**Learning Outcomes for the Heritage Fair**

**Grades Four to Seven**

**GRADE 4**

**Language Arts**

• **gather information for specific purposes and identify sources, including people, print, audio-visual media, and electronic media**

• **manage and organize information by grouping and sorting it into charts, webs, subtopics, or logical sequences**

• **identify the purpose of and audience for oral, written, and visual communications**

• **apply various strategies to generate and shape ideas**

• **demonstrate pride and satisfaction in using language**

• **create and express thoughts, ideas, and feelings in a variety of oral, written, and electronic forms**

• **create and present a variety of personal and informational communications, including written and oral poems, stories, explanations, informal oral reports and dramas, personal letters, and illustrated charts or posters**

• **demonstrate an awareness of the diverse languages, ideas, opinions, cultures, and contributions of their peers**

• **demonstrate an awareness of how to use language to connect their own understanding and experience to those of others**

**Social Studies**

• **identify and clarify a problem, issue, or inquiry**

• **locate and record information from a variety of sources**

• **organize information into a presentation with a main idea and supporting details**

• **analyse how people interact with their environment, in the past and in the present**

**Fine Arts**

• **draft ideas for images using feelings, observation, memory, and imagination**

• **make 2-D and 3-D images:**

**- using a variety of design strategies, including reproduction**

**- using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses**

**GRADE 5**

**Language Arts**

• **identify what they know about topics selected by the class or by groups of students**

• **formulate questions that are relevant to specific audiences and purposes**

• **identify and use sources of information, including people, print, audio-visual media, and electronic media**

• **select and shape information appropriately for specific audiences and purposes**

• **apply various strategies to generate and shape ideas**

• **demonstrate pride and satisfaction in using language to create and express thoughts, ideas, and feelings in a variety of oral, written, and electronic forms**

• **create a variety of personal and informational communications, including written and oral stories, poems, or lyrics; explanations and descriptions; informal oral reports and dramatics; and brief factual reports**

• **apply the basic rules and conventions of writing or speaking for the oral, visual, and written forms they select**

• **demonstrate a willingness to communicate with others to reach common goals within the classroom**

• **demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of their peers**

• **demonstrate an awareness of how they can use language to display empathy and make connections with others**

• **use language to acknowledge people, commemorate special events, and honour accomplishments within the community**

**Social Studies**

• **identify and clarify a problem, issue, or inquiry**

• **gather and record a body of information from a variety of primary and secondary sources**

• **use an outline to organize information into a coherent presentation**

• **demonstrate understanding of Canadian culture**

• **explain ways people preserve and transmit culture**

**Fine Arts**

• **draft ideas for images using feelings, observation, memory, and imagination**

• **make 2-D and 3-D images:**

**- using a variety of design strategies, including reproduction**

**- using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses**

**GRADE 6**

**Language Arts**

• **describe what is known about topics or issues and check for gaps in the information available**

• **locate, gather, select, and record information for specific purposes from various human, print, and electronic sources**

• **identify the purpose, audience, and form for each of their communications**

• **describe and use strategies for generating and shaping ideas**

• **demonstrate pride and satisfaction in using language to express their thoughts, ideas, and feelings in various written, oral, visual, and electronic forms**

• **create various personal and transactional communications, including real and invented narratives, poems or lyrics, summaries or retellings, descriptions, letters, informal oral presentations, charts, and posters**

• **apply the basic rules and conventions for the forms of communication they select**

• **demonstrate a willingness to interact with others in a variety of classroom and school activities involving communication**

• **use language to display empathy and make connections with others describe the diverse ideas, opinions, cultures, and contributions of their peers**

• **acknowledge, honour, and affirm their accomplishments and life events and those of others**

**Social Studies**

• **identify and clarify a problem, issue, or inquiry**

• **research information using print, non-print, and electronic sources**

• **evaluate the credibility and reliability of various sources**

• **organize information from a variety of sources into a structured presentation using more than one form of representation**

• **demonstrate appreciation of contributions of a variety of cultures to Canada and the world**

**Fine Arts**

• **draft ideas for images using feelings, observation, memory, and imagination**

• **make 2-D and 3-D images:**

**- using a variety of design strategies, including reproduction**

**- using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses**

**GRADE 7**

**Language Arts**

• **summarize what they know about specific topics or issues and identify and address gaps in the information available**

• **locate, gather, and select information for specific purposes from a variety of human, print, and electronic sources**

• **select a means of organizing information and ideas that is appropriate for their purpose and audience**

• **use expository and persuasive styles to shape and structure language in stories, character sketches, posters, and other forms of communication**

• **formulate relevant questions on communication topics for familiar audiences and purposes**

• **describe and use strategies for generating and shaping ideas**

• **demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings through a variety of oral, written, and electronic forms**

• **create a variety of personal and informational communications, including fiction and non-fiction; written summaries, instructions, and reports; oral and visual presentations; oral and written opinions; poems; or lyrics**

• **apply the rules and conventions of formal presentations, including speeches, news reporting, and dramatic monologues**

• **use language to demonstrate consideration of others' perspectives and to invite participation**

• **use language to display empathy, acknowledge others' viewpoints, express the value of others' ideas, and invite participation**

• **demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of peers and the wider community**

**Social Studies**

• **identify and clarify a problem, issue, or inquiry**

• **gather and record a body of information from primary archaeological and historical evidence and secondary print, non-print, and electronic sources**

• **generate and justify interpretations drawn from primary and secondary sources**

• **construct, interpret, and use graphs, tables, scales, legends, and various types of maps**

• **locate and describe current and historical events**

**Fine Arts**

• **draft ideas for images using feelings, observation, memory, and imagination**

• **make 2-D and 3-D images:**

**- using a variety of design strategies, including reproduction**

**- using a variety of media to communicate ideas, experiences, and stories to illustrate and decorate that engage more than one of the senses**

**Here is a preliminary lesson that you may want to consider to get started with the Heritage Fair**

This lesson may be up to 2 weeks before lesson 2 in order for students to contact grandparents or other family members, and to choose a project **(If some students don’t have anyone to interview, you might match them up with a staff member to interview)**. Some students will decide on a project right away, while others may take longer. For some students you may want to have them complete a project chosen by you with the alternate format (see appendix A)

**Estimated Time of Lesson**: 45 minutes – 1 hour

**Objectives**:

• To understand the meaning of Canadian Heritage

• To determine the main components of a Heritage Fair project

• To discuss the types of topics that would be appropriate for a Heritage Fair Project

**Materials**:

• An artifact or picture – old china plate, toy doll, war medal, etc.(Optional)

• Copy of rubrics showing how student will be marked

• Interview form

• Research journal to record information

\*You may want to send a letter home to parents explaining the interview process.

**Vocabulary**:

Heritage, artifact

**Lesson Plan**:

**Introduction**: Introduce the lesson by showing students an artifact from home or the museum or from a friend. Ask students what they might be able to learn from it? How might they find out about it? Who might have used it? How has life changed since the article was first used?

1. Ask students what the word “Heritage” means. (cultural traditions, stories, information etc. handed down from past times).

2. Ask students what Canadian Heritage would be. (Canadian cultural traditions, stories, information etc. handed down from past times)

3. Tell students that they will be doing a Canadian Heritage Project, and talk about the components that are expected for all projects and how they will be evaluated. (Research Journal including notes from a variety of sources on student’s chosen topic, Interview written up in good copy, display and written presentation, oral presentation)

4. Remind students that Canadian Heritage Fair projects must be about Canada. If relatives or friends are recent immigrants to Canada, a project could be about why the person moved to Canada, what process they went through, immigration and its history.

5. Give students a copy of the interview form and discuss interview etiquette.

6.Option: Give out letter to parents informing them of the Heritage Fair Project.

**Preparation for Next Lesson:**

For the next lesson students need to have completed their interview with parents or other older family members, or friends of the family. Sometimes parents or guardians know a friend’s parent who the student could talk to, or another older person from the community (former coach, teacher, etc.). Often the interview leads a student to an interesting idea for a heritage fair project.

**Interview**

These questions are guidelines for starting the interview. After asking some of these basic questions, the answers may lead you to more questions. Videotaping or recording the interview, with the permission of the interviewee, might help you to record the information at a later time. **The main reason for this initial interview is to get ideas for your heritage project. Once you have decided on an idea, you may want to interview the person again.**

Interviewee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questions:

1. Tell me what life was like when you were a child?

2. When did you move to Fort Resolution and why?

3. Tell about all of the places you have worked.

4. How did your father or mother spend time supporting your family?

5. Did you go camping, berry picking, fishing or hunting? Tell about your experiences.

6. Were you involved in any organized club or team? Tell about it.

7. How did you feel about school? What was it like when you went to school? Do you remember any favourite teachers?

8. Tell about any family traditions or activities you participated in as a child: Christmas, birthdays, graduations, Halloween, Thanksgiving, Mother’s Day, Father’s Day etc.?

9. Do you remember any of your grandparents? Any great grandparents? What were their names? What do you remember about them?

**Take notes in your research journal, either during the interview, or from the tape or video that you make.**

Interviewing Etiquette for interviewing relatives or others who may need advance notification:

• make an initial phone call to the person. Explain what the assignment is about and the reasons for doing it. If the relative is willing to talk, make an appointment for the visit or another phone call.

• seek permission to tape the conversation and make notes about the conversation.

• if you run out of time, ask person being interviewed to jot things down and arrange to visit for a second time.

Students had a backboard with historical information, and any of the following were displayed: pictures or photocopies of pictures, artifacts or models, examples of paintings or crafts completed by the student. As well, some students wrote and sang songs, danced or presented dramatic performances (portraying a historical character). Many included family trees showing how they were related to the person or people they wrote about. Others had maps showing the places their project was depicting.

REVIEWING

Philosophy: The purpose of the Heritage Fair Project is to encourage students to develop an increased awareness and interest in Canadian History. Students are able to research any aspect of Canadian History or Heritage and to present the results of their efforts to the community at large using any medium. The reviewing process is designed to support growth and to celebrate their achievements. Results will also be part of the selection process to determine which students and projects advance to the National Heritage Fair.

Throughout the review, keep in mind the following aims of the Heritage Fair:

• to encourage all Canadians to celebrate their part in Canada’s history

• to heighten awareness of our Canadian history

• to promote the variety and uniqueness of our Canadian heritage

• to create an exciting learning environment for students

Further Considerations:

• eligible students must be studying in grades 4-9 at the time of the Regional Heritage Fair in Prince George

• projects must be related to some aspect of Canadian heritage, history, or geography, be it on a local, provincial, regional, national or international level.

• INFORMATION MUST BE ACCURATE

• all categories, 3-dimensional, creative writing and performing, audio visual arts, and multi-disciplinary projects well be considered for selection

• two alternate students will be chosen in the event that one or more of the selected students are unable to attend the national fair.

1. Research

• uniqueness in the selection of topic or information used

• extent of research, use of primary resources. This has been a very important area. If students can expand and explain their knowledge of events surrounding their topic, it is crucial to their review

2. Product

• quality and presentation of the project

• clarity of message

• innovation in selection of medium

• creativity

3. Interview

• ability to elaborate upon their work and knowledgeably discuss their chosen subject, demonstration of interest in history or heritage

**You may want to ensure that your student has a notebook or a duotang to use as a research journal as this could be used a part of the project. Also keep in mind that primary and secondary research should be done for each Heritage Fair project.**