." <i>Balneo Research Journal</i> , vol. 7, no. 3, Sept. 2016, pp. 76-80. EBSCOhost, doi:10.12680/balneo.2016.123. Accessed 12 Jan. 2018.
Article in an Online Encyclopedia	"Rosetta Stone." Britannica School, Encyclopaedia Britannica, 23 May 2013. http://school.eb.com/levels/high/article/Rosetta-Stone/64120 . Accessed 26 Sep. 2017.
Online Video Clips	"Coral Bleaching in the Great Barrier Reef Years of Living Dangerously." YouTube, National Geographic, 22 Nov. 2016, www.youtube.com/watch?v=I_dC2swK9AY . Accessed 5 Jan. 2019. TIP: the YouTube "Share" feature provides shorter URLs, which will lessen overall citation length: "Deep Into - Coral Bleaching." YouTube, Uploaded by Crazy88. 27 Feb. 2012, youtu.be/pBJN5p-Ou64 . Accessed 30 Nov. 2021.
Commercial Productions (Films & Television)	*If you are focussing on a particular role, begin with that person's name. Polanski, Roman, director. <i>Macbeth</i> , Columbia, 2002. Finch, Jon, actor. <i>Macbeth</i> , Columbia, 2002. *Or, if you are looking at the film in general, begin with the title. <i>Macbeth</i> . Directed by Roman Polanski, Columbia, 2002.
Audio Recordings	Babarunde, Lea. <i>Soul Pools</i> , Motema Music, 2002. Jones, Norah. "Light as a Feather." <i>The Fall</i> , Blue Note Records, 2009.
Audio Recordings Accessed Online	"Large Door Closing Sound Effect." Partners in Rhyme Royalty Free Music and Sound Effects, partnersinrhyme.com/soundfx/door_sounds/door_close-large-door_wav.shtml . Accessed 6 Oct. 2020. Wilkinson, Alexa. "Interest of Saving Time." Soundcloud, soundcloud.com/beatpick/alex-wilkinson-interest-of-saving-time . Accessed 6 Nov. 2021.
Website (non-periodical)	*If you cannot find some of the information needed for your citation, include only what is available. ⇒ Author. "Name of web page/article." Website title / Publisher (if known), Pub. Date, URL. (access date should only be used if no publication date is available, if the article changes often, or if your teacher requests it) Lenander, Johanna. "Make Clothes Not War." <i>Fashion Net</i> , 5 Feb 2011, www.fashion.net/news/ . Accessed 24 Sep. 2017.
Digital Image	Van Gogh, Vincent. "Sunflowers." 1888 or 1889. Philadelphia Museum of Art. Accession No. 1963-116-19, www.philamuseum.org/collections/permanent/59202.html . Accessed 25 Sept 2017. *If there is no title for the image, provide a description but don't put it in quotation marks. Rihaij. <i>Cats Playing</i> . Pixabay, pixabay.com/en/cat-siamese-catsiamese . Accessed 25 Sep. 2017.
Email	*Use the subject line of the email as the title. Dover, Ben. "Re: In-A-Gadda-Da-Vida." Received by Philip Hoffman, 1 Apr. 2009.
Tweet	*Use the entire text of the tweet as the title @HillaryClinton. "To all the little girls watching... never doubt that you are valuable and powerful & deserving of every chance and opportunity in the world." Twitter, 9 Nov. 2016, 8:51 a.m., twitter.com/HillaryClinton/status/796394920051441664

Appendix 2 - Student Guide MLS (9th Ed.) Works Cited

Student Guide - MLA (9th Ed.) Works Cited

- The title, **Works Cited**, is centered on the page at the top of your list of citations.
- Sources are double spaced, listed in alphabetical order, and have hanging indents

Typically citations will follow this order: Author. Title of Article. Title of Site or Journal, Version/Edition, Number, Publisher, Publication/Access Date. Include as much information as you can. Omit what is not available (ex. no author to an Canadian Encyclopedia article or no Edition number. If there is no publication date, include an acces date.	
My source is a:	This is what my citation will look like:
Book (1 author)	Mumford, Lewis. The Culture of Cities. Harcourt, 2018. Author. Title. Publisher, Date.
Book (2 authors)	Lye, Keith, and Philip Steele. Atlas of the World. Parragon, 2016. Author 1 and Author 2. Title. Publisher, Date.
Article in an Online Periodical	White, Evelyn C. "Working With Wool: A Coast Salish Legacy and the Cowichan Sweater." <i>Herizons</i> , vol. 25, no. 1, summer 2011, pp. 42+. Gale In Context: Canada, link.gale.com/apps/doc/A272245867/CIC?u=bcdc&sid=bookmark-CIC&xid=6149dabb. Accessed 20 Jan. 2024
Article in an Online Encyclopedia	Shrumm, Regan. "Cowichan Sweater". <i>The Canadian Encyclopedia, Historical Canada</i> . www.thecanadianencyclopedia.ca/en/article/cowichan-sweater. Accessed 20 January 2024.
Online Video	"Coral Bleaching in the Great Barrier Reef Years of Living Dangerously." YouTube, National Geographic, 22 Nov. 2016, www.youtube.com/watch?v=I_dC2swK9AY. Accessed 5 Jan. 2019.
Website <i>*If you cannot find some of the information needed for your citation, include only what is available.</i>	Lenander, Johanna. "Make Clothes Not War." Fashion Net, 5 Feb 2011, www.fashion.net/news/. Accessed 24 Sep. 2017. (access date should only be used if no publication date is available, if the article changes often, or if your teacher requests it)
Digital Image <i>*If there is no title for the image, provide a description but don't put it in quotation marks.</i>	Van Gogh, Vincent. "Sunflowers." 1888 or 1889. Philadelphia Museum of Art. Accession No. 1963-116-19, www.philamuseum.org/collections/permanent/59202.html. Accessed 25 Sept 2017.

Appendix 3 - 100+ Heritage Fair Project Ideas

100+ Heritage Fair Project Ideas

Local

- The Secwépemc
- The History of Kamloops
- The Overlanders
- Catherine Shubert
- William Fortune
- Clexlixqen, Louis "Chief Louis"
- Thomas McMicking
- Thomas McIntosh, the "King of Kamloops"
- Ranchlands of the Kamloops Region
- John Tod
- Peter Wing
- Harry Burfield and Tod Mountain
- Steam Locomotive 2141
- Mining in Kamloops
- Cheng Ging Butt and the Cheng Interchange
- Kamloops' Chinese History

British Columbia

- Seafood Farming by Indigenous Groups
- Coast Salish Art and Artists
- 1862 Pacific Northwest smallpox epidemic
- Chilcotin or Fraser Canyon Wars
- Fraser River Gold Rush
- The Cariboo Gold Rush
- Travelling to the Klondike
- Nuu-Chah-Nulth Whalers
- Steamboats of BC
- 1907 Anti-Asian Riots
- BC's Sea Monsters
- Baltej Singh Dhillon
- Canneries of BC
- Hogan Alley, Vancouver

BC Communities

- Three Valley Gap Ghost Town
- Savona
- Barkerville

- Cottonwood House
- Cole Island
- The Grist Mill (Keremeos)
- Yale
- Kitsault

Western Topics

- The Blackfoot Confederacy
- The Origins of the Métis
- Métis Culture
- The Sale of Rupert's Land
- John Ware, the Legendary Cowboy
- The North West Mounted Police
- The Plaxton Pioneers
- Fur Trader Forts of the West
- Western Canada Immigration Campaign
- French Settlements of the West
- The Doukhobors

Canadian history

- The Group of Seven
- The Halifax Explosion
- Basque Fishermen in Canada
- The Road to Confederation
- Canada's historic places and monuments
- The history of Canada's Flag
- The Acadians
- The Beaver Wars
- George Brown: One of the Founders of Confederation
- Josiah Henson
- Alexander Mackenzie
- Montferrand
- The Assassination of Thomas D'Arcy McGee
- Canada's Internment Camps
- Billy Bishop
- L'Anse aux Meadows
- Richard Pierpoint

Canadian Topics

- Maple Syrup
- Poutine
- la Toque
- Cirque du Soleil
- The snowmobile
- Insulin

Environment

- The History of the Environmental Movement in Canada
- Canada's First Park Reserve
- Yoho National Park
- Algonquin Park
- Magtogoek
- Churchill, Manitoba

Geography

- Canada's Arctic
- The Canadian Shield
- The changing map of Canada

Military

- The Gumboot Navy
- The Avro Arrow
- Battle of Queenston Heights
- The Evolution of Peacekeeping and Canada's Role
- The Canadian Soldiers of the Great War
- Canada and the Cold War
- Canada's role in international disaster relief
- Military Honours and Decorations
- Memorials, Monuments and Cemeteries
- WW2 Propaganda
- The Women's Army Corps
- The Rocky Mountain Rangers
- Canada's Role in the South African War

Indigenous

- Metlakatla Pass Area
- Gitwangak Battle Hill National Historic Site
- Kwäday Dän Ts'ínchi

- Anishinaabe Clan System
- Pikwakanagan History
- The First Nations and Plants (herbal medicines and their uses)
- Birch Bark Canoes
- Shannen's Dream (Attawapiskat)
- Chief Bryce Williams
- The Numbered Treaties
- Chief Maquinna
- The PowWow
- The Drum, heartbeat of indigenous cultures
- Indigenous Storytelling

Influential Women

- Mary Ann Shadd Cary
- Julie Payette
- Emily Stowe
- Dorris Anderson
- Kenojuak Ashevak
- Mary Ann Shadd
- Ga'axstal'as, Jane Constance Cook
- Annie Gale
- Anne Hébert
- Nahnebahwequay, Catherine Sutton
- Kateri Tekakwitha
- Jeanne Mance

Sports

- Jacques Plante
- Tom Longboat
- Winnipeg Falcon
- Maurice Richard
- National Hockey League
- James Naismith
- Indigenous Games and Sports
- Baggataway, history of lacrosse in Canada
- The Paris Crew
- Louis Roubentein
- George Orton
- The Vancouver Asahi Baseball Team

Appendix 4 - Inquiry Question Generator

Inquiry Question Generator

Name: _____

Use this worksheet to generate some good inquiry questions for your Heritage Fair project.

Student Worksheet - Fill in each line with subjects related to your project topic.

1. Why is _____ an important figure in history? (a person)
2. Why _____ was important? (an event)
3. Why is/was _____ important? (an event, movement, or change)
4. How is _____ connected to us today? (an event)
5. Why should we care about _____ ? (your topic)
6. What can we learn from _____ ? (an historical document or object)
7. What kind of a person was _____ (based on evidence)?
8. What kind of a change was _____ ? (a change or development)
9. What changed and what stayed the same during _____ ? (a period in time)
10. Was _____ a turning point? (an event)
11. Why did _____ happen? (an event)
12. How did _____ make a difference? (an event, movement, or change)
13. What helped/hindered _____ from making a difference? (an event, movement, or change)
14. How has _____ changed our lives? (an event, movement, or change)
15. How did different individuals or groups see _____ at the time? (an event or action)
16. How did different individuals or groups react to _____ ? (an event or action)
17. How should we remember _____ ? (an event)
18. How does the context of the time explain _____ ? (an action or belief)
19. What lessons, if any, can we learn from _____ ? (an event)

(Surrey Regional Heritage Fair Teacher Manual)

Appendix 5 - Teacher Reference for the Inquiry Question Generator

Teacher Reference for the Inquiry Question Generator

Research Questions The student asks:	Curricular Competency Connection The student will:
1. Why is __ an important figure in history? (a person)	Establish historical significance
2. Why __ was important? (an event)	Establish historical significance
3. Why is/was __ important? (an event, movement, or change)	Establish historical significance
4. How is __ connected to us today? (an event)	Analyze cause and consequence
5. Why should we care about __? (your topic)	Establish historical significance
6. What can we learn from __? (an historical document or object)	Establish historical significance Use primary source evidence
7. What kind of a person was __ (based on evidence)? (a person)	Take historical perspectives Use primary source evidence
8. What kind of a change was __ ? (a change or development)	Identify continuity and change
9. What changed and what stayed the same during __ ? (a period in time)	Identify continuity and change Analyze cause and consequence
10. Was __ a turning point? (an event)	Analyze cause and consequence
11. Why did __ happen? (an event)	Analyze cause and consequence Understand the ethical dimension of historical interpretations
12. How did __ make a difference? (an event, movement, or change)	Analyze cause and consequence Take historical perspectives
13. What helped/hindered __ from making a difference? (an event, movement, or change)	Take historical perspectives, Understand the ethical dimension of historical interpretations
14. How has __ changed our lives? (an event, movement, or change)	Establish historical significance Analyze cause and consequence Understand the ethical dimension of historical interpretations
15. How did different individuals or groups see __ at the time? (an event or action)	Understand the ethical dimension of historical interpretations.

16. How did different individuals or groups react to __ ? (an event or action)	Understand the ethical dimension of historical interpretations.
17. How should we remember __ ? (an event)	Establish historical significance Understand the ethical dimension of historical interpretations.
18. How does the context of the time explain __ ? (an action or belief)	Establish historical significance Understand the ethical dimension of historical interpretations.
19. What lessons, if any, can we learn from __ ? (an event)	Establish historical significance Analyze cause and consequence Take historical perspectives, Understand the ethical dimension of historical interpretations.

Appendix 5 - Heritage Fair Project Tracking Sheet (coming soon)

Appendix 6 - Checking for Benchmarks

Check for 'Benchmarks'

After taking your notes, use this reflection to determine your next steps.

	Student	Teacher
I can explain why certain people, groups, places, and events are important and why they matter. (Historical Significance)		
I can ask questions about where information comes from, check if it makes sense, and if there is any bias and figure out what it tells me. (Evidence)		
I can put things in order like objects, pictures, and events, and I can tell what things stayed the same and what things have changed, and if those changes are good or not so good. (Continuity and Change)		
I can understand when things happen on purpose or by accident, and I can guess what might have happened differently if something else had happened. (Cause and Consequence)		
I can see things from other people's points of view by figuring out what they might believe, what's important to them, and why they do what they do. (Historical Perspective)		
I can decide if something is right or wrong by thinking about what was happening at the time (context, socially acceptable). I can think about how best to respond in today's world. (Ethical Judgement)		

Appendix 7 - My Heritage Fair Project Requirements Checklist

Name: _____

My Heritage Fair Project Requirements Checklist

My Topic

- ☐ My project has a CANADIAN THEME. It is about a person, place, event, or idea of significance in Canadian history.

My Research

- ☐ I used a variety of sources of information for my research.
- ☐ I read/viewed a variety of sources including books, websites, and interviews.
- ☐ I have at least one piece of primary source evidence.
- ☐ I took notes on each of the sources I viewed.
- ☐ I have taken care not to copy directly, but to put information in my own words.
- ☐ I wrote down ALL my information sources (including photos) in a bibliography.

My Display

- ☐ I have measured my project display and it is no bigger than 1m x 20cm (or 3' x 8").
- ☐ My display includes text written by me and based on my research.
- ☐ This could be text on a display board or a short story, essay, comic strip, or other writing that goes with my project.
- ☐ My display has some visual items to make it interesting. This could be something on a display board (a photo, map, or drawing) or an item to place on the table (a model, artifact, or other object).
- ☐ (Optional) I have included a creative component with my project. This is something I made myself and might be a piece of artwork (e.g. a drawing, painting, collage, model or diorama), a piece of creative writing (e.g. a short story, poem, comic, or diary), or a performance (e.g. a skit, dance, video, or song).
- ☐ I have prepared a 2-3 minute oral presentation about my project.
- ☐ My bibliography is included somewhere in (or behind) my project display.

Appendix 8 - The Big 6 Historical Thinking and the BC Curricular Competencies

The Big 6 Historical Thinking and the BC Curricular Competencies

The Big 6 Historical Thinking Concepts	Grade 4 Curriculum	Grade 5 Curriculum	Grade 6 Curriculum	Grade 7 Curriculum
Establish historical significance	Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)	Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)	Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)	Assess the significance of people, places, events, or developments at particular times and places (significance) Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)
Use primary source evidence	Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
Identify continuity and change	Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)	Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)	Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)
Analyze cause and consequence	Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)	Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)	Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)
Take historical perspectives	Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)	Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
Understand the ethical dimension of historical interpretations.	Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)	Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)

Appendix 9 - Regional Heritage Fair Assessment

(adapted from the Delta School District Heritage Fair Guide)

Community adjudicators are assembled from the community, to evaluate project displays, interview students about their research, and nominate students for awards.

Historical Significance: The student should be able to clearly explain the significance of their topic by speaking to how people's lives were affected or changed, connections to issues important to people at that time or today, and make personal connections.

Evidence: The student should find, evaluate, and analyze multiple sources in their research, including both primary and secondary sources. All sources must be clearly cited.

Presentation: The project display should be well-organized, attractive, and creative. Information should be typed or neatly written.

Interview: The student should have a clear understanding of the topic, and enthusiastically answer questions to judges.

SD73 Assessment Rubric

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
INQUIRY AND QUESTION	❑ Able to choose a topic within Canadian history ❑ Able to ask simple and obvious questions	❑ Able to choose a topic within Canadian history and explain their choice ❑ Able to ask open ended questions	❑ Able to identify the significance of the topic within Canadian history ❑ Able to ask deep, open-ended questions	❑ Able to justify the significance of the topic within Canadian history ❑ Able to ask deep, open-ended questions
EVIDENCE AND INTERPRETATION	Student needs support in order to be able to: ❑ identify valuable sources ❑ identify important information ❑ provide a simple answer to open-ended questions ❑ write notes that summarize the information in their own words	With occasional support student is able to: ❑ identify valuable sources ❑ identify important information ❑ provide a simple answer to open-ended questions ❑ write notes that summarize the information in their own words	Independently, student is able to: ❑ identify valuable sources ❑ identify important information ❑ adequately answer open-ended questions ❑ write notes that summarize the information in their own words	Independently, student is able to: ❑ identify valuable sources ❑ identify important information ❑ answer open-ended questions in depth ❑ write notes that summarize the information in their own words
ANALYSIS (CAUSE AND EFFECT)	❑ Able to identify the sequence of events, with possible gaps	❑ Able to accurately identify and explain the sequence of events	❑ Able to identify the sequence of events and can describe how they are connected to each other.	❑ Able to identify the sequence of events and to explain how they are connected to each other and justify why they are still important today.
COMMUNICATION	❑ Has difficulty using their own words to describe information ❑ Attempts to use varied and appropriate language ❑ An introduction and conclusion to their topic are vague or missing ❑ Repeated errors in sentence structure, spelling, punctuation or grammar often make the work hard to understand ❑ Demonstrates a simple and vague understanding of the topic. Little to no eye-contact with audience. Spoke with many pauses; used many English words in French sections. Read info directly from project. Had difficulty answering audience questions.	❑ Able to use their own words in order to describe information with limited detail ❑ Able to use simple, vague or repetitive language ❑ Includes a simple introduction and conclusion to their topic ❑ Some errors in basic sentence structure, spelling, punctuation or grammar; errors may make parts hard to follow ❑ Demonstrates a general understanding of the topic. Little eye-contact with the audience. Spoke with some pauses and use of English in French sections. Had some difficulty answering audience questions.	❑ Able to use their own words in order to clearly describe information in a way that is organized and detailed ❑ Able to use varied and appropriate language through a variety of sentence lengths and patterns ❑ Able to produce a clear introduction and conclusion to their topic ❑ Few errors in basic sentence structure, spelling, punctuation or grammar; errors do not interfere with meaning ❑ Demonstrates a clear understanding of the topic. Makes an effort to make eye-contact with the audience. Speaks fluently with few errors in either language. Able to answer most audience questions.	❑ Able to use their own words in order to clearly describe information in a way that is organized and detailed ❑ Able to use varied and appropriate language through a variety of sentence lengths and patterns ❑ Able to produce an effective introduction and conclusion to their topic ❑ Able to effectively use titles, subtitles, graphics and images to enhance their project ❑ Few errors in basic sentence structure, spelling, punctuation or grammar; errors do not interfere with meaning ❑ Demonstrates a clear, deep understanding of the topic. Makes eye contact with the audience. Speaks fluently in both languages. Able to answer audience questions.
SELF-ASSESSMENT (PROCESS JOURNAL)	Through self-reflection, student has some difficulty to: ❑ identify areas that are going well ❑ identify areas that are going poorly ❑ list the steps in the process	Through self-reflection, student is able to: ❑ identify areas that are going well ❑ identify areas that are going poorly ❑ identify problems and find possible solutions ❑ describe the steps in the process	Through self-reflection, student is able to: ❑ identify areas that are going well ❑ identify areas that are going poorly ❑ identify problems and find possible solutions ❑ explain the steps in the process	Through self-reflection, student is able to: ❑ identify areas that are going well ❑ identify areas that are going poorly ❑ identify problems and find possible solutions ❑ explain and elaborate in detail the steps in the process

Overall level of achievement: (circle one)

Emerging

Developing

Proficient

Extending

SD73 Teachers: We need your help!

Feedback Form

Please provide feedback on this *draft* version of the SD73 Heritage Fair Handbook here:

<https://forms.gle/2ir3QfSfHnwgS25x7> **by May 30 2024**. We intend to include Kamloops-Thompson student and staff photos and quotes. If you are interested in showcasing your students' work this year and highlighting it in the Handbook please reach out to Danice Allen, Jamelia Bossio or Andrea Wallin.

The committee appreciates your time and creative ideas to help better support and finalize this resource for SD73 teachers.

In appreciation, The Heritage Fair Committee