

Heritage Fairs

HERITAGE
SASKATCHEWAN



Toolkit

2nd Edition



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Living Heritage

Capturing the Story!



We all have a story to tell. Our heritage is everything that we have had handed down to us from people of the past, and everything that we hand down to people in the future. What stories have your grandparents told you? What stories do you want to tell your grandchildren someday?

Everyone has a story unique to them: we are born in a certain place because of our parents, grandparents, and hundreds of others. What language do you speak at home? What is your favourite food? What is your favourite singer, or what is your favourite sport? Why might you cheer for the Saskatchewan Roughriders? Why might you live where you do?

Have you ever wondered about what people were thinking in old photographs? What they were wearing, riding, using, or eating? What their names were?

Do you have questions about events that your parents, grandparents, aunts & uncles, teachers, or friends have talked about? Have you heard about events such as the Truth & Reconciliation Commission or the recent 150th anniversary of Canada and wondered what they mean to you?

What do people mean when they talk about Canada being a multicultural nation that appreciates nature?

Saskatchewan has a rich and diverse heritage. Over thousands of years, our land and environment have been shaped by climate, animals, and most recently by humans. The First Nations peoples have called what is now Saskatchewan home for millennia. In the past three hundred years, this region has seen a growth in cultural diversity, beginning with the fur trade and the birth of the Métis peoples, and on through many more waves of immigration – continuing to grow and change through to now and on into the future.

Canada as a whole is a fascinating country to explore and is always changing. Our country has a rich heritage. Before any humans lived here, there were gigantic dinosaurs. Our landscape has changed a lot – Saskatchewan used to be an inland sea near the North Pole! First Nations peoples, European explorers, French and British colonisers, and settlers and immigrants from around the world have all called Canada home. There have been many wars – here and elsewhere – that Canadians have been a part of. There has been a lot



of change in our society, technology, and environment! All of this has shaped Canada's heritage and what it means to be Canadian.

In a Heritage Fairs project, students research a topic of their choice that relates to Canada, present their project to their class (as well as teachers and community members) – all while learning about a favourite subject, event, place, person, family member, etc. Students take on the role of teacher, sharing what they discover with their families and community.

Our heritage is exciting and we learn new things every year!

About Heritage Fairs



The Heritage Fairs program consists of three levels: local/school, regional, and provincial. Students participate initially in a Heritage Fair in their school or community and are then chosen to advance to a Regional Heritage Fair. Regional Heritage Fairs are run by volunteer Committees that are directed by Heritage Saskatchewan, who administers the program as a whole.

In 2017-18, there were five Regional Heritage Fairs: Saskatoon, Regina, Moose Jaw, Swift Current, and a separate Regional Fair run by the Saskatoon Tribal Council. Students from as far away as Meadow Lake and Eston have participated in Saskatoon, while students from all over southeastern Saskatchewan have participated in Regina. Any Saskatchewan school is currently eligible to participate, regardless of geographical location. Heritage Saskatchewan will also work with local educators and volunteers who are interested in hosting Regional Fairs in their community.

From the Regional Heritage Fairs, a total of 50 projects are chosen to participate in the Provincial Heritage Fair in Regina. Heritage Saskatchewan runs the Provincial Heritage Fair directly.

In 2017-18, over 4,400 students prepared a Heritage Fairs project, either individually or in pairs. Of these students, approximately 400 were chosen to attend the Regional Heritage Fairs. Sixty students represented their schools

and regions at the Provincial Heritage Fair. (The number of students chosen to attend the Provincial Fair will vary depending on whether the selected projects are created by individual students or pairs.)

Any student in grades four through eight is eligible to participate in the Heritage Fairs program.

Any teacher (or homeschooling family) can use Heritage Fairs to enhance their Social Studies, Science, Communication, Inquiry, and/or Language Arts classes. Heritage is wide-reaching and promotes citizenship, environmental stewardship, and critical thinking. The lessons learned in creating a Heritage Fairs project can be applied to multiple school subjects and will be retained through the students' academic and professional careers.

More than simply history, heritage encompasses all aspects of our lives. It makes us who we are.

Students choose their own topics to research and develop a written report, a visual display, and an oral presentation. Their independent research takes them deep into the topic and the challenge of picking the key points for their interpretation and telling their story.

Students are then evaluated on their research, presentation, and display, as well as their critical thinking skills for their respective grade level.



Heritage Fairs mascot, sunny the saw-whet Owl

Find the story!

Research and Discover Your Topic



Choose a Heritage Fair topic that is interesting to you! Living Heritage applies to every aspect of our past, present, and future, whether it is our daily life or one-time events. Any topic relating to Canada can be eligible, no matter how old or new it is!

Some Topic Inspiration

- | | |
|--|--|
|  Favourite sport or a sport that you or your family are involved with |  Local sports team |
|  Natural history and science (such as paleontology, archaeology, agriculture, mining, etc.). |  Local historical event |
|  Favourite Canadian athlete, author, artist, actor, scientist, etc. |  Canadian government or symbol (national, provincial, or local) |
|  Major historical event that happened in Canada or partially in Canada |  Daily life – old or new |
|  Major historical event that is connected to Canada |  Personal and family history |
|  Local or national social movements (such as human rights, women's rights, etc.) |  Historical Trends |
|  Local musician(s) or artist(s) |  Natural Environment |

See Appendix F on page 36 for more suggestions!

Once you select your topic, you need to research it. There are many resources out there! Some topics will have more resources about them than others.

See Appendix A – 10 Tips for Researching Your Heritage Fairs Project on page 25

some popular research sources

Books!

- Books (and movies/TV shows) can be a great resource.
- Non-fiction provides facts.
- Fictional stories can inspire you to narrow down your topic and give you ideas on how you might present it later.
- Check out Heritage Saskatchewan's Book List at: www.heritagesask.ca/heritagefairs/research_resources.
- Make sure to search through as many books as you can (depending on your topic).

Teachers & Librarians!

- Teachers and librarians have many ideas for topics.
- Most importantly, they can help you narrow down your topic so that it fits into a report, display, and presentation.
- They can also help you find resources!

Online!

- Wikipedia is a great place to start, but not a good place to finish your research.
- Make sure to search several online sources. Wikipedia and similar sites often have links to further reading.
- Check out Heritage Saskatchewan's Online Resource List at: www.heritagesask.ca/heritagefairs/research_resources.
- Be especially careful about online resources and who creates them – it is very easy to get published online!

Family!

- Parents, grandparents, great-grandparents, aunts, uncles, cousins, brothers, sisters...
- Diaries and family histories, whether or not they are published, are great sources.
- Your own experience!

Community

- Check out a local museum, archives, or historic site.
- Check out the local public library.
- Talk to people in your community about your topic.



But be careful of what message and story others are telling in the resources you find. Just because information is published (online or in a book) does not necessarily make it true! Check several resources – the more they agree with each other, the greater the likelihood that the facts are true.

We are always learning new things, even about events that happened a long time ago. Some resources are therefore out of date, especially if your topic is recent. Check the last time that a website was updated and what year a book was published! (Some books are published more than once.)



Some Resources You Might Not Have Known About

- Provincial Archives of Saskatchewan (www.saskarchives.com)
- Saskatchewan Council for Archives & Archivists (www.scaa.sk.ca)
- Saskatchewan Archaeological Society (www.saskarchsoc.ca)
- Museums Association of Saskatchewan (www.saskmuseums.org)
- Multicultural Council of Saskatchewan (www.mcos.ca)
- Nature Saskatchewan (www.naturesask.ca)
- Saskatchewan Sports Hall of Fame & Museum (www.sasksportshalloffame.com)
- Saskatchewan Indigenous Cultural Centre (www.sicc.sk.ca)
- Gabriel Dumont Institute (www.gdins.org)
- Western Development Museum (www.wdm.ca)
- Diefenbaker Canada Centre (www.usask.ca/diefenbaker)
- Saskatchewan Legislative Library (www.legassembly.sk.ca/library)
- Saskatchewan Science Centre (www.sasksciencecentre.com)
- Saskatchewan Public Libraries (www.catalog.sasklibraries.ca)



Tell the story!

Create Your Presentation & Share Your Findings



Once you have done your research, you need to narrow down your topic further to tell a concise story. What is the main question or statement about your topic that you want to share? What is the story that you want to tell?

You will discover more about your topic than you can present in your Heritage Fairs project. All stories have a beginning, a middle, and a conclusion: your presentation needs to have a good beginning, middle and conclusion as well!

The most important thing that you need to do in telling your story is make your audience care about your topic. (Your “audience” in this case are teachers and/or judges, but also classmates and visitors.) Your topic might be something that your audience knows nothing about. On the other hand, you might be presenting about a topic that they have studied a lot. You might even have one judge who knows nothing about your topic and another who is an expert about it! As long as you make them care about what you learned and your experience learning it, it will not matter either way.

How to make the audience (judges, visitors, parents, friends, teachers, etc.) care about your topic:



Care about your topic yourself – pick something that you enjoy learning about!



As much as you can, smile and make eye contact during your presentation.



Be enthusiastic about your topic and project.



Put lots of care and effort into your report and especially into your presentation and display.



Tell the story rather than recite it. Don't read the whole thing off of your written report or cue cards! Respond to questions from your audience.



Make your presentation easy to understand.



Have fun with your project!



The Presentation

Also see Appendix B – 10 Tips for Giving Your Heritage Fairs Presentation on page 28



Your teacher will ask you to prepare a written report, which will then provide you with an outline for your presentation. You can also bring your report as part of your presentation, but this is not necessarily required. Your teacher will read your report for school, but judges at the Regional and Provincial Heritage Fairs will not have time to read it.

For your presentation, prepare to talk about your topic for about three to five minutes. Judges will then ask you questions and they will probably spend seven to ten minutes with you in total. It will be helpful to think of your presentation in three categories: 1) the Main Story and Why It Is Important; 2) Possible Answers to Judges' Questions; and 3) Other Interesting Facts.

1. The Main Story & Why It Is Important (about 3-5 minutes)

- a. Think of this as all that you get to present to your audience at the Heritage Fair. This is where you get to present what you learned.
- b. Answer the following questions in your story:
 - i. What happened? Who did it happen to?
 - ii. Who/what caused it? Where did it happen?
 - iii. How did it happen? Why did it happen?
 - iv. Why is/was it important?

2. Possible Answers to Judges' Questions

- a. Judges will ask you questions about what you learned and your experience creating the project. Think about how you might answer these questions.
- b. Some of these questions might be:
 - i. Why is/was your topic important to you?
 - ii. Why do you think it is an important part of Canadian heritage?
 - iii. What were the most important things that you learned in doing this project?
 - iv. Were you surprised at what you learned?
 - v. Did your opinion about the topic change from when you started the project to when you finished it?



3. Other Interesting Facts

- a. You might have learned some things that do not really fit into the first two categories.
- b. Any funny stories? Facts that don't really fit into your presentation?
- c. Make sure you focus on the Main Story, but a short interesting fact or story can be a great way to start your presentation!

Example Topic: My Family's Immigration to Canada

1. The Main Story & Why It Is Important
 - a. Talk about how your family immigrated to Canada. Who came from where? Why did they come to Canada? How did they get here? What happened to them when they got here? Why is this important to you?
2. Possible Questions from Judges
 - a. Why is your family's immigration story important to you? Why is it important to Canada? What does it reflect about Canada? Did you learn anything new about your family? What did you learn about yourself in telling your family's story?
3. Other Interesting Facts
 - a. A funny story about something that happened while your family was travelling to Canada or when they first got here, or about something that happened while you were researching the project!
 - b. Interesting facts about your family's country of origin or about immigration in general.

The Display

See also Appendix C – 10 Tips for Designing Your Heritage Fairs Project on page 30



The display is a very important part of your presentation. Your display shares your story when you are not there and it enhances your presentation for your audience.

Displays should be colourful and attractive, easy to read, and provide information about your project. Your audience should be able to learn a lot about your topic just from your display.

Displays can consist of the following:

- A free-standing backboard
- Props and/or models
- Laptop/smartphone/tablet to display digital elements (like videos, virtual models, websites, slideshows, etc.) – these can be shut down or put away when you are not present at your project to conserve power and to avoid theft
- A list of sources for your research and photo credits
- Your written report

Displays are limited to being four (4) feet wide. A standard backboard is three (3) feet wide. There are no height requirements – so as long as your display doesn't fall down, it can be as tall as you want! (Think about how high a normal ceiling is, though, and how hard a tall project might be to carry and set up.)

Standard table sizes at the Regional and Provincial Heritage Fairs (and at most school Heritage Fairs as well) provide lots of room for props and models. Items may also be in front of the table as long as there is enough room for the student(s) and at least one judge to stand comfortably.

Parents, friends, and family members are more than welcome to assist with the creation of Heritage Fairs displays, but most of the work and design should be done by the student(s) whose project it is.

Displays do not have to be entirely homemade – toys such as LEGO, Polly Pockets, model ships, dolls, stuffed animals, and action figures make great props! You can also use a laptop or tablet to display a computer model you



have created, such as in Minecraft. Incorporating music or video also enhances the display.

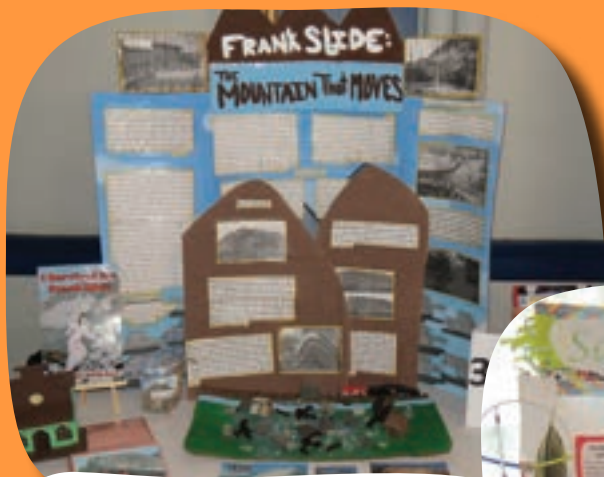
Creating a model, artwork, or video for your display may not result in a winning project, but it will be memorable to visitors and should be a lot of fun for you and your family! Judges notice how much effort you put into your project.

A Few Examples of Heritage Fair Projects

This is an example of a Heritage Fairs project with a homemade model. Many students choose to include models or dioramas in their projects to better illustrate their story.



Example of a project that integrates digital technology into the student's display and presentation



These are examples of Heritage Fairs projects with complex displays. The books, models, and other items in the displays, as well as the information on the backboards, contribute to the presentations as well as continue to tell the stories when the students are not present. There are many visual elements to draw in viewers.



This is an example of a basic Heritage Fairs project. It is very minimal in its display, but has a well-laid out backboard that provides a good overview of the topic. This type of project relies heavily on the student's presentation to fill in most of the details.



These are more examples of basic Heritage Fairs projects that include a more three-dimensional aspect to the display. The backboard and artefacts tell the overview of the story and the student's presentation does the rest. Artefacts can be used as part of the presentation and they also provide visual references for the judges.



The Heritage Fairs

See Appendix D – 10 Tips for Transporting Your Heritage Fairs Project on page 32



ne judge typically spends five to ten minutes with each project. While no judging is entirely the same, the basic process is as follows:

- The student (or pair of students) presents their project in approximately 3-5 minutes (“The Main Story & Why It Is Important” – see page 9). This introduces the topic and allows them to show the judges what they know.
- The judge then interviews the student(s), asking questions such as why they chose their topic, how they did their research, and what they learned in the process (“Possible Answers to Judges’ Questions” – see page 9). This gives the judge a genuine feel for the student(s)’s passion for the topic, their overall knowledge of the research process, and their critical thinking skills.
- Finally, the judge might ask other questions about the topic, depending on the time available and their own interest in learning more about it. (“Other Interesting Facts” – see page 10)

While either the judges or the teacher will take the time to review the student(s)’s written report at the school level, evaluation at the higher levels is based on the presentation and display only. Judges are looking for originality, creativity, depth of research, communication, citizenship awareness, and critical/historical thinking. Heritage Fairs give students valuable experience in public speaking.

At the Regional Heritage Fairs, as well as being judged on their projects, students also have the opportunity to participate in supplementary activities. These activities range from tours to games to crafts to special presentations wherein students learn more about Saskatchewan heritage.

Students who advance to the Provincial Heritage Fair once more present their projects to judges. They also get the chance to present their projects to visitors and dignitaries – sometimes including the Lieutenant Governor! During the Provincial Fair, the students have the opportunity to experience some of the heritage and civic institutions in Saskatchewan’s capital, including (but not limited to) Government House, the Saskatchewan Legislative Building, the Royal Saskatchewan Museum, and the Saskatchewan Science Centre.

connect the story!

Show What You Learned! How Does How Your Topic Fit Into Canada's Heritage?



How your topic fits into Canadian heritage and what you have learned from the project are almost as important to your presentation as the information about the topic itself. Judges are looking for more than just what your project is about!

There may be many resources that you find that have already connected your topic to Canadian heritage. Do you agree with what these resources say? Why or why not? On the other hand, there may be very few resources about your topic – why do you think this is?



Example: Lots of people refer to hockey as our national sport and talk about hockey as though it is the most important part of Canada and the Canadian identity. Do you think so? Why might people think this?

One of the best things about Heritage Fairs is that you get to decide for yourself how your topic fits into Canadian heritage. You decide based on the evidence that you find in your research. You do not have to agree with everything you find – judges will want to know why you agree or disagree.

The most important thing to do is make the judges – and anyone who sees your project and hears your presentation – care about your story!

connecting the story involves the following:

- Historical thinking:
 1. establishing historical significance;
 2. using primary sources;
 3. identifying continuity and change;
 4. analyzing cause and consequence;
 5. taking historical perspectives;
 6. understanding the ethical dimension of historical interpretations.
- Critical thinking: understanding and evaluating sources and your topic itself
- New knowledge: showing a passion for research and not being afraid to try something different
- Listening to and evaluating multiple perspectives and/or ideas on a topic
- Taking what you have learned and applying it to other situations
- Taking ownership of your research and your project – this is part of your contribution to Canadian heritage!

Remember that Living Heritage is about the past, present, and future. What is it about your topic that you think is most important for you now? What do you think it will mean in the future?

Awards



The following are taken into consideration for awards at all levels of Heritage Fairs:

- Solid research skills and efforts
- Knowledge of the facts surrounding their chosen topic
- Creativity
- Good communication skills
- Storytelling ability
- Critical thinking

Particular focus is placed on how the students present their projects, specifically research, presentation, communication, and critical thinking.

At each Regional Heritage Fair and at the Provincial Heritage Fair, the following awards are presented:

Archives Award

Focus on research

What are archival or primary sources? Archival sources (often called primary sources) give a first-hand account of a time in history, an event, a place, or a person. Lots of things can be primary sources: letters, emails, diaries, records from governments/churches/businesses, oral histories, recordings, photographs, videos, maps, blueprints, and recipes.

A secondary source is something created using primary sources, such as a book, movie, or a Heritage Fairs project!

Innovation Award

Focus on creativity & critical thinking

What is creative or innovative? Examples of creative/innovative approaches include art projects, homemade props, songs, poems, skits, etc. Incorporating these elements to tell the story gives students a chance to develop or make use of artistic skills.



Digital Media Award

Focus on creativity & communication

What is digital media? Digital media includes many things: slideshows, QR codes, interview clips, videos, recordings, websites, and blogs, to name a few. Incorporating these elements to tell the story gives students a chance to develop or make use of technical skills.

Historical Thinking Award

Focus on critical thinking & research

What is historical thinking? The six characteristics of historical thinking are:

1. establishing historical significance;
2. using primary sources;
3. identifying continuity and change;
4. analyzing cause and consequence;
5. taking historical perspectives; and
6. understanding the ethical dimension of historical interpretations.

At each Regional Heritage Fair (but not at the provincial level), the following topical awards are also presented:

- Arts, Sports, & Leisure Award
- Citizenship & Governance Award
- Genealogy Award
- Indigenous Heritage Award
- Military Heritage Award
- Multicultural Heritage Award
- Natural Heritage Award
- Science & Technology Award
- Society & Justice Award

Other organisations can sponsor additional awards at the regional level, either arranged through Heritage Saskatchewan or through local committees. Additional awards may also be offered at the Provincial Heritage Fair. As these awards are subject to change on an annual basis, they are not listed here.



Frequently-Asked Questions...

...About Topics

See also Appendix E – 7 Myths About Heritage Fairs Projects on page 34

Q: Does the project have to be specifically about family history, or specifically about Saskatchewan?

A: No, it can be about anything relating to Canada. You should choose a topic that you enjoy and want to learn more about. Ultimately, this is up to your teacher.

Q: Can the teacher assign specific topics?

A: Teachers can choose to assign specific topics if that works best for them or their class. For example, sometimes the teacher will have the whole class study local treaties, explorers, famous Saskatchewan people, or their family history.

Q: How long ago did something have to happen, or how old does something have to be, before it is considered ‘heritage’?

A: Living Heritage is about the past, present, and future. It does not matter how old something is for it to be considered heritage.

Q: Are science topics acceptable?

A: Absolutely! Science is a big part of our heritage.

Q: What about sports? Artists? Movies? Does it matter how famous someone is?

A: Any of these could be potential topics, as long as they relate to Canada in some way. It does not matter how famous someone is or was. Someone who is very famous to you might be someone that the judges have never heard about!

Q: What about something that did not happen in Canada or isn’t entirely Canadian?

A: Many events that happened in other countries have a Canadian connection (such as a war that Canadians participated in). Some people move away from Canada for their careers, such as actors, but they still have a

connection to Canada. Non-Canadians who have lived or partially live in Canada can also be an acceptable topic.

Q: Can I talk about my family's heritage in another country?

A: Yes. You yourself – and your family – are a connection to Canada!

Q: What if I am still not sure if the topic that I want to study fits into Heritage Fairs?

A: You can always check with your teacher. If your teacher is not sure either, have them check with Heritage Saskatchewan.

Q: I have a really good idea for a project! But my teacher is uneasy about it because it might be too controversial.

A: Have your teacher check with Heritage Saskatchewan about the topic if they are uneasy about it. If you do good research and are respectful in your presentation, almost any topic relating to Canada is acceptable.

Q: What language can I use for my project?

A: Because judges need to be able to understand a language in order to properly judge a project, Heritage Fairs projects are currently accepted in English or French. A project could also be bilingual in English and French, or be bilingual in either of those and another language. (You can also include words from other languages, along with translations, as part of your display and presentation.) In order to have a project presented in any other language, the organisers of the Heritage Fair would need to have enough notice to find judges fluent in that language.

... About the Heritage Fairs Program

Q: Can students work in partners or groups?

A: Two students working together in partners are fine, but groups of three or more are strongly discouraged.

Q: Can students outside of grades four through eight participate?

A: Students not in grade four, five, six, seven, or eight may present at their local school Heritage Fair only. Prior to 2014, the program included grade nine. We have eliminated that grade at the competition level because grade nine students are considered to be part of the high school curriculum in Saskatchewan.

Q: Can students outside of grades four through eight participate?

A: Students not in grade four, five, six, seven, or eight may present at their local school Heritage Fair only. Prior to 2014, the program included grade nine. We have eliminated that grade at the competition level because grade nine students are considered to be part of the high school curriculum in Saskatchewan.

Q: I teach in a grade 3/4 split [or I teach in a combined 8/9 Social Studies class in a rural school] – what happens if I have students in non-eligible grades partnered with students in eligible grades?

A: While grade three or grade nine students are otherwise ineligible to advance past their school fair, a grade three student who is partnered with a grade four student (or a grade nine student who is partnered with a grade eight student) in the same class may advance with their partner. In either case, the student must be registered as being in the same eligible grade as their partner – so for the purpose of the Heritage Fair, they will be considered to be in grade four or eight.

Q: Are essays/written reports required?

A: It is up to the teacher whether or not their students need to prepare an essay (rather than a written report). As long as students present their projects and document their sources, they do not need to include an essay. At the regional and provincial levels, judges do not have time to read either an essay or a written report.

Q: Can a student participate independently?

A: Yes – an independent student and their teacher (or parent) must make arrangements with their local Regional Committee to have their project judged prior to being accepted for the Regional Heritage Fair. Contact Heritage Saskatchewan or check out our website for further details on independent students:

<https://heritagesask.ca/heritage-fairs/teachersandstudents/participation-options>

Q: Does my whole class have to participate?

A: No. The number of participating students from a class (or school) determines how many can attend the Regional Heritage Fair. It is perfectly fine for a small number of students to participate.

Q: How are students chosen to attend the Regional Heritage Fair?

A: The respective Regional Heritage Fair committees determine how many students per school can attend each Regional Heritage Fair based on the total number of students participating from each school. (These numbers are taken from teachers' registrations.) Note – the committees take the *total* numbers per school, not per class. It is up to the individual schools to determine how to assign their allotted spots per class, if they wish to do so. Schools can host a school-wide Heritage Fair to determine their winners; they can also choose their winners from each participating class. This is up to the participating teachers from each school.

Q: How much work is required from participating teachers?

A: Teachers need to provide support for their students – introduce them to the topics, guide them in their research, etc. Teachers also need to register online with Heritage Saskatchewan and then register their students who are advancing to the Regional Heritage Fair. It is ultimately up to the teacher how much they want to be involved.

Q: Do teachers need to be chaperones at the Regional and/or Provincial Heritage Fairs?

A: At least one teacher (or education assistant) from each school should attend the Regional Heritage Fair as a chaperone. For the Provincial Heritage Fair, any school that has two or more finalists needs to provide a chaperone associated with that school, but this does not have to be a teacher – it could be a parent, education assistant, or administrator as well.

Q: I missed the registration deadline for teachers – can my students still participate?

A: If a teacher misses the teacher-registration deadline (usually early February), it is always still possible to do the program in your school. However, it is at the discretion of the relevant Regional Heritage Fair committee whether or not your school would be allowed to participate any further.



Q: I missed the registration deadline for the Regional Heritage Fairs – can my students still participate?

A: This is at the discretion of the relevant Regional Heritage Fair committee. The committees and Heritage Saskatchewan all want what is best for the students, but the deadlines are in place to ensure that the program runs smoothly.

Q: Does Heritage Saskatchewan have any authority over the Regional Heritage Fair committees when it comes to registration deadlines?

A: Heritage Saskatchewan is responsible for the program overall and the Provincial Heritage Fair. Heritage Saskatchewan will provide guidance, but will not overrule any decision about registration deadlines that a committee makes.

Q: Has there been a shift in focus away from history?

A: Any shift (actual or perceived) of focus from exclusively on history to a broader range of topics reflects the current education curriculum, societal trends, and Heritage Saskatchewan's mandate. Historical thinking is a cornerstone of the Heritage Fairs program.

Q: Is there a National Heritage Fair?

A: Unfortunately, no, there is no longer a National Heritage Fair.





Appendix A

10 Tips for Researching Your Heritage Fairs Project

Before you can design your project and give your presentation, you need to do your research!

1. Plan ahead! Your research will take time! It cannot all be done in one night. You might have to visit a library, museum, or other location that has specific opening hours. If you want to interview someone, you will need to fit into their schedule. You will also need to leave enough time to create your presentation and display.

2. Talk to your family! Even if you are not doing a project about your family, your family might have some ideas of where to look for information and can help you come up with a plan to get to where you need to go to do your research. You might find a family connection to your topic that you did not know about! Interview family members if they have a connection to your project.

3. Talk to your teacher and/or librarian! Your teacher will also be able to help you with resources on most topics, as will the staff at your school library or public library. They will not do your research for you, but they can point you in the right direction.

4. Talk to people in your community! Your family and teacher might be able to help you find members of your community that have a connection to your topic. If you are doing your project on a famous person who still has community connections (like an athlete, for example), you might want to interview their friends or family, even if you do not get the chance to talk to the subject of your project directly.

5. Look for primary sources! Primary sources, also called archival sources, are clues about a person, place, event, or thing that come from the same time period. Such clues could be photographs, video, writings (including emails and social media posts if the topic is recent), old records, and many other things. If you interview someone for your project, that interview itself is a primary source! If you cannot find primary sources themselves, try to find books or online websites that have included them (Diaries, letters, photographs, etc. from family members are primary sources too!) You need

these sources so that you can interpret the clues to make your own conclusions about your topic. Secondary sources, like books, articles, and documentaries about a topic, are also useful, but they are someone else's interpretation. Try to have a mix of both kinds of sources.

6. Do not be afraid to research online! Especially for more obscure or recent topics, you might have better luck finding information online than in books. However, be careful about what you read and use, because it is very easy to get published online! Make sure to consult websites published by educational institutions (like universities), historical societies, and large heritage organisations, as well as smaller websites that might be more specific to your topic. Check who the author of an article is and who they work for. Also make sure to check when an online article was written!

7. You can use Wikipedia as a guide, but do not stop your research there! If the topic that you are researching has a detailed Wikipedia article, using that article as a guide when you are reading other sources is a good idea. Wikipedia might also have links to photographs, illustrations, maps, and information on other websites. (There should be a list of resources that the Wikipedia article used – some of those might be useful to you in your research too!) Also, if there is little or no information on a topic on Wikipedia, that does not mean there is no information available about that topic at all, or that the topic is not important!

8. It is fine to concentrate most of your research on your family and/or community! While you should try to find other sources as well, depending on your topic, it is perfectly acceptable to have done most of your research by talking to family/community members and using primary sources from you and your family (or local community).

9. It is fine to have no personal connections to your topic whatsoever! Anyone can do research on any topic and prepare a good presentation about it – you do not have to have things like personal interviews and family photographs in your project if you do not have any relating to your topic.

10. You can use fictional stories as resources as well! These can inspire you to pick your topic! While you have to be very careful, novels, movies, TV shows, video games, and other fictional works can also be part of your research. This is especially true if your topic is a fictional character (such as Anne of Green Gables), an author, an actor, or any other topic that connects to fictional works. You can also read a novel about your topic and compare it to the non-fiction resources that you found.



BONUS Tip!

You can change your topic as you do your research! Depending on how much time you have before your project is due in class, you can decide to change your topic for your Heritage Fairs project as you are doing your research if you find something else that you are much more passionate about or interested in exploring.



Appendix B

10 Tips for Giving Your Heritage Fairs Presentation

Telling your story is the most important part of your Heritage Fair project. You have done great research and writing, you have designed and created an amazing project, and now it is time to share your knowledge. This is what can win you an award or advance you to the regional and provincial levels. Here are some tips for giving your presentation:

1. Remember to put as much effort into your presentation as you did in your research and in designing your project! Practice at home (alone, in front of your family, or both) and think of how you might answer different questions that judges might ask about your topic, your research, or how your topic relates to Canadian heritage. Also, if you are presenting with a partner, practice with them.

2. Do not panic if something breaks! If your model or computer breaks or glitches, do not stop. If you can quickly reset something (like a slideshow), it is okay to try. But if it still does not work, or if you cannot fix it without leaving your project, tell the judge how it is supposed to work and continue giving your presentation. Judges will be impressed by your ability to keep going with the story!

3. Do not read your presentation – tell your story! Memorize as much as you can and use notes or cue cards only for when you get stuck, or as an outline. Your backboard can also serve as reminders of what you want to talk about and can act like cue cards.

4. Use your model, artefacts, and backboard! Point at photos or maps, describe the items in your display and how they relate to your story, and explain what the model is about.

5. Start with your family connection to your story! (If you have one, that is.) If you have a family connection to a topic, start with that in your presentation. It gets your audience interested in the story! Do not leave it to the end, or you might forget to mention it.

6. Tell the judge about what you are wearing! If you are wearing a costume, cultural regalia, or a uniform, do not forget to tell the judge about what it means. That can also be a great way to start your presentation!

7. Make sure to practice any special performance you are going to do, especially in partners! Playing a piece of music, acting out a skit, or becoming a character and telling your story in the first person will be memorable if done well! (It is also a great way to make sure that both people in a partnered project have a chance to talk.)

8. Make sure both students in a partnered project get the chance to talk and answer questions! If only one of you is presenting, the judge will think that only one of you did the work. If there is a special reason why only one of you is presenting (such as one of you being sick), make sure to tell that to the judge.

9. Make eye contact! Make eye contact with the judge, but if keeping eye contact is too difficult, look just beside their head throughout the presentation. Make eye contact again when being asked a question. It is fine to look away to look or point at your project or to quickly check your notes if you get stuck – but make sure that the judges are not staring at the top/back of your head for your entire presentation!

10. Be creative and be yourself! Think of a way to make sure that judges and other visitors remember your story, even if you do not win any awards or advance any further. Do as best as you can!





Appendix C

10 Tips for Designing Your Heritage Fairs Project

How your project looks is a very important part of your presentation! You have done a lot of research and you have a story to tell. Your project needs to help you tell that story.

1. Make sure that the design is yours! Do what you want and do as much as possible by yourself. Sometimes, your parents might want to help a lot - Heritage Fairs is fun! But please remind them that this needs to be your project. (Your parents, brothers & sisters, and friends can give you suggestions and can help a little bit with building models.)

2. Use more than just words on a backboard! Include photos, pictures, maps, etc. Build a model and/or include artefacts, and make use of the whole space that you have. (4'x3' or 120cm x 90cm)

3. Make your project colourful! Even if you are using black & white photos, still include colour such as bright lettering, maps, and other decorations. If you are going to stick with black and white because it suits your topic, make it stand out in other ways, like contrasting letters and using patterns.

4. Put information on your backboard! Make sure there are some words on your backboard so that when you are not at your project, visitors can still learn about your topic. This information can also help you in your presentation if you are stuck.

5. Use big letters! Make sure that most judges and visitors do not have to lean over into your project to read it. (Remember that people have varying levels of vision.)

6. Keep it simple! Simple designs work well if they convey the topic and help you give your presentation. Remember that no matter how amazing your display is, your presentation is the most important part of the project.

7. Remember your *Works Cited* and *Photo Credits* sections! It does not have to go on your backboard and can go on the table. Use your backboard for information about your project. (Photo credits can also be in small letters underneath the photographs.)

8. Use your digital media elements if you have them! Make sure to use videos, slideshows, games, music, etc., that you created for your project in your actual presentation so that the judges know what wonderful work you did! Also, have a back-up plan in case your computer or tablet has problems. Make sure to remember to bring any chargers and cords that you might need.

9. Design your project in separate pieces! That way, it will be easier to transport to and from school.

10. Have a back-up plan if part of your project breaks or goes missing! Make sure you can still do your presentation. Do not worry if your project does not end up looking like you imagined it.

There is only ONE absolute rule: Your project can be only four (4) feet wide! This includes all parts of your display. You can make a tall display (as high as the ceiling if supported) and your display can go all the way to the floor. You can use the space in front of your project as long as you and one other person can stand there comfortably.

Model-making is fun and we have had many amazing projects, some of which have been wider/ longer than four feet in the past. But there is not enough room at the Regional and Provincial Fairs for all students to have extra space. Please keep your display to less than four feet wide so that we do not have to ask to you leave any part of it at home!





Appendix D

10 Tips for Transporting Your Heritage Fairs Project

Once you have designed and created your project, you have to be able to get it to school. Plus, if you get selected to attend the Regional Heritage Fair (and then if you get selected for the Provincial Heritage Fair thereafter), you will need to move your project once again. Here are some tips for easily transporting your project:

- 1. Carry your model in a separate container!** Some things that work well: a plastic bin with a lid (make sure the lid can be closed tightly without squishing anything) or an old casserole dish. (A casserole dish works well as the base of a model, as it comes ready with handles.)
- 2. Carry items for your display in a plastic bin with a lid, separately from any models!** Once your project has been set up, this bin can come in handy to store away things like your coat, etc.
- 3. Make sure you can lift and carry each piece of your project!** You might have to carry your project yourself, especially if you are selected for the Regional and/or Provincial Heritage Fairs. But, you do not have to be able to carry all bins, boxes, or models, as well as your backboard, at the same time!
- 4. Beware of snow/rain!** Make sure that anything that is not waterproof, including your backboard, is covered in plastic or in a plastic bin. Even if you are only going to be outside for a little bit, your project might get wet if it is raining or snowing, or if you get splashed.
- 5. Bring a charger and cord for your electronics!** Make sure to label or mark these with your name or initials. It is also a good idea to bring a small extension cord if you have one – make sure you label it as well.
- 6. Bring tape!** That way, you can repair your project if anything falls off your backboard or model while being carried. You can also use the tape to stick items to the table.

7. If you need water for your project, add it after the project is set up! If your model includes water, add it after you arrive and have the rest of the project set up. If you want to bring water with you, carry it in a separate, sealed container (such as a water bottle). Do not carry water – or any other liquid or gooey items – with the rest of your items in case it leaks on the way to school!

8. Make sure to arrive early enough to set up your project! As with water, balloons and other inflatable items should be inflated at the Fair so that they are easier to carry and will not blow away or break. Also, you will need time to set up your display and model, as well as time to get dressed in your costume, cultural regalia, uniform, or presentation clothes.

9. Do not be afraid to ask for help! The more you can carry and set up on your own, the better, but do not be afraid to ask for help if you are struggling, or if something goes wrong.

10. Make use of your empty containers while your project is set up! At the Regional & Provincial Heritage Fairs, there will be activities as well as presenting your project to judges, so you may want to take off pieces of your outfit (i.e. hat, scarf, fake moustache, jewellery) for these activities. A great place to store these items is in the container(s) that you carried your model or display items in. Then they are easy to find again if/when you need to put them back on!





Appendix E

7 Myths About Heritage Fairs

Heritage Fairs has been around since 1993 and lots of people have been involved with the program over the past 25 years. In that time, some things have changed.

Please follow any rules that your teacher wants you to follow, but be aware that other schools may do things differently.

Myth #1: You must have a backboard!

Reality: No, you do not need a backboard! (This is up to your teacher.) You need to have a display. A backboard is the most convenient way to display your project, but it is not the only way. You can make a video, use a tablet or SmartBoard, or display your project in any number of ways. However, it is a good idea to have something in the display that anyone can read when you are not at your project.

Myth #2: You must have an essay!

Reality: No, you do not need an essay! (This is up to your teacher.) You need to put your research together into a written report for your class, which you then use to write an outline for your presentation, as well as write what goes into your display. Your display and presentation are the only things being judged at the Regional and Provincial levels.

Myth #3: Heritage Fairs are just about history!

Reality: Heritage Fairs are about heritage, not just history. Heritage is living and ever-changing. It makes us who we are and guides us where we are going. Topics about the present, such as ongoing events or currently-living Canadians, are just as important as topics about the past. Your presentation should mention the history of your topic, but it does not need to focus only on the past. You can even talk about the future!

Myth #4: Heritage Fairs are just about where you/your ancestors are from and their cultures!

Reality: See #3. Of course, culture is a big part of heritage! Your family heritage is a great place to start looking for Heritage Fairs projects, and your teacher might decide that the whole class is going to do projects about their families. But if your teacher lets you choose any topic you like, you can talk about anything that has to do with Canadian heritage.

Myth #5: Heritage Fairs projects need to be about Saskatchewan!

Reality: Your topic for your Heritage Fairs project needs to be connected to Canada in some way, but your project does not have to be specifically about Saskatchewan or even mention this province at all.

Myth #6: Heritage Fairs projects are not supposed to be about science!

Reality: Of course your project can be about science! Canada has contributed a lot to science and technology. Unlike for a Science Fair project though, a Heritage Fair project is more than just an experiment. Judges will want to hear about the history of the topic and what it means for the present/future, as well as what it is and how it works.

Myth #7: You should only do your project on something you have direct experience with and you should not do anything controversial!

Reality: You can do your project on anything to do with Canadian heritage. However, you need to do your research, be respectful, and consider other people's feelings and perspectives, especially when it comes to what you wear or include in your display.





Appendix F

Some Ideas for Topics

Here are some topic examples for Heritage Fairs projects. The example topics listed below are only a few of many options!

Family Heritage

- Examples: ancestry, immigration, family members, family traditions

Canadian People

- Examples: political leaders, scientists, athletes, artists, activists, actors, music groups, etc.
- See *Top 25 Most Popular Canadians for Heritage Fairs*, page 39

Canadian Landmarks

- Examples: Batoche Historic Site, the CN Tower, Pier 21, Butchart Gardens

Canadian Cities, Towns, & Communities

- Any community of any size in Canada – from ghost towns to metropolises!

Events (that took place in Canada or affected Canada)

- Examples: the fur trade, Prohibition, the Great Depression, the Canadian flag debate

Disasters (that took place in Canada or affected Canada)

- Examples: the Halifax Explosion, the RMS Empress of Ireland, the Spanish Influenza Epidemic, the Fort McMurray Fire of 2016

Wars in Canada

- Examples: the War of 1812, the 1885 Resistance, the Seven Years' War, the Aroostook War, the Pig War of 1859

Wars That Canadians Participated In

- Examples: the First & Second World Wars, the Napoleonic Wars, the Korean War

Cultural groups in Canada

- Indigenous (any First Nation, the Inuit, & the Métis)
- Other ethnic groups (such as Irish, French, Dutch, Chinese, African-American, Ukrainian, etc.)
- Religious groups (such as Jewish, Muslim, Sikh, Hutterite, etc.)
- Any dance, art, language, sport, or other cultural tradition associated with a specific ethnicity or religious group

Daily life in Canada (past & present)

- Examples: hunting, survival, homes, technology, toys, going to school, crafts, sports, cultural activities

Canadian Inventions & discoveries

- Includes those invented/discovered in Canada and those made elsewhere with Canadian connections
- Examples: insulin, the Avro Arrow, the cardiac pacemaker, time zones, basketball

Canadian symbols

- Examples: the maple leaf, the beaver, maple syrup, poutine, the caribou, hockey, various provincial emblems

Canadian institutions

- Government (indigenous, federal, provincial, local)
- Health (such as the Canadian Red Cross, the CNIB, the Canadian Cancer Society, etc.)
- Military, police, firefighters, etc.

Canadian cultural institutions

- Examples: the National Ballet of Canada, the CBC, the RCMP Musical Ride

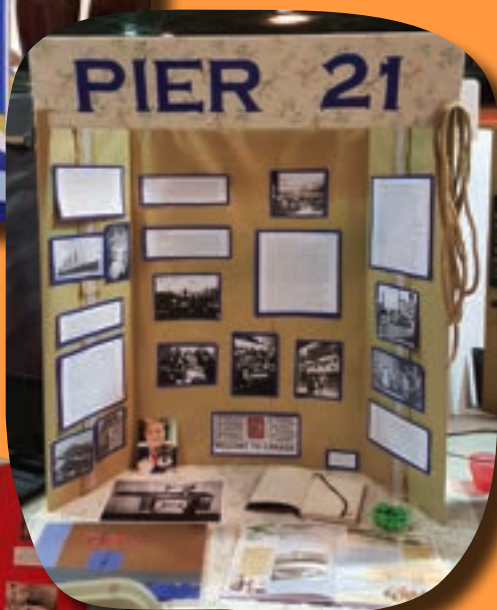
Canadian-based companies & products (past & present)

Canadian sports teams

Nature & wildlife within and around Canada

Canadian conservation & environmental efforts (local, national, global)

Canadian humans rights history (local, national, global)





Top 25 most popular Canadians for Heritage Fairs

- Viola Desmond
- Dr. Frederick Banting
- Tommy Douglas
- Chris Hadfield
- David Suzuki
- Hayley Wickenheiser
- Gord Downie & The Tragically Hip
- Terry Fox
- Nellie McClung
- Emily Carr
- The Famous Five
- Sir John A. Macdonald
- Joseph-Armand Bombardier
- Sir John Franklin
- Wayne Gretzky
- James Naismith
- Laura Secord
- Edouard Beaulieu ("The Willow Bunch Giant")
- Alexander Graham Bell
- Sandra Schmirler
- Archie Belaney ("Grey Owl")
- Al Capone
- Emily Murphy
- Jacques Plante
- Louis Riel

Heritage Fairs



200 - 2020 11th Ave Regina, SK S4P 0J3
Treaty 4 Territory & Homeland of the Métis
info@heritagesask.ca • (306) 780-9191

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