

Grade 5 Heritage Fair Research Project

This project will involve creating a Heritage Fair presentation that answers the question,

"Which aspect of one of the following things was the most significant* in terms of the development of Canada?"

- **the fur trade;**
- **the railroad;**
- **the Fraser/caribou gold rush; and**
- **immigration to Canada."**

*Some synonyms for "significant" include important, noteworthy, momentous, remarkable, key, substantial, impactful, and worth mentioning. What was the most _____ aspect of your topic (fill in the blank with each synonym to think about the question differently)?

In other words, you are going to research about one of these topics and decide what part of the topic you chose most influenced Canada's progress towards the country that we live in today (Canada hasn't always been like it is today and has transformed into the Canada that we live in today as things - like the fur trade, the building of a railroad, the gold rush, and immigration - have happened over hundreds of years).

You are going to research and create a presentation about one of the listed aspects of Canadian history and then listen to projects presented by your classmates. By doing so, you will learn to:

- apply critical thinking skills - including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing - to a range of problems and issues;
- gather a body of information from a variety of primary and secondary sources;
- create a presentation on a selected topic;
- defend a position on a selected topic;
- describe the significance of key events and factors in the development of BC and Canada, including
 - the fur trade,
 - the railroad, &
 - the Fraser/Caribou gold rush;
- assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada; and
- describe the contributions of significant individuals to the development of Canada's identity.

You will use resources to find information about the topic that you are researching. Resources include:

- your textbook (*Connections Canada*);
- websites, including <http://www.bcheritagefairs.ca/resources/on-line-primary-sources-for-students/> and others on my *Links* page at <http://mistermcleod.weebly.com/links.html>;
- the school library;
- the public library (<http://www.orl.bc.ca/>); and
- other sources of information, including books in the classroom, people, museums, videos, DVDs, TV, etc.

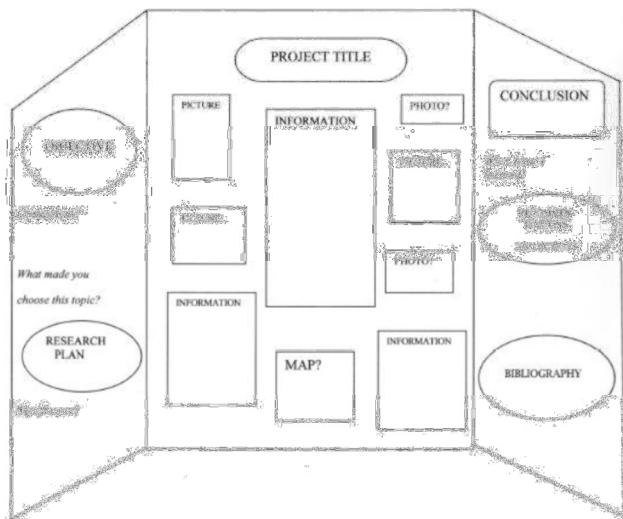
Instructions

Here are the steps that you will follow:

1. Pick two topics to research. Before you commit to two, skim read about the fur trade, railroad, the Fraser/Cariboo gold rush, and immigration, and see which topics look interesting to you.
2. Read and learn about each of the two topics that you have chosen, making notes about what you learn. Use the gathering grids to record your notes.
3. Compare each of the two topics to each other, looking for similarities and differences about them.
4. Decide on what makes an aspect of something significant or important in terms of the development of Canada (develop criteria for "Canadian historical significance").
5. Choose one topic and apply your criteria for historical significance to the various aspects of one of your topics in order to decide which aspect of your topic is the most significant in terms of the development of Canada.
6. Create a heritage fair project about the topic you chose, answering the question **"What is the most significant aspect of that topic in terms of the development of Canada?"**

(<http://www.bcheritagefairs.ca/>):

Heritage fair projects



- are NOT to be expensive to produce (Basic supplies like poster boards, coloured paper and art/craft materials should be the only cost.),
- include a title, credits, a written summary and/or research journal, and a bibliography (Photographs must be properly credited. Any person/organization clearly identifiable in a presentation must give their permission.),
- must be clearly labeled with student's name, school and grade in the bottom right corner of the display,

- must avoid profanity, racial/sexist remarks or other potentially offensive matter,
- must be free standing (no wall access), this includes all displays and backboards,
- can be creative and unique (Projects in a wide variety of formats are acceptable; see ideas below in step 6.),
- should include a commercially produced display board is the correct size format (The project board should not exceed 80cm deep, 150cm wide and 100cm high; if students are encouraged to be creative and construct models, etc., they should be aware that for display purposes, they are limited to 150 cm wide space and may add to their display by expanding upward and forward as long as it is free standing.),
- can involve teachers and parents assisting with student projects, but the emphasis must remain on student learning and understanding (Students should formulate their own topics and research questions; projects must contain some independent research conducted by the student.), and

- involve each participant giving an oral explanation of his/her topic.

7. A heritage fair project should:
 - a. clearly explain how the topic had many important consequences for many people in geographic areas,
 - b. clearly describe connections between the past and today that show the importance of this topic to people,
 - c. clearly explain how the topic connects to the story of Canada,
 - d. include information from research that includes evidence from a variety of primary and secondary sources,
 - e. illustrate that you made a variety of plausible inferences from your sources after analyzing and interpreting them,
 - f. include clear citations (credits) of sources of information used,
 - g. include a presentation that involved thoughtful planning, research, and use of evidence,
 - h. include a message that is organized and clearly-communicated,
 - i. use a medium (format) that helps you communicate what you learned,
 - j. include aspects that are unique, interesting, and interactive,
 - k. involve you being able to discuss your topic knowledgeably and answer questions about it easily and enthusiastically.
8. A heritage fair project can include
 - a. *Archival photographs* - permission and information obtained from museum or original owner
 - b. *Artistic Displays* – original visual artwork of the presenter
 - c. *Audio Tapes* – on standard audiocassette, including a title and credits
 - d. *Cartoons* – black & white or colour, size 8.5” x 11” / 22 cm x 28 cm
 - e. *Collections* – historic or modern, with some historical relevance
 - f. *Computer Displays* – designed and created by students with minimal technical support
 - g. *Drama and Skits* – live or taped performance, maximum length 15 minutes
 - h. *Maps* – that illustrate an event or theme in Canadian history
 - i. *Models and Crafts* – that demonstrate some aspect of family or Canadian heritage
 - j. *Monologues and Public Speaking* – maximum length 15 minutes
 - k. *Music and Dance* – live performance, maximum length 15 minutes
 - l. *Oral Histories* - interviewing and recording the stories of local pioneers in connection to your subject
 - m. *Photographs* – original photographic work of the presenter
 - n. *Poetry* – original written work of the presenter, minimum 14 lines
 - o. *Short Stories and Fictional Diary Entries* – 2-11 pages long, typed or handwritten
 - p. *TV or Movie Scripts* – 2-6 pages for grades 4-7 / 5-10 pages for grades 8-9, typed
 - q. *Video Tapes* – on standard VHS tape, written and directed by students, maximum length 15 minutes
9. **Develop a quiz question (and answer) about your topic to share with your classmates.**
10. Put information about your project on the class wiki and use it to make a presentation to the class.
11. Write an informational article about one of the topics that you learned about.

Name: _____

Gathering Grid #1 for _____ (A Topic Relating to Canada's History)

Please see pages 146 - 148 in your *Write on Track* book for an explanation of how to use this grid.

Choose a Subject: fur trade, railroad, gold rush, or immigration	Sources of Information About the Subject		
	<i>Connections Canada</i> textbook		
What things or events define this topic? How would you describe this topic to someone who doesn't know about it?			
Who was involved with aspects of this topic? What groups of people were involved?			
Where (specifically) did the events relating to this topic take place?			
When did the events relating to this topic take place (what years or dates are important)?			
Why is this topic important? How did it change Canada?			

Name: _____

Gathering Grid #2 for _____ (A Second Topic Relating to Canada's History)

Please see pages 146 - 148 in your *Write on Track* book for an explanation of how to use this grid.

Choose a 2nd Subject: fur trade, railroad, gold rush, or immigration	Sources of Information About the Subject		
	<i>Connections Canada</i> textbook		
What things or events define this topic? How would you describe this topic to someone who doesn't know about it?			
Who was involved with aspects of this topic? What groups of people were involved?			
Where (specifically) did the events relating to this topic take place?			
When did the events relating to this topic take place (what years or dates are important)?			
Why is this topic important? How did it change Canada?			