



# BC Heritage Fairs Manual

This manual gives the project requirements and procedures for a Heritage Fair. It explains how to run a successful School and Regional Fair and guidelines for selecting students for the Provincial.

**7 Steps to a Powerful Heritage Fair Project** is a teacher's guide to the pedagogy of Heritage Fairs and inquiry-based learning in general. It offers suggestions for how to help students choose and refine a topic of personal and historical significance, dig deeply and critically into that topic, connect their findings with broader themes and social issues, and share creatively their conclusions in a public forum. It can be opened [here](#).

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## A. Heritage Fairs Program

### 1. Overview

The Heritage Fairs Program is an educational initiative designed to increase understanding and enjoyment of Canadian history. The event of a 'history fair' actively involves Canadian youth, schools, businesses and community groups in a showcase of our diverse histories and a celebration of student learning. Students are invited to research any aspect of Canadian history that interests them, and then 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 local resources. Local businesses and community organizations can be involved by assisting students with their projects, volunteering for the Fairs, and providing sponsorship for the Fairs.

*The Heritage Fairs Program is about bringing people together to make history come alive.*

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 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. Until recently, this initiative was administered by the Historica Foundation whereby the program grew substantially throughout Canada. In 2003, the **British Columbia Heritage Fairs Society** was established to continue to promote the Heritage Fairs concept throughout our province.

### 2. Why Participate in a Heritage Fair?

- The Fairs Program supports the current Prescribed Learning Outcomes of the British Columbia curriculum in **social studies for grades 4 to 10**. The proposed new curriculum for social studies with its emphasis on inquiry and historical thinking is even more consistent with Heritage Fairs. (See the BCHFS web site for a study that explains the connections in more detail.)
- The creation of a Fairs project requires **hands-on learning and develops research and communication skills**.
- 
- Students are more motivated to explore topics that are personally relevant to them. **Connections** can be created within their families and cultures initiating a valuable inter-

generational dialogue. Projects become even more meaningful when students are guided to see the connection between local or family stories and larger narratives. A Fairs project can help students find their place in Canadian history.

- Fairs give students the chance to **share their own ideas and voices**, thereby building student **creativity and initiative**. Multidisciplinary approaches are easily accommodated.
- 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.
- This program **connects the classroom with the community** – to valuable organizations such as historical societies, museums, archives, libraries, and multicultural groups.
- provides the opportunity to celebrate diversity of culture and heritage

### 3. Program Structure

#### a. Classroom Level

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's this connection with the subject 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 the presentation of 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, story-teller, a TV producer, a drama producer, an artist. In so doing they learn, and communicate this learning to others – their peers, teachers, parents and the wider community.

The methods of presenting this learning are multiple: 3-dimensional models and animated cartoons, role playing and play-acting, Internet sites and video productions are among the many forms to be seen at Heritage Fairs.

See the web site [www.bcheritagefairs.ca](http://www.bcheritagefairs.ca) for a guide to inquiry, "Seven Steps to a Powerful Heritage Fair"; sources for research, and rubrics.

We also suggest having adjudicators at the school fair

to interview students and give feedback for deciding which students should advance to the Regional Fair. Adjudicators provide an authentic audience that encourages students to "up their game". Possible questions for adjudicators and a rubric are also on the BCHFS web page.

#### b. Regional Level

The Regional Fairs, which take place in spring, showcase some of the outstanding projects from the 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. Community members are invited to act as judges/adjudicators and, following a pre-established set of criteria, interact with participants while providing them with the opportunity to discuss their project and the processes involved in the research. The Regional Fairs are set up so that the individuals chosen to attend have a further opportunity to celebrate their particular achievement. Recognition with local politicians and dignitaries make the event particularly special for all participants.

### **c. Provincial Level**

Since 2008, the BC Heritage Fairs Society has had the opportunity to provide additional support to the Fairs Program by inviting participants to attend the Provincial Heritage Fair. Each participating site that hosts a Regional Fair, is able to select a number of participants to travel to the Provincial Fair. The Provincial Fair is usually held in a different location in a hosting community within BC.

## B. Projects

### 1. Heritage Fair Projects should ...

- **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, and bibliography:** 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) **if a display board is the presentation medium;** unless other arrangements have been made with the Regional Fair Coordinator.
- Although the use of a **3-D Display Board** is not mandatory — and we have had everything from a children's book to a web site, it is recommended to include a display to draw attention to your project. Please check with your Regional Fair Coordinator as to the expectation for your particular Regional Fair.
- a commercially produced display board is the correct size format. The project board should not exceed **80cm deep, 150cm wide and 100cm high**. If students are encouraged to be creative and construct models, etc. they should be aware that for display purposes, they are limited to 150cm wide space. They may add to their display by expanding upward and forward as long as it is free standing.
- be accompanied by:
  - bibliography
  - abbreviated written summary and/or research journal
- students **may** prepare projects as **individuals, in pairs or in groups**. **However, group or partner projects** may be presented by only **one** student at the Provincial Fair and **it is important that the representative be selected well in advance**. **Check with your Regional Coordinators as to the expectations for your particular Regional Fair**.
- creative and unique projects are encouraged. Projects in a **wide variety of formats** are welcome.
- teachers and parents are welcome to assist with student projects, but the emphasis must remain on student 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 expected to give an **oral explanation** of his/her topic.
- projects are welcome in **both Canadian official languages**. Projects entered *en français* will be judged accordingly. Where applicable, all efforts will be made to provide adjudicators that speak French.

- each project must be clearly labeled with student's name, school and grade in the bottom right corner of the display.

Projects selected for the **BC Provincial Fair**

- cannot exceed 80cm deep, 150cm wide and 100cm high
- can only have **one delegate**. If a group project is chosen to go, students must select who will represent them there *before* the Regional Fair.

## 2. Required Components

- Regional Fair adjudicators will consider the legibility, writing style, and grammar of the student project, but most emphasis will be placed on the **content, historical thinking, and clarity of message**. The focus is on not just memorizing history, but actually *understanding* it. This is explained in greater depth in the "Seven Steps" guide on the web site and is reflected in the suggested **rubric**.
- A sample of a **Written Summary** form is provided in this manual. This is a one-page form that asks students 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 Internet websites. Students should strive for a variety of sources.

## 3. Creative component:

In addition to the required elements listed above, students are encouraged to use their own means of creative expression to share their stories about Canadian history. The best projects will make the exhibit relevant to visitors and engage their senses. See the **5** section of the web site for ideas or view exhibits at your local museum. (Students who choose to present their project as a performance, should contact the Fair Coordinator in their region for any limitations to length of the presentation and/or facilities.)

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

**Archival photographs**- permission and information obtained from museum or original owner

**Artifacts** – real or created

**Artistic Displays** – original visual artwork of the presenter

**Audio Tapes** – on standard audiocassette, including a title and credits

**Cartoons** – interpretation of historical cartoons or the student's creation of cartoons or comics

**Computer Displays** – designed and created by students with minimal technical support

**Drama and Skits** – live or taped performance, maximum length 15 minutes

**Maps** – that illustrate an event or theme in Canadian history

**Models and Crafts** – that demonstrate some aspect of family or Canadian heritage

**Monologues and Public Speaking** – maximum length 5 minutes

**Music and Dance** – live performance, maximum length 5 minutes

**Oral Histories** - interviewing and recording the stories of local pioneers in connection to your subject

**Photographs** – original photographic work of the presenter

**Poetry** – original written work of the presenter, minimum 14 lines

**Short Stories and Fictional Diary Entries** – 2-10 pages long, typed or handwritten

**Timelines**–with illustrations, models, or objects, not just dates and words

**TV or Movie Scripts** – 2-6 pages for grades 4-7 / 5-10 pages for grades 8-9, typed

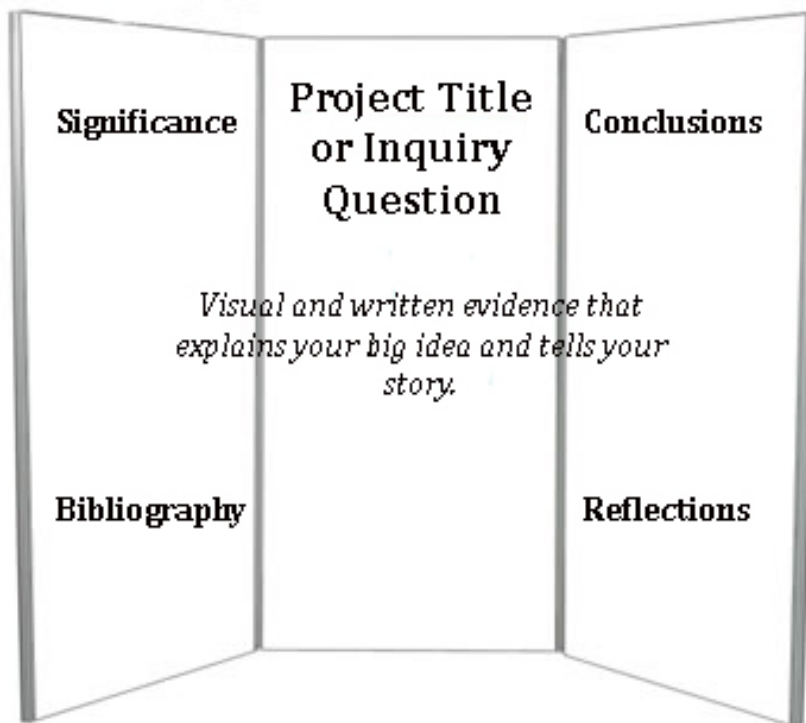
**Video Tapes** – on standard VHS tape, written and directed by students, maximum length 15 minutes

All of these, of course, should support the main story that you want to tell.

#### 4. Additional Suggestions for Students

- Follow your curiosity! 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.
- Begin with an open-ended research question that reflects your curiosity. Talk with your teacher about what will make a good question.
- Try to find out about your topic from primary as well as secondary sources. Museums, local historical society, heritage groups are all good places to start. See the BCHFS web site .
- Talk to someone in your community who is an expert on your topic or has first hand information about it. Remember to be sure that you fully understand all of the information and ideas that you include and say where you got them from. The work must be YOURS! You must be able to share the stories you have learned with judges/adjudicators and the public at the Fair.
- Before you decide on a creative component for your project, think about all the possibilities. See the Portfolio section of the web site for ideas.
- Be prepared to answer questions about your project – not just about the facts, but also about why your topic is significant, the steps you took to come to your conclusion, and the big idea that you want people to understand about your topic. See the BCHFS site and Alumni site.
- 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 that it meets all of the Heritage Fair requirements.





- Display your project on a sturdy, stand-alone backboard, or other type of tabletop exhibit.
- If your project includes a performance, you might want to print a program that will tell 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 will be 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 your project for transportation a second time.
- Think twice about including valuable or irreplaceable items in your project. Instead, consider using photographs of expensive items and placing fragile objects under a glass or plastic cover for protection or create a model of the item.
- Take a picture of yourself and your project for your scrapbook!

## C. Class/School Heritage Fairs

There are many different ways to hold a Heritage Fair. Incorporating the program in the yearly planning, teachers can involve the whole class in a collaborative process to plan the fair and the selection of individual topics for research. Students can work independently or collaboratively on a topic and instructions on the process of research can be provided throughout the working period. As the concept lends itself to a cross-curricular approach, process of the research and content writing can be taught and implemented throughout the time period that is developed. Inviting parents and other classes to view projects and interview the students can give an authentic audience for student learning.

A Heritage Fair or History Fair can be very successful as a school wide event. The Fair could then be a celebration of the achievements of all students. Although the Regional Fairs are only open to students in grades 4 to 10, all grade levels could create projects and participate in a School Fair. Check with the Regional Fair Coordinator about any grade limits at your Regional Fair. Some welcome grades outside 4 to 10 although they do not receive awards.

### 1. Ideas and Suggestions

- Communicate Heritage Fair information to all staff members.
- Consider holding your Fair during Heritage Week in February.
- Recruit volunteer judges and train them in whatever judging system you have decided to use. Try parents, community leaders, principals, senior's organizations, and/or a history class from a secondary school. See the suggested rubric and interview questions on the web page.
- Invite clubs and community groups to attend your Fair and set up displays that will educate the students about their community.
- Arrange for publicity, including your local paper, school newsletter and website.
- Allow time for all classes to view the student projects. When possible, keep your Fair open in the evening for parents and families to visit.
- Plan heritage-related activities for students that will supplement the Fair and sustain their interest in history once the event is over.

### 2. Timeline for a Successful Class Fair

#### September-December

- **Register your class/classes with Regional Heritage Fair Committee in your area.**
- **Select a date** for the Fair and check the school calendar for conflicts. You might want to have the Fair coincide with an assembly or day with multicultural significance. (i.e. February-Black History Month or Heritage Week, March-Women's History Month, April-Earth Day ).
- Connect with librarians to assist with ideas and research.

- **Promote the Fair** to other teachers and invite all classes to participate, either as engaged visitors, interviewers, or present projects of their own.
- **Familiarize yourself with student project guidelines & criteria.** Select the assessment rubric, whether the BCHFS rubric or one of your creation, then guide students through their projects using that rubric, direct them towards useful resources , and prepare them for their interviews, and. It is good practice to have students self assess their project using the assessment rubric you have selected. "Seven Steps to a Powerful Heritage Fair" suggests steps for a historical inquiry in more detail and gives self-assessment suggestions.

### January-April

- **Finalize date, time & location** of the Class Fair and **spread the word!** Encourage other teachers to visit with their classes, parents, administrators & other support staff.
- **Select adjudicators (judges) and distribute rubrics:** Administrators, support staff, other teaching staff, Regional Fair Coordinator, members of the PAC, and community members are all good candidates. Make sure that everyone is familiar with the assessment rubric provided.
- **It is recommended that schools use the same Assessment Rubric that will be used at the Regional Fair.** Contact Fair Coordinators to obtain a copy.
- **Ensure that all teachers involved are familiar with project guidelines & criteria.**
- **Other activities you may want to consider:** official opening ceremony (presented by the teacher or an administrator), guest speaker, or performance by the school band/choir.

### **3. Assessment**

**Each project should be evaluated by a panel of judges/adjudicators** (this may consist of 2-3 people, depending on how many interested volunteers have been recruited). It is important that the adjudicators have been trained to assess pre-determined criteria. This is usually done by the teacher, going over the forms used for assessment. There will be two parts to the assessment: an evaluation of the exhibit and an interview with the student. The interview is an opportunity for the student to provide further information to the adjudicator who will be encouraging, positive, and constructive in criticism - they may also make suggestions to the student about further research possibilities.

The purpose of the Heritage Fairs Program is to encourage students to develop an increased understanding and enjoyment of Canadian history. The assessment process is designed to support growth and to celebrate their achievements. Teachers may wish to assess students' projects for marking purposes and are free to develop their own assessment tools.

#### 4. Regional Fair Selection

From the school fair, the next step is to select students to go to the Regional Fair. Contact your local Fair Coordinator for the specific requirements for participation and the number to be chosen. Each Regional Fair Committee will have their own criteria but the following guidelines may help your selection:

- Choose student representatives of your school who are enthusiastic, courteous, and cooperative.
- Choose a variety of project topics, as long as they have Canadian heritage content.
- Choose a variety of student ages and sexes.
- Choose projects that are insightful and creative.
- Choose a project that rewards a student's hard work and dedication to the project (not always the "prettiest")
- Choose projects where the participant has an excellent understanding of the research topic and of historical thinking.
- Choose projects that demonstrate 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 if chosen for the Provincial Fair. Note: many Regional Fairs permit only 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 in the event that additional student placements become available at the Regional level.

Please be sure that your students have agreed to attend the Regional Fair for the **entirety of its program**, and will follow the planned schedule of activities.

## D. Regional Fairs

The Regional Fairs are a public presentation of the student projects that gather together the combined resources of educators, museums, heritage groups, community associations, local businesses and a host of other stakeholders. The result is a community-based celebration of Canadian heritage that has a lasting impact on the participants.

The first-ever Regional Fair was held in Winnipeg, Manitoba in 1993. From that small beginning, the Fairs Program has expanded to include students in every Canadian province and territory; the national manager of the program has written that its growth “surpassed all expectations.”

The first Regional Fair held in British Columbia was in Kamloops in 1996, soon to be followed by fairs in Abbotsford and Prince George. Currently, there are twelve regional fair sites in the province of British Columbia:

- Fraser Valley (Abbotsford)
- Kamloops/Thompson (Kamloops)
- Central BC (Prince George)
- Richmond/Delta
- Rivers to Sea (Burnaby)
- Vancouver Island South (Victoria)
- Vancouver Island North (Port Alberni)
- Sea to Sky (North Vancouver)
- Vancouver
- Bulkley Valley/North Coast (Terrace)
- Okanagan (Kelowna)
- Northern Region (Hudson’s Hope)

### 1. Regional Fair Rules & Guidelines

- Emphasis is on the **learning process**, participation and exchange of ideas.
- **Students must independently produce all submissions.** Teachers or other adult supervisors may provide guidance or assistance, but the student is responsible for the project & interview
- Although all grades are encouraged to take part in some way, especially at the school level; it is important to work collaboratively with Regional Coordinators to be aware of the expectations set by Coordinators in the various regions. Only students in **Grades 4-10** are eligible for the Provincial Fair.
- By submitting projects, **parents/guardians are considered to have provided consent** for:
  - Projects and materials **to be photographed or referred to** in any Heritage Fairs 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.

- **Complete participation** in all aspects of the Regional Fair, including transportation via school bus to local heritage site
- Possible participation at the Provincial Heritage Fair (Gr. 4-10). Students not wishing to participate should advise their teachers and Regional Coordinators at the time of registration.

Each Regional Fair Coordinator and Regional Committees will ensure appropriate parental consent forms are in place.

- **Final numbers** of how many projects per participating class can advance to the Regional Fair will be assigned by Regional Fair Coordinator.
- Students must be able to
  - o **set-up** their projects in the afternoon/early evening of designated date
  - o **present their display at the scheduled times** and **discuss their work** (in French or English) during the Fair
  - o **collect their projects** after the Fair
- Unless otherwise advised, student presenters must **supply any AV equipment** (and extension cords) required for their projects. They will be responsible for this equipment and their projects during the Fair.
- Students must be accompanied by at least one **adult supervisor** per school for Fair Days.

## 2. Student Conduct and Guidelines

The Program believes that students have the right to expect a safe, nurturing, educational environment. This code of conduct is intended to encourage acceptable student behaviour while attending a Regional Fair and to provide an atmosphere where all individuals feel a sense of respect, safety and belonging.

### Student Participants are expected to:

- attend the designated days of the Regional Fair
- respect and accept the authority of student supervisors and Regional Fair staff and volunteers.
- set high standards for personal achievement in the Regional Fair activities.
- be punctual and enthusiastic in attending all scheduled activities.
- dress in an appropriate manner and adhere to Regional Fair guidelines.
- conduct themselves in a polite, respectful and co-operative manner at all times.
- be considerate of the thoughts, feelings, values and heritage of others.
- be free of illegal drugs, alcohol, and all tobacco products during the Fair.
- leave valuables at home or in the care of a responsible adult.

## E. Provincial Fair

Thanks to the support of 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.

### 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 Provincial 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 certified criminal record check.
- Students attending the Provincial Fair will be under the supervision of chaperones selected by each Regional Fair Committee.
- ALL DECISIONS MADE BY REGIONAL FAIR STAFF THAT ARE IN COMPLIANCE WITH THESE GUIDELINES ARE 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 of 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 refer to the BC Provincial Fair website: <http://www.bcheritagefairs.ca>.

Sponsors for the BC Provincial Heritage Fair 2014 are: the BC Hydro Power Pioneers, BC Heritage Branch, Provincial Capital Commission, Peter and Joanne Brown Foundation, and Kamloops Exploration Group.



## **G. Resources for Teachers and Students**

### **1. BCHFS Web Site Resources**

The Resources for Teachers page on the web site <http://www.bcheritagefairs.ca/for-teachers/> gives key documents to run a Fair and useful links. Additions in 2014 were Teacher Tools and a revised "Seven Steps to a Powerful Heritage Fair Project" developed in co-operation with the Critical Thinking Consortium.

The Resources for Students page <http://www.bcheritagefairs.ca/for-students/> has advice on how to create a project, annotated lists of on-line secondary and primary sources, and a description of the Alumni program. Additions in 2014 were primary sources on labour history and sports.

### **2. Alumni Web Site**

The Alumni Program is the youth component of the Fairs. Some 20 students meet once or twice a month via conference call to discuss Heritage Fair related topics and issues and to work on projects which connect them to their peers and the greater heritage community. They also keep a very active and useful blog. Among other topics, you can find advice on how to prepare for the Fair day and interviews with posts entitled "How to Get Ready and De-stress", "What Judges Like to See", and "Heritage How-to: Presentations".

You can find the Alumni blog at this site: <http://bcheritagefairsalumni.wordpress.com/>.

## H. Sample Forms

### 1. School Participation Form

Each Regional Fair is unique and will emphasize and specify the issues that are important for that Fair. Following are some sample forms that may be used as guidelines in developing Regional Fair forms.

*Regional Fair Name*

#### CLASS REGISTRATION FORM

Thank you for your interest in participating in the ..... Please complete the following and return to the appropriate Regional Fair Coordinator by ..... to guarantee your class's participation.

##### **Main Contact Information**

Name of Teacher(s): \_\_\_\_\_ Grade(s): \_\_\_\_\_

Teacher E-mail: \_\_\_\_\_

Name of School: \_\_\_\_\_

Total # of students in the class: \_\_\_\_\_ # of students who wish to register: \_\_\_\_\_

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

1. Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher E-mail: \_\_\_\_\_

Total # of students in the class: \_\_\_\_\_ # of students who wish to register: \_\_\_\_\_

2. Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher E-mail: \_\_\_\_\_

Total # of students in the class: \_\_\_\_\_ # of students who wish to register: \_\_\_\_\_

***Due to space constraints, every student in your class may not be able to participate. The Fair Coordinator will inform you of the number of eligible participants. In the past, this number has been approx. \_\_\_ students per class.***

***Teachers decide which students to send to the 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 ..... TO**

## 2. Student Project Registration

### Regional Fair Information

**PLEASE PRINT CLEARLY USING BLUE OR BLACK INK**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

T-shirt size:  Youth L  Adult S  Adult M  Adult L  Adult XL

**Vegetarian meal  
preference:**

**Please enter my project for an achievement award:**

- 1) Aboriginal Culture 2) Art, Literature & Music 3) Canada & the World 4) Community Stories  
5) Family History 6) Immigration and Multiculturalism 7) Provincial Stories  
8) Outstanding People & Events 9) Occupations 10) Symbols & Celebrations  
11) BC 150 Years

Write, in the box, **one number**  
that best represents your  
project topic.

Project Title: \_\_\_\_\_

Size of my display: \_\_\_\_\_ cm high x \_\_\_\_\_ cm wide x \_\_\_\_\_ cm deep  
(Maximum size allowed is 1m high X 1m wide X 40cm deep)

**My project requires:** *If you check any of these you **must** also complete the Project Description Report.*

**A**  A scheduled time for me to do a live performance for the judges

**B**  Access to a player at a central location so judges can view my Video/DVD.

**C**  Access to electricity at my table location (I'll bring my own A/V equipment)  
(Total maximum length of any presentation(s) is 10 minutes.)

### 3. Student Project Description Report

#### STUDENT PROJECT DESCRIPTION REPORT

Complete this form if you checked **A, B** or **C** under **My project requires:** on the STUDENT PROJECT REGISTRATION form. PLEASE PRINT IN BLUE OR BLACK INK.

Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

The information will assist in ensuring that your requirements are met. Use the bottom of the page to provide any additional information that may be helpful.

**IMPORTANT: The maximum combined performance/presentation time is 10 minutes.**

**A**

Performance Type:

- Oral
- Musical
- Dance
- Other (Describe) \_\_\_\_\_

**B**

Video

Please check the type of player you require:

- Video
- DVD

**C**

Access to electricity at my table

I will be bringing my own:

- Laptop
- DVD player

**Additional Information:**

**4. Written Summary Form**

**WRITTEN SUMMARY FORM**

PLEASE PRINT NEATLY IN BLUE OR BLACK INK. COMPUTER WORK IS PERMITTED.

**Project Title:** \_\_\_\_\_

**Research Topic / Main Questions:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reasons for choice of topic (e.g., personal connection, historical significance such as resulting in change or link to other larger stories):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Research (e.g., how different sources changed your thinking, challenges, responses to challenges):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Conclusions about Your Topic:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Conclusions about How to Do History:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

## I. Assessment Rubric

The following assessment tool was developed by the Richmond/Delta Fair. It is suggested but not required.

Project Title: \_\_\_\_\_

Project #: \_\_\_\_\_ Language: EN / FR

\_\_\_\_\_

Project Location: \_\_\_\_\_

Student Name(s): \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

<p><b>Knowledge and Historical Significance</b> (appropriate to grade level)</p> <ul style="list-style-type: none"> <li>• Knowledge of topic.</li> <li>• Understanding of historical significance. The chosen topic...               <ul style="list-style-type: none"> <li>o Resulted in profound change <b>or</b></li> <li>o Affected the lives of many <b>or</b></li> <li>o Connection to “big picture”.</li> </ul> </li> </ul>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>
<p><b>Research and Evidence</b> (appropriate to grade level)</p> <ul style="list-style-type: none"> <li>• Extent of research using a variety of sources.</li> <li>• Use of primary and secondary sources to answer a focus question or develop a big idea.</li> <li>• Analysis of sources.</li> </ul>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>
<p><b>Presentation</b> (appropriate to grade level)</p> <ul style="list-style-type: none"> <li>• Clarity of message, conclusion or big idea.</li> <li>• Impact and creativity of presentation.</li> <li>• Organization and layout.</li> </ul>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>
<p><b>Interview</b> (appropriate to grade level)</p> <ul style="list-style-type: none"> <li>• Enthusiasm for topic.</li> <li>• Can knowledgeably discuss chosen topic.</li> <li>• Displays interest in history and heritage.</li> </ul>	<p><b>1</b></p>	<p><b>2</b></p>	<p><b>3</b></p>	<p><b>4</b></p>	<p><b>5</b></p>
<p><b>TOTAL:</b></p>	<p><b>/20</b></p>				

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Approaching Expectations</b>		<b>Fully Meets Expectations</b>		<b>Exceeds Expectations</b>
<p><b>Knowledge and Historical Significance</b></p> <p><b>(appropriate to grade level)</b></p> <ul style="list-style-type: none"> <li>• Knowledge of topic.</li> <li>• Understanding of historical significance. The chosen topic... <ul style="list-style-type: none"> <li>o Resulted in profound change</li> <li><b>or</b></li> <li>o Affected the lives of many <b>or</b></li> <li>o Connection to “big picture”.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Limited knowledge of topic.</li> <li>• Little or no explanation of historical significance.</li> </ul>		<ul style="list-style-type: none"> <li>• Good knowledge of topic.</li> <li>• Clear explanation of historical significance.</li> </ul>		<ul style="list-style-type: none"> <li>• Exceptional knowledge of topic.</li> <li>• Sophisticated explanation of historical significance.</li> </ul>
<p><b>Research and Evidence</b></p> <p><b>(appropriate to grade level)</b></p> <ul style="list-style-type: none"> <li>• Extent of research using a variety of sources.</li> <li>• Use of primary and secondary sources to answer a focus question or develop a big idea.</li> <li>• Analysis of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• No bibliography <b>or</b> less than 3 relevant and reliable sources.</li> <li>• Only secondary sources are used.</li> <li>• Minimal to no analysis of sources.</li> <li>• Many sources are not cited.</li> </ul>		<ul style="list-style-type: none"> <li>• Bibliography contains at least <b>3</b> relevant and reliable sources.</li> <li>• Research uses both primary and secondary sources.</li> <li>• Some analysis of all sources to answer a focus question or develop a big idea.</li> <li>• Most sources are cited.</li> </ul>		<ul style="list-style-type: none"> <li>• Bibliography contains <b>5</b> or more relevant and reliable sources.</li> <li>• Extensive research using both primary and secondary sources.</li> <li>• Thoughtful analysis of sources to answer a focus question or develop a big idea.</li> <li>• All sources are cited.</li> </ul>
<p><b>Presentation</b></p> <p><b>(appropriate to grade level)</b></p> <ul style="list-style-type: none"> <li>• Clarity of message, conclusion or big idea.</li> <li>• Impact and creativity of presentation.</li> <li>• Organization and layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited effort to organize and clearly present message, conclusion or big idea.</li> <li>• Limited effort to use creative elements to present topic.</li> </ul>		<ul style="list-style-type: none"> <li>• Good effort to organize and clearly present big idea and supporting information.</li> <li>• Good use of creative elements to present topic.</li> </ul>		<ul style="list-style-type: none"> <li>• Big idea and supporting information is clearly and thoughtfully presented and organized.</li> <li>• Exceptional use of creative elements to present topic. It leaves a lasting impression on the viewer.</li> </ul>
<p><b>Interview</b></p> <p><b>(appropriate to grade level)</b></p> <ul style="list-style-type: none"> <li>• Enthusiasm for topic.</li> <li>• Can knowledgeably discuss chosen topic.</li> <li>• Displays interest in history and heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty answering questions (like pulling teeth!).</li> <li>• Displays little interest in or enthusiasm for topic.</li> </ul>		<ul style="list-style-type: none"> <li>• Answers questions knowledgeably, with clarity and confidence.</li> <li>• Speaks with enthusiasm about topic.</li> <li>• Displays clear interest in history and heritage.</li> </ul>		<ul style="list-style-type: none"> <li>• Gives thoughtful and insightful answers to questions, with clarity and confidence.</li> <li>• Speaks with genuine passion about topic and desire to share with others.</li> <li>• Displays strong passion for history and heritage.</li> </ul>