

RED RIVER VALLEY JUNIOR ACADEMY

Heritage Fair

STUDENT PLANNING GUIDE



Adopted January 2011

GENERAL GUIDELINES

- Projects eligible for presentation at the regional level must be submitted by students in grades 4 to 9.
- Projects should be accompanied by written research undertaken by the student(s) in the course of developing the project. This should take the form of a Research Journal or Notebook.
- Students should use ethical and responsible practices when researching and using information from electronic and print sources.
- Students are encouraged to use their own means of cultural expression to prepare and communicate stories about Canadian history.
- Students may submit their project in either French or English.
- All submissions must be student-produced, although teachers or other adults may advise students.
- Teachers should ensure the historical accuracy of projects.
- Projects may interpret various aspects of Canadian heritage on a local, provincial, national or international level.
- Students are encouraged to submit projects from all disciplines in a wide variety of formats.
- Projects must avoid: racist, sexist, profane, or any other offensive material.
- The Regional Heritage Fair is not responsible for the loss, theft or damage of projects or items associated with the projects.
- Any person or organization providing information included in a project must be acknowledged by students.
- Projects may be specific to a specific period in Canadian history or they may depict the development and progression of a topic from past to present.
- Projects must be suitable for table top display and their dimensions should not exceed 1m high x 1m wide x 60cm deep.
- Students who submit projects have provided consent for their projects and materials to be photographed and referred to in Heritage Fair promotions. **Students who do not grant such consent will not be eligible to participate.**

General Information

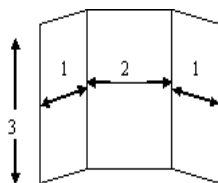
- Students may prepare projects as individuals or as a group (maximum 2 students).
- Projects may be submitted in either a single format or any combination of the following formats:
 - 3-Dimensional: models, collections, dioramas, photography, caricatures and displays
 - Written research: Short stories, interviews, poetry, diary entries, and research
 - Audio Visual: Computers, audio recordings or video
- Projects should be accompanied by written research undertaken by the student(s) in the course of developing the project. This should take the form of a Research Journal or Notebook. Inability to show written research will result in regrettable loss of marks.

SELECTION OF TOPICS: Students are well advised to read current information in books and journals before the final selection of their topic. Projects should include: data obtained from the students own experiments, quotation of errors and the possible causes in the results, a conclusion drawn from the experiments, a good write-up and the display of the work.

CATEGORIES OF PROJECTS: There are three main categories of projects –

- 3 Dimensional - Student projects may include: models, artifacts, posters, crafts, maps, diagrams, collections, dioramas, photography, caricatures and displays.
- Written work - Student projects may include: short stories, interviews, poetry, diary entries, and research.
- Audio/Visual - Student projects may include: computers, audio recordings, or video

DISPLAY BOARD: Display board may be obtained from Staples and Office Depot. Boards are 3 feet high and two feet across with folder over wings either side of one foot by three feet.



Some students put extensions upwards on their display boards but students cannot put extension sideways on their display boards as they are only allocated four to five feet of space on the tables. Space in front of the display board can be used as a demonstration area.

Graphics and picture displays are important to your display board presentation; also neatness and logical flow of ideas.

LOGBOOKS: Logbooks are an important record of research and testing. Logbooks can be a useful tool to communicate with the judges prior to the interview i.e. to reflect organizational ability.

PROJECT SUMMARY/REPORT (Adapted from the YSF Project Report Guidelines):

The Project Report is a 2-4-page document that presents your project to the judges in written form. If your project is selected for the Red River Heritage Fair, the judges have an opportunity to read it before judging and they will use it to prepare for their interviews with you.

The Project Report should be a summary of your project. A complete Project Report includes:

1. Introduction: could be in the form of:
 - a) question – Did you know....
 - b) a fact
 - c) popular quotation
 - d) recent incident
 - e) shocking statement
 - f) description
 - g) quote from an interview
 - h) character or subject information (Look at Appendix VII for examples)
2. Take categories and make the body of your essay.
3. Closing Your Report – Reflect on What You Learned (Appendix VIII)
 - a) What was the importance of your topic in Canadian Heritage?
 - b) The most interesting thing I found out was....
 - c) In this report, I have learned.....
 - d) What would you have liked to learn more about the topic you chose?
4. Assemble bibliography – (see Appendix V for examples)
5. Title Page – Topic, Name, & Picture (optional)
6. Checklist – did you finish everything for your written report (see Appendix IX)

Evaluation

Students will be assigned 3 workshops to go to during the day, as well student(s) will be judged at least twice in one judging session.

Information on workshop sessions and judging times will be in the registration package to be picked up the morning of the fair.

During part of the day each student will be interviewed by two different judges who will examine their project and find out what the students have learned and done. Students must stay by their project during their assigned judging time. It is suggested that they bring a book to read while they are waiting for the judge. Take note that a 2 - 3 minute oral presentation is required. Please no electrical games, CD players, mp3 players, iPods, or video players.

The judges will be using a standard form to evaluate the students and their projects. The forms will be in either English or French, depending on what language was indicated when the student registered.

Judging Information

Heritage projects will be evaluated twice based upon the criteria found on the judging form. There are three parts to the judging process; oral presentation, interview, and project evaluation.

Oral Presentation

Once a judge arrives at a project, students are invited to begin their 2-3 minute oral presentation. The purpose of the oral presentation is to allow students to introduce their project and to share the important parts of their research.

Interview

The judge then asks a number of questions to the students. The purpose of the interview is to evaluate the students' depth of understanding about their topic.

Students should be prepared to answer questions about: why they chose their topic, how their research was done, what their results were, and what they learned about their topic.

Project Evaluation

The judge then evaluates the research project. The purpose of the project evaluation is to judge the projects: impression, impact, originality, creativity, and level of research. Research projects should show original thinking and ideas about a topic.

Projects should quote a variety of sources and display a high level of historical information. Finally, displays should reveal artistic quality and appeal to the senses.

PROJECT REQUIREMENTS

A Heritage Fair Project is a presentation of research conducted by the student. The project when submitted for the RRVJA School Heritage Fair has the following three parts.

- ☞ Research Journal where students enter their written research undertaken in the course of developing the project
- ☞ Heritage Fair Project Report/Summary
- ☞ A Display Board which contains the following details:

The display unit consists of: **A Display Board** that forms the background for the project. A standard size display board is 36" (height) by 48" (width).

The following information from the **written report** should be on the display board in a neat and concise manner:

Display board:

- a) Title and your name
- b) Pictures, Artifacts, and Models – labeled. (Pictures can be sketched)
- c) Needs to be eye-catching, a clean look, not too busy.
- d) Written work to go on the display board should not be the exact copy of the written report. Only use key points and highlights.
- e) Have headings for key categories
- f) Be Creative

Process:

1. You will find a topic that you are interested in and would like to learn more about it. (Make sure there is enough resources and information on the topic – check with your teacher).
2. You will research you topic using a variety of resources. (internet, books, photos, interviews, newspapers, magazines, videos, etc.)
3. You will produce a written research report explaining you topic, including a bibliography.
4. You will make a visual display (display board) of your heritage topic. (egg: can include pictures, costumes, artifacts, memoirs, diaries, videos, etc.)
5. You will give a 3-5 minute presentation to an audience and be able to answer questions confidently. Do not read off the display board.

Heritage Fair Report/Summary:

It is important to follow a series of steps when you design your heritage fair project. This will allow you to properly design your project and report your findings.

The following Steps will help you to do each step of the way. The report will include the title page and any data tables and graphs if necessary.

- Title Page:** It should include the topic issues you wish to investigate from Step 2, full name, grade level, and date.
- Step 1:** Choose a topic that interests you. Have your teacher approve your topic then **state the topic issue**.
- Step 2:** Narrow down the subject for your topic from a general area to something specific.
Eg: Louis Riel → too general
Louis Riel's influence on Manitoba → Specific
- Step 3:** Find out what resources are available on your topic. These can include books, videos, Internet, people, encyclopedias, almanacs. **SEE Appendix for Resources**
- Step 4: Determine the amount of available information. Take time to review the information that you have found.** If you are not able to find enough information for your topic, you should go back to step 2 and choose another topic and follow the steps in order.

Gather information about your topic. Gather information from at least three different sources. No bibliography is require for this step – but is required with the final report.

- Step 5: Create 10 to 12 questions to guide your research.** When you are confident that you have found enough information on your topic write down ten to 12 questions about your subject/topic. This will guide your research. Use the 5W's and the H to help guide your questions.

Who?	Why?	Where?	When?	What?	How?
Who was Louis Riel?	Why did Riel become famous?	Where was Riel born?	When was he born?	What is Riel famous for?	How did Riel influence life in Manitoba?
Who were his parents?	Why did he fight against the government?	Where was he educated?	When was Riel executed?	What was life like for the Métis people in Manitoba?	How did the Métis people feel about Riel?

□ **Step 6: Make Categories.** Take the questions and decide the categories to which they belong. For example:

Riel's Background
 Influence on Manitoba
 Condition of the Métis People
 The Métis and Riel
 Riel's Final Days

□ **Step 7: Group Questions.** Take each of the questions and then group them into their respective categories. For example:

Riel's Background

Who was Louis Riel? Who were his parents? Where was Riel born? Where was he educated? When was he born?

Influence on Manitoba

How did Riel influence life in Manitoba? What is Riel famous for?

Condition of the Métis People

What was life like for the Métis people in Manitoba?

The Métis and Riel

How did the Métis people feel about Riel?

Riel's Final Days

When was Riel executed? Why did he fight against the government?

□ **Step 8: Record Resources – Bibliography:** It is now time to record information about your sources. It is important that you give credit to the sources from which you will gather your information. See appendix for a guide on how to record your resources.

□ **Step 9: Gather your Information:** Jot down short notes as you find the answers to each of your questions. Write down any key points or ideas which you think might be important for your topic. These might be points or ideas which you did not ask about. Avoid words you do not understand. **(See your teacher for approval)**

□ **Step 10: Put It All Together**

1. Combine your notes, key points and ideas above into complete sentences. Make sure you place them into the correct categories which you have already made.
2. Take your jot-notes, key points and ideas and put them into paragraph form. Use categories as sub-headings.
3. Make sure each paragraph begins with a lead sentence hooking the reader.: It is now time to record information about your sources.

This will form your Heritage Fair Report Summary

PROGRESS TIMELINE:

Students receive Heritage Fair packet	January 17
Step 1-Identify a topic. Write in your logbook	January 20
See APPENDIX I for a list of general topic areas	
Step 2-Narrow Down General Topic to a Specific Topic	January 25
Step 3- Find what resources are available to gather information about your topic	January 31
Step 4- Determine if there is enough information available about your topic from your resources. IF NOT GO BACK TO STEP 1 FOR A NEW TOPIC	February 7
Step 5- Create 10 to 12 Questions to Research determine your categories	February 15
Step 6- Determine the categories you are going to use	February 22
Step 7- Place each Question into a category	March 01
Step 8- Record your resources in a BIBLIOGRAPHY	March 8
Step 9- Gather all your Information including artifacts, models and photographs if you used any	March 15
Step 10- Put it all together. Type your report and materials for the Display Board	March 24
Display Board submitted along with artifacts, models, photographs ALL LABELLED	April 08
Presentations in class	April 5
Projects on display for view	April 13 by 2:30 pm
Heritage Fair Judging	April 14

Step 2 – Make Your General Topic More Specific

Example: Louis Riel’s Influence on Manitoba

Trying to research and write everything about a topic can be very difficult and tiring. Say for example your topic was fruits, you might have to research and write everything about fruits. This could be boring for you and the person who has to read your research.

On the other hand if you made your topic more specific: “The benefit of eating fruits” or “Fruits which help with digestion” then your topic will become more interesting to research and write about.

In trying to make your topic specific try to maintain a balance so that even though you are narrowing it down, there is still enough information you can find to write about it.

My Specific Topic will be: _____

Date received: Approved: _____ Y N

Next Step: Make the Topic more specific and re-submit (or) go on to Step 3

Comments:

Step 3 – Gather Information about Your Topic

Two of your references must be from books. You are encouraged to use Other sources such as videos, the Internet (GOOGLE IS NOT A REFERENCE), people, encyclopedias and , almanacs. You will need to turn in your logbook with this page. You should have a minimum of 5 references. (Use APA style for your references – See APA Guide on Page 21)

1st reference: Title _____ Author _____
Why did you choose this book as a reference?

Why is this a good resource? Explain why...

2nd reference: Title _____ Author _____
Why did you choose this book as a reference?

Why is this a good resource? Explain why...

3rd reference: Title _____
author _____

Internet Site Address: _____ Date you visited site _____

Why did you choose this Internet site as a reference?

Why is this a good resource? Explain why...

4th reference: Video Title _____ Producer _____

Why did you choose this Video as a reference?

Why is this a good resource? Explain why...

5th reference: Person you interviewed _____

Date of the Interview _____

Why did you choose to interview this person as reference?

Why is this a good resource? Explain why...

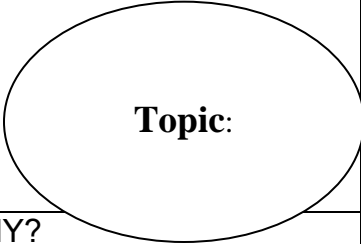
Date received _____: Approved: Y N

Next Step: Revise your references and re-submit (or) go to Step 4

Step 5 – Design Your Questions

To need to know what to research about your topic. The best way to do this is make 10 to 12 questions about your topic. You may design up to 15 questions. Write out your questions below using the **5 W's and the H**. See Appendix G

WHO?	WHAT?	WHERE?
WHEN?	WHY?	HOW?

**Topic:**

Date received: _____ Approved: Y N

Next Step: Revise topic and re-submit (or) go to Step 6

Step 6 – Determine the Categories that you are Going to Use

Creating categories for your research is one way to keep you focused on what you are going to write about. Categories also help to present a new idea to the person who is going to read your research report and display board.

Categories are like the big ideas for each section of your report and your display board. Look at the following example:

Your Topic:	Category 1	Category 2	Category 3	Category 4	Category 5
Louis Riel	Riel's Background	Influence on Manitoba	Condition of the Métis People	The Métis and Riel	Riel's Final Days

Based on the questions you have for your topic you should now decide what categories you are going to have in your report and on your display board. You should plan on having between 6 to 8 categories.

Category 1: _____

Category 2: _____

Category 3: _____

Category 4: _____

Category 5: _____

Category 6: _____

Category 7: _____

Category 8: _____

Date received: _____ Approved: Y N

Next Step: Revise topic and re-submit (or) go to Step 7

Comments: _____

Step 7 – Place Each of Your Questions Into Categories

Later you will need to organize your findings into a written report as well as display those ideas on your display board. It is now time to link your questions to your categories. These categories will later become your sub-headings.

Place your questions into the category below to which they best belong: **See Appendix H**

Your Name and Topic:	Question Category 1	Question Category 2	Question Category 3	Question Category 4	Question Category 5
Source					
Source					
Source					
Source					
Source					

Date received: _____ Approved: Y N

Next Step: Revise topic and re-submit (or) go to Step 8

Comments: _____

Step 8 – Record your sources in a BIBLIOGRAPHY

Giving credit to your information sources is a proper thing to do. It also makes readers confident in the information that you share with them. You can see your teacher for help on how to write a bibliography. You can also refer to the appendix to see how a bibliography should be done.

List your references below using the format in Appendix C and D.

Reference #1 _____

Reference #2 _____

Reference #3 _____

Reference #4 _____

Reference #5 _____

Reference #6 _____

Reference #7 _____

Reference #8 _____

Date received: _____ Approved: Y N

Next Step: Revise topic and re-submit (or) go to Step 9

Step 9- Gather all your Information

This is the time when you will just take notes about what you have found from books, artifacts, models and photographs . You may have already begun to do this. **The key here is to write down notes on the key points or main ideas that you find out from each or your questions. DO NOT use words you do not understand. Write down notes in your OWN WORDS.**

Notes for Question 1:

Notes for Question 2:

Notes for Question 3:

Notes for Question 4:

Notes for Question 5:

Notes for Question 6:

Notes for Question 7:

Notes for Question 8:

Notes for Question 9:

Notes for Question 10:

Date received: _____ Approved: Y N

Next Step: Revise your notes they don't seem to be your own thoughts and re-submit (or) Begin putting it together.

Step 10- Put it all together. Type Your Report and Gather Information for the Display Board

Your hard work is about to pay off. It is now time to put all that you have discovered into a report. This is where those categories or subheadings will come in handy. Your report can be anywhere from 1 to 4 double spaced pages.

Please see Appendix F for tips on how to introduce and to conclude your report!

Date received: _____ Approved: Y N

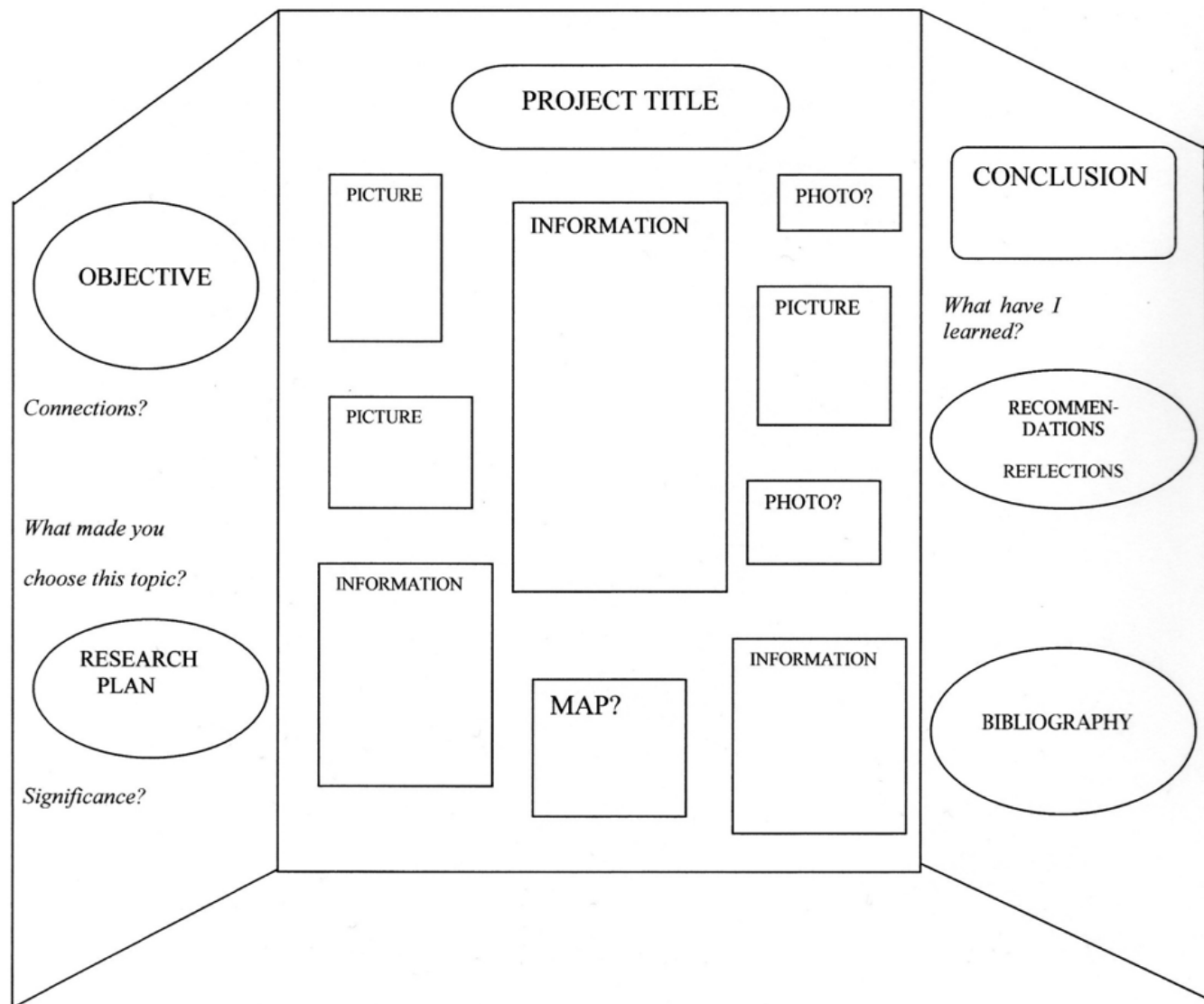
Next Step: Revise your typed report and re-submit (or) You may not complete your display board.

Appendix A

(Sample Heritage Fair Display Board Sample)

Title of Heritage Fair Project

(This is a sample only, you do not have to include all the elements listed below)



Appendix B

TIPS ON WRITING AND DESIGN OF YOUR EXHIBIT:

- consider making labels on a computer to guide viewers through the exhibit
- use regular type styles with body text because it is easier to read and understand
- make captions stand out by using lettering placed on lighter colored paper
- avoid fancy typefaces that are hard to read unless their design reflects the topic
- keep readability in mind and limit use of bold, italics, fancy fonts or colored type
- over-designing your exhibit can draw attention away from your message
- ensure the title is larger and stands out from captions
- use sub-headlines to guide the viewer around the display
- keep captions concise so viewers can get the message quickly
- introduce and attract the viewer's interest with the main title
- break down the topic into smaller parts with subtitles
- use common language and avoid jargon words that many people will not understand
- sentences that average 10 to 15 words are easier to read than excessively short or long sentences
- always use a ruler for straight lines
- display a time-line log or journal of all research activities and sources of information
- consider including your rough research notes as part of the display
- arrange content logically using:
 - Headlines – about five to seven words of letters two or three inches high (144 to 216 points)
 - subheads – 12 to 15 words with letters about one-third as high as headlines (48 to 60 points)
 - story labels – 150 words of easy-to-read sentences averaging 10 to 15 words long and smaller type than subheads (24 to 36 points). Break into separate paragraphs if text needs to be longer than 150 words
 - captions – short explanations of illustrations, photos, charts, maps and similar contents (20 to 24 points)

Appendix C

APA Style Guideline

For a book:

1. Author's name, last name first.
2. Title of book, italicized .
3. Copyright date.

Example: Landau, Elaine. *Sea Horses*. 1999.

For a book with two authors:

1. Authors (in the order they are given in the book).
2. *Title of book*.(italicized)
3. City of publication:
4. Publisher, date.

Example: Smith, Elizabeth, and David Wright. *Rocks and Minerals*.
Chicago: Macmillan, 1995.

For an article from a print encyclopedia:

1. The subject you looked up, in quotation marks.
2. Full title of encyclopedia, italicized .
3. Copyright date.

Example: "Jaguar." *International Wildlife Encyclopedia*. 1991
"Washington, George." *The World Book Encyclopedia*. 2000.

For an article from an encyclopedia on CD-ROM:

1. The subject you looked up, in quotation marks.
2. Full title of encyclopedia, italicized .
3. Copyright date.
4. CD-ROM.

Example: "Earthquake." *Compton's Interactive Encyclopedia*. 1994.
CD-ROM.

For an interview:

Interview with Mrs. Interview Person, 56 Any Street, Any City, Manitoba

For an article from the World Wide Web:

1. Name of the author, if you can find it, last name first.
2. Title of the article, in quotes.
3. Title of the home page, if available, italicized.
4. Date you visited (see the examples).
5. First part of the http address (see the examples), in brackets.

Example: Schaller, George B. "Tiger." *World Book Online*. 16 Dec. 1999.
<<http://www.worldbookonline.com>>

Appendix D**Bibliography Sampler****1. Book**

Author's Last Name _____ First Name _____
 Name of Book _____
 Where Published _____ Publisher _____
 Copyright Date _____

2. Encyclopedia

Name of article _____
 Encyclopedia Name _____
 Volume number _____ Last Copyright Date _____

3. Filmstrip or Video

Title _____ Medium _____
 Series _____ Date _____ Time _____

4. Electronic Resource

Author (if known) _____ Date _____
 Article _____
 Title of Publication or Website _____
 Website Address _____

5. Human Resource

Last Name _____ First Name _____
 Relationship to Topic _____ Date of Interview _____

6. Magazines

Author _____ Date _____
 Title of Article _____
 Title of Magazine _____ Page Numbers _____

7. CD-ROM

Author _____ Last Copyright Date _____
 Title of CD-ROM _____
 Article _____

8. Personal Interview

Name of Interviewee _____
 Address of Interviewee _____
 Date of Interview _____

Appendix E

Heritage Report: A Summary Checklist

- Choose topic that interest you.
- Discover a variety of resources.
- Assess if there is adequate resources for the topic.
- Gather resources.
- Fill in the 5W's sheet.
- Take your questions and put them into common categories.
- Fill in their question/categories portion of the data sheets with subheadings and questions.
- Learn and write bibliographies in the data sheets.
- Take jot notes from your resources and enter them into the data chart.
- Assemble logical sentences from your jot notes and create paragraphs.
- Create an introduction for your report.
- Create a conclusion for your report.
- Assemble the report adding in a title page and bibliography.
- Assemble the backboard after considering what makes a good and bad backboard.
- Practice presenting your project following the presentation format.

FORMATTING YOUR REPORT

Introductions

Begin Your Report with a Hook.

Ways you can begin your report:

a) **A quote** - "I'm not a dreamer, and I'm not saying this will initiate any kind of definitive answer or cure to cancer, but I believe in miracles. I have to." – Terry Fox

b) **Fact** – The First and only time both the American falls and the horseshoe Falls on the Canadian side stopped was the night of March 29th, 1848.

c) **Use a Character or Subject Introduction** – Although there is very little evidence today, Canada once operated a top-secret spy training school during WWII named Camp X.

d) **With Description** – The large but gentle looking polar bear does look cuddly but they are animals to be respected.

e) **Eyewitness View** – Everyone had gathered around to see the ship burning in the bay. No one really thought there would be any danger, but they would be wrong and Halifax would change forever.

f) **Question** – Did you know that the first people to wear sunglasses anywhere in the world were the Inuit?

g) **Shocking Statement** - The World Health Organization estimates that 300 million people will have diabetes worldwide by 2025. Many of these people will lead normal lives because of a Canadian, Dr. Fredrick Banting.

Closing Your Report – Conclusions

Reflect on what you have learned.

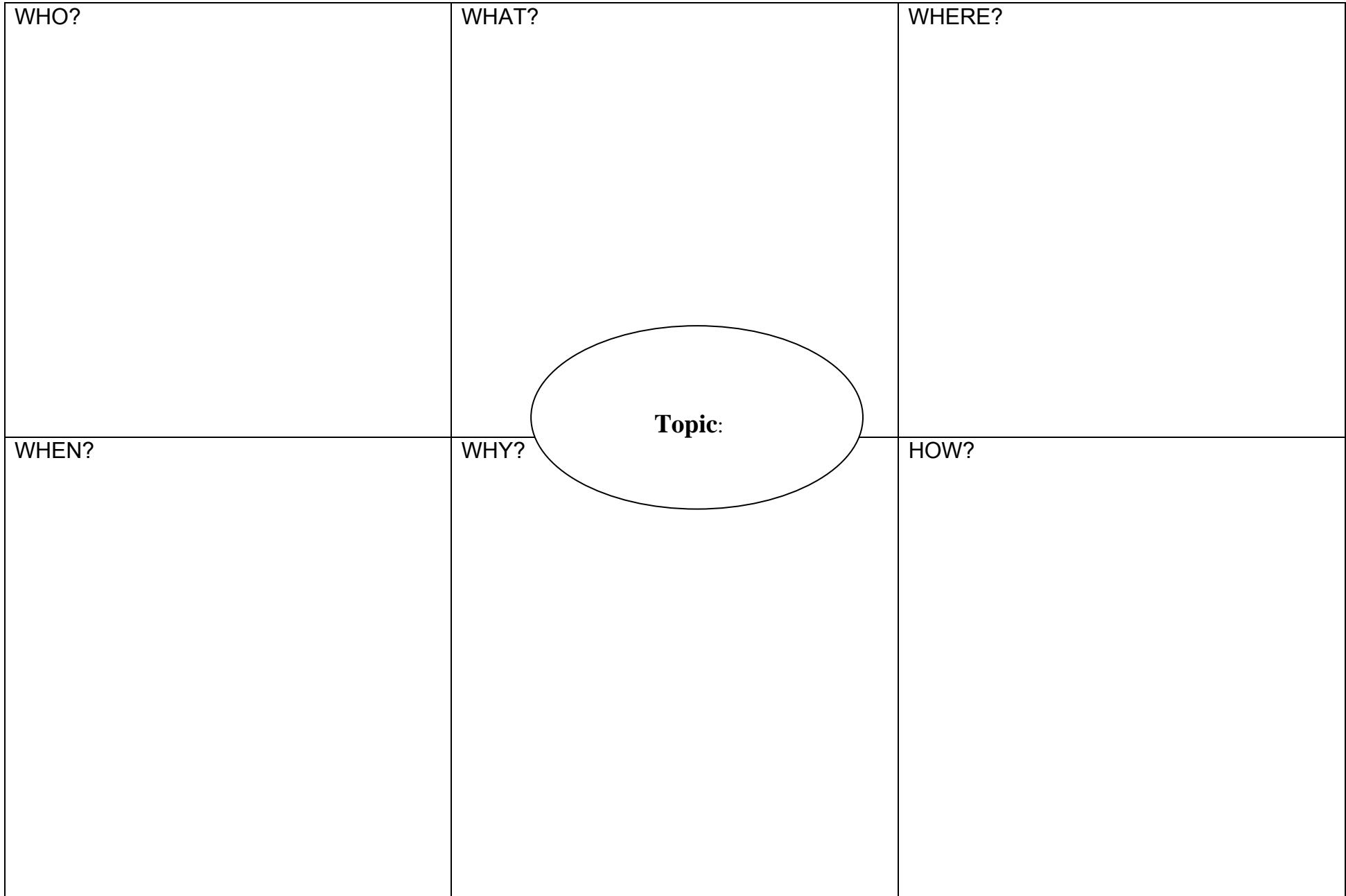
Conclusion can include the following:

a) What was the importance of your topic in Canadian Heritage?

b) The most interesting thing I found out was....

c) In this report, I have learned.....

Appendix G



Appendix H

Your Name and Topic	Question Category 1	Question Category 2	Question Category 3	Question Category 4	Question Category 5
Source					
Source					
Source					
Source					
Source					

Appendix I

Examples of Topics for Heritage Fair Projects

<p>Government: Famous politicians Political parties Confederation Local politician</p> <p>Celebrations: Family Traditions Canada Day May Day Civic Day Leisure Activities Cultural group celebrations Religious Holidays</p> <p>Geography & Climate: Comparisons Record highs & Lows</p> <p>Personal Memories: Self, family Narrative histories Meanings of names</p> <p>Symbols of Canada: Sayings Clothing Slang hobbies</p> <p>Commerce: General stores Occupations & Professions Industry Economy Types of products Forestry Farming Agriculture Important rivers</p> <p>School: School histories</p>	<p>Early Settlers: Forts Hudson's Bay Company Patterns of Settlement</p> <p>First In Winnipeg: Graveyard Zoo Telegraph office Newspaper Electricity Paved roads Bricks for buildings Car/motor vehicle Baby born Retail outlet</p> <p>Recreation: Sports clubs Dances Parks Hockey Old fashion toys and games Entertainment (games, theatre, salons, outdoor recreation)</p> <p>Food: Preservation Cooking Utensils Food processing (canneries)</p> <p>Artists: Famous artist Literature/authors Local authors (poets) Local artist Canadian music Dance companies</p> <p>Mining: Development of mining techniques</p> <p>Catastrophes: Fires, floods, landslides, epidemics</p>	<p>Housing: Architecture Cabins Furnishings Historic buildings Street names Land use Tools Types of buildings Building materials</p> <p>Immigration: Regional influences Family connections</p> <p>Railway: Train stations</p> <p>Native Culture: Residential school Settlement, games Housing, jobs Foods, interaction Native influence Arts</p> <p>Communication: Radio Telephone Media Mail Electronic media Famous figures</p> <p>Social Structures: Families Values Historical figures Famous pioneers Women's roles Pioneer women Childhood responsibilities Children's work Family trees</p>
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