

SURREY REGIONAL
Heritage Fair



**museum
of SURREY**

April 29-30, 2022
TEACHERS MANUAL

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Information for Teachers

Heritage Fair Program Overview

The Heritage Fair program is a free, bilingual educational initiative that encourages students to explore Canadian history and heritage through project-based learning. Teachers have a lot of flexibility in how they guide students to select their topic: provide topics relevant to an upcoming unit to provide a greater depth of learning, or let students pick a topic of interest. Students decide on a big idea or question, complete research, create a display and then show off their expertise during adjudication interviews. Teachers have access to numerous additional resources to help guide them through the Heritage Fair program, and a comprehensive website with project examples, FAQ, tips from past teachers, and more.

Step One: Class or School Fair | March, 2022

Students present their projects to their peers at a Class Fair, or, if there are a number of classes participating at one school, a School Fair. Class or School Fairs provide an excellent opportunity for students to learn from each other, build public speaking skills, and showcase projects to proud parents. At the end of the Class or School Fair, teachers select projects for showcase at the Surrey Regional Fair. Your Fair Coordinator will let you know how many projects you may send.

Step Two: Regional Fair | April 29-30th, 2022

The Surrey Regional Fair is held over two days and is a celebration of Canadian history and heritage through student project displays. It involves over 100 Surrey students and takes place at Museum of Surrey. On Friday, an event volunteer stays with students to keep them on schedule for their interviews, heritage workshop, and field trip. A panel of adjudicators reviews all the projects, interviews students, and then selects those which will receive awards and move on to be showcased at the Provincial Fair. Lunch is provided to students at no cost. On Saturday, students are invited back to the Museum with their families to take part in a variety of fun drop-in activities and an Awards Ceremony.

Step Three: Provincial Fair | July, 2022

The Provincial Fair will involve students in grades 4-10, selected from Regional Fairs across the province. Students will be engaged in a variety of heritage presentations and workshops.

Why Participate?

- **Flexible:**
Content for Heritage Fair projects is at the discretion of the teacher. Many teachers use Heritage Fair as an opportunity to introduce curricular content and big ideas that are relevant to their grade level. Teachers may also choose to create opportunities for personal learning and allow students the freedom to explore content areas not traditionally covered by the curriculum.
- **Support the aims of the BC Ministry of Education curriculum:**
Inquiry-based Heritage Fair projects meet many of the Social Studies curricular competencies, while suggested topics on page 11 compliment the content. BC's curriculum emphasizes that inquiry-based learning gives students the deeper understanding they need to make informed decisions.
- **Meet teaching goals efficiently through cross-curricular learning:**
The creation of a Heritage Fair project engages students in a variety of subject areas, such as Language Arts, Social Studies, and Fine Arts.
- **Develop literacy skills:**
The creation of a Heritage Fair project develops such skills as researching, interviewing, writing, editing, and speaking.
- **Personalized learning is more meaningful:**
Learning becomes more meaningful when students explore topics that are personally relevant to them. Connections can be made to their families and cultures, and to their local community. Projects can also help develop positive personal and cultural identity.
- **Develop citizenship and leadership skills:**
Heritage Fair connects the classroom with the community. As young people develop stronger roots in their communities, they will have the confidence to share their own ideas and voices.



Teacher Timeline

Adapted from “[Seven Steps to a Powerful Heritage Fair Project](#)” (BC Heritage Fairs Society and The Critical Thinking Consortium). Please adjust to suit your needs. We appreciate your efforts in meeting deadlines on time.

December
<ul style="list-style-type: none"><input type="checkbox"/> Decide how much “voice and choice” students will have when selecting their topics. Come up with a list of assigned topics, create a critical thinking question to inspire topics, or plan how you will guide students in selecting their own topic.<input type="checkbox"/> Guide students in developing inquiry questions for their research. Use the Research Questions tool from TC² or BC Heritage Fair Society’s Prompts for Inquiry Questions Based on Historical Thinking for help.
January
<ul style="list-style-type: none"><input type="checkbox"/> Guide students through the investigation process. Introduce the idea of primary and secondary sources and assist students in researching primary sources. Read step four in the BC Heritage Fair Society’s “Seven Steps to a Powerful Heritage Fair Project” for a list of scaffolding tools. See www.surrey.ca/museum for more information.<input type="checkbox"/> Work with students to begin forming conclusions from their research.
February
<p>February 11: Class Registration Form Due</p> <ul style="list-style-type: none"><input type="checkbox"/> Plan your Class/School Fair before March 11. Invite classes to attend. Advise the Fair Coordinator of your fair date. Invite administrators, and support staff to interview students.<input type="checkbox"/> Get students thinking about their project displays. Begin work on the creative component.<input type="checkbox"/> Work with students to turn their research into a written storyline with accompanying visuals.<input type="checkbox"/> Introduce the concept of a bibliography and give students an overview of what to include.
March
<p>March 31: Project Registration Forms Due</p> <ul style="list-style-type: none"><input type="checkbox"/> Host your Class/ School fair. Select students for the Regional Fair and return Project Registration Forms to Fair Coordinator by March 31.<input type="checkbox"/> Decide who will accompany students to the Fair. If you cannot attend, ask parents or support staff.<input type="checkbox"/> Send Student Registration forms home as soon as you have selected students to attend the Regional Fair. Return completed forms to the Fair Coordinator by April 8.
April
<p>April 8: Student Registration Forms Due</p> <p>April 28: Project Set-up and Preliminary Judging</p> <p>April 29-30: Surrey Regional Heritage Fair</p> <ul style="list-style-type: none"><input type="checkbox"/> Sign up to visit the Heritage Fair with the rest of your class as a field trip on April 29.<input type="checkbox"/> Invite Fair Coordinator to meet with students selected for Fair to give last minute instructions and hand out t-shirts.<input type="checkbox"/> Coordinate students to come to the Museum on Thursday, April 28, 3:00pm-5:00pm to set up projects.<input type="checkbox"/> Attend Heritage Fair on Friday, April 29, 8:30am-3:00pm with Heritage Fair students or your class.<input type="checkbox"/> Students and Parents attend Heritage Fair on Saturday, April 30, 11:00am-2:00pm for Awards Ceremony.
May
<ul style="list-style-type: none"><input type="checkbox"/> Return the Teacher Feedback Form and Student Feedback Form to Fair Co-ordinator.<input type="checkbox"/> Provincial Fair students will be announced after the Regional Fair.

Project Requirements & Considerations

- **Choose a Canadian theme.**
Students choose any aspect of local, provincial, regional, or national history or heritage. The Heritage Fair website has a comprehensive list of topic ideas.
- **Create a project display or presentation.**
Students may use a display board, video, model, artwork, creative writing, performance or other medium to present their findings.
- **Include original written content.**
Written content, based on historical research, should demonstrate the student's learning. This can take the form of text on a display board or a short story, essay, comic strip, or other writing.
- **Prepare an oral presentation.**
A short 2-3min oral explanation or creative performance of the topic will be given to the adjudicators.
- **Include primary source evidence.**
A primary source is firsthand, original evidence and was (usually) created during the time that is being studied. Primary sources may include newspaper or magazine clippings, maps, oral interviews with family members, photographs and more. To teach your students about the difference between primary and secondary sources, please see the website for recommended resources.
- **Make a bibliography.**
Students are required to have a bibliography that includes all books, magazines, websites, and people used in the research and development of the Heritage Fair project. A bibliography explanation is on page 22.
- **Complete the Project Summary form.**
Students are required to complete the Project Summary Form. Adjudicators will use this for their preliminary assessment.

Considerations When Planning/ Creating Your Project

- **Organization**
The written component should include an introduction & conclusion that outline the main themes/ big ideas.
- **Individual vs. group projects**
Projects created by individuals, partners and groups are welcome at the Regional Fair; however, only individual projects are eligible for the Provincial Fair.
- **Display area**
Students are encouraged to "fill" their project display space. Students working on written or performance-based displays may want to include some type of accompanying visual. Artwork, models, maps, photographs, drawings, or artifacts can help demonstrate learning.
- **Creative component**
Students are encouraged to have a creative element in their projects. Drawings, models, dioramas, creative writing, performances, and videos help make projects come alive.
- **Valuable items**
Students are encouraged to have a photo or replica of any valuable items that are part of their project display. They may choose to bring the original to their interview.
- **Technology**
Students must provide their own electronic equipment, if needed, to display their work.

Specific Guidelines and Considerations for Different Project Formats

Display Board

- The project board should include a title, text panels and a bibliography. Visual components such as maps, photographs and drawings are recommended.
- Students are encouraged to display items on the table in front of the project. Examples include artifacts, objects, books, or models.

Creative Writing

- Can be any type of creative writing (e.g. short stories, diaries, comic strips, poetry).
- Writing must be based on historical research and show a clear understanding of the topic and its historical significance. A bibliography must be included.
- Must be an original work created by the student.
- Students are encouraged to include some sort of visual material to help their project space stand out. Many students attach the writing to a display board along with accompanying visuals.



Performances

- Can be any type of live or video performance (skit or short play, video, dance, song or musical performance)
- Performances may not exceed 7 minutes in length.
- Must be an original work by the student with minimal help from teachers or advisers.
- Students must submit a written component that demonstrates their research findings, shows a clear understanding of the topic, and includes a comprehensive bibliography. Performance scripts or lyrics may meet this requirement.
- Any props must fit the space restrictions above.
- Performance must take place within the student's assigned Heritage Fair space (video recordings of dance or music performances also accepted).
- Students are encouraged to include some sort of visual material to help their project space stand out.

Original Artwork

- Can be in any medium (e.g. watercolour, acrylic, collage, printmaking, sculpture, photography).
- Must not be traced or copied from another's work but may be inspired by or in the style of another artist.
- Projects must fit the space restrictions above.
- Students must submit a written component that demonstrates their research findings, shows a clear understanding of the topic, and includes a comprehensive bibliography.



See pages 23-24 below for ideas about how to display student learning.

Assessment Process

A panel of adjudicators are assembled from the community, including museum professionals, retired and pre-service teachers, and other history enthusiasts. In pairs, they evaluate project displays, interview students about their research, and nominate students for awards.

Heritage Fair projects are assessed on the following areas:

Knowledge and Critical Thinking

The student should be able to clearly explain the significance of their topic by speaking to how people's lives were affected or changed, connections to issues important to people at that time or today, or connections to the "big picture".

Research and Evidence

The student should use and analyze multiple sources in their research, including both primary and secondary sources. All sources must be clearly presented in a bibliography.

Presentation

The project display should be a well-organized and creative expression of the student's research. Information *should be typed or neatly written*.

Interview

The student should have broad knowledge of his or her subject, answer questions confidently and demonstrate enthusiasm for his or her topic area.

Awards

Outstanding Heritage Fair projects are recognized with special awards at the Closing Ceremony on Saturday, April 30th. Regional awards are awarded in the following categories:

- Historical Significance Award
- Research Award
- Outstanding Project with an Indigenous Theme Award
- Presentation Award
- Public Speaking Award
- Diversity in Canada Award
- Merit Award
- Student Choice Award

Assessment Rubrics

ASSESSMENT RUBRIC (Grades 3-5)

Criteria Appropriate to Grade Level	1 Approaching Expectations	3 Fully Meets Expectations	5 Exceeds Expectations	Score
Knowledge and Critical Thinking <ul style="list-style-type: none"> Knowledge of topic. Application of critical thinking skills to explain the “so what” or significance of the topic. 	<ul style="list-style-type: none"> Limited knowledge of topic. Unable to answer basic questions or has significant gaps in knowledge. Little or no understanding of the “so what” or “bigger picture.” 	<ul style="list-style-type: none"> Answers basic who, what, when, where, and why questions about topic without reading directly from project board. Provides a basic explanation of the topic’s significance with little to no prompts. 	<ul style="list-style-type: none"> Exceptional knowledge of topic. Powerful understanding of the topic’s significance demonstrated by an in-depth explanation. 	/5
Research and Evidence <ul style="list-style-type: none"> Extent of research using a variety of sources. Use of primary and secondary sources to answer a focus question or develop a big idea. Analysis of sources. Appropriate referencing of sources. 	<ul style="list-style-type: none"> No bibliography or less than 3 relevant and reliable sources. Only secondary sources are used. No evidence of research questions or development of big ideas. Little to no analysis of sources. Most or all of the text is plagiarized. 	<ul style="list-style-type: none"> Bibliography contains at least 3 relevant and reliable sources. At least one primary source used during research or in the display. Research/inquiry questions used to guide research or the project includes a conclusion using some of the information presented. Some attempt to paraphrase or re-word source material. 	<ul style="list-style-type: none"> Bibliography contains 5 or more relevant and reliable sources. All sources included in bibliography. Research uses both primary/ secondary sources. Analysis of sources to answer a focus question or develop a big idea. Written work is original with quotations 	/5
Presentation <ul style="list-style-type: none"> Clarity of message. Impact and creativity of presentation. Organization and layout. Appropriateness of presentation to chosen topic. 	<ul style="list-style-type: none"> Organization and presentation lack clarity. Limited or inappropriate use of creative elements to present topic. 	<ul style="list-style-type: none"> Information is organized into sections or in a logical manner. Creative presentation using both written and visual materials to present topic. Some attempt at a cohesive presentation or overall “look” appropriate to the topic. 	<ul style="list-style-type: none"> Information is clearly and thoughtfully organized and presented. Exceptional use of creative elements to present topic. It leaves a lasting impression. 	/5
Interview <ul style="list-style-type: none"> Enthusiasm for topic. Ability to discuss chosen topic and answer questions. 	<ul style="list-style-type: none"> Finds answering questions challenging. Needs prompting. Displays little interest in or enthusiasm for topic. 	<ul style="list-style-type: none"> Answers many questions knowledgeably and confidently. Most answers are clear. Speaks with some enthusiasm about topic. Shows some excitement to share what they learned. 	<ul style="list-style-type: none"> Gives thoughtful and insightful answers to questions, with clarity and confidence. Speaks with genuine passion about topic and desire to share with others. 	/5
We would like to nominate this project for a special award.		We would like to nominate this student for the Provincial Fair.		/20

ASSESSMENT RUBRIC (Grades 6-7)

Criteria Appropriate to Grade Level	1 Approaching Expectations	3 Fully Meets Expectations	5 Exceeds Expectations	Score
Knowledge and Critical Thinking <ul style="list-style-type: none"> • Knowledge of topic. • Application of critical thinking skills to explain the “so what” or significance of the topic. 	<ul style="list-style-type: none"> • Limited knowledge of topic or has significant gaps in knowledge. • Little or no understanding of the “so what” or “bigger picture.” 	<ul style="list-style-type: none"> • Gives a thorough overview with no clear gaps in knowledge. • Paraphrases information without reading directly from project board. • Uses critical thinking skills to explain the significance of the topic with little to no prompts. 	<ul style="list-style-type: none"> • Exceptional or advanced knowledge of topic. • Powerful understanding of the topic’s significance demonstrated by a sophisticated explanation. 	/5
Research and Evidence <ul style="list-style-type: none"> • Extent of research using a variety of sources. • Use of primary and secondary sources to answer a focus question or develop a big idea. • Analysis of sources. • Appropriate referencing of sources. 	<ul style="list-style-type: none"> • No bibliography or - 3 relevant and reliable sources. • Primary sources not used or used as decorative elements only. • Minimal to no analysis of sources. • Citations missing or no attempt to differentiate original work others. 	<ul style="list-style-type: none"> • Bibliography contains at least 3 relevant and reliable sources. • Analysis of at least one primary source. • Project has a central thesis or a good research question that invites critical thinking and analysis. • Captions/ citations included. • Text appears to be original work. 	<ul style="list-style-type: none"> • Bibliography contains 5 or more relevant and reliable sources. • Extensive research using a wide variety of primary and secondary sources. • Thoughtful analysis of sources to answer a focus question or develop a big idea. • All content not created by the student(s) is properly cited. 	/5
Presentation <ul style="list-style-type: none"> • Clarity of message, conclusion or big idea. • Impact and creativity of presentation. • Organization and layout. • Appropriateness of presentation to chosen topic. 	<ul style="list-style-type: none"> • Organization and presentation lack clarity. • Limited or inappropriate use of creative elements to present topic. 	<ul style="list-style-type: none"> • Text has a clear flow and is organized logically around a central thesis or storyline. • Creative presentation using both written and visual materials to tell a story. • Project is well organized and uses appropriate and cohesive decorative elements. 	<ul style="list-style-type: none"> • Big idea and supporting information is clearly and thoughtfully organized and presented. • Exceptional use of creative elements to present topic. It leaves a lasting impression. 	/5
Interview <ul style="list-style-type: none"> • Enthusiasm for topic. • Ability to discuss chosen topic and answer questions. 	<ul style="list-style-type: none"> • Finds answering questions challenging. Needs prompting. • Displays little interest or enthusiasm. 	<ul style="list-style-type: none"> • Answers many questions knowledgeably and confidently. Most answers are clear. • Speaks with some enthusiasm about topic. Shows some interest. 	<ul style="list-style-type: none"> • Gives thoughtful/ insightful answers to questions, with clarity. • Speaks with genuine passion about topic and desire to share with others. 	/5
We would like to nominate this project for a special award.	We would like to nominate this student for the Provincial Fair.		/20	

ASSESSMENT RUBRIC (Grades 8-10)

Criteria Appropriate to Grade Level	1 Approaching Expectations	3 Fully Meets Expectations	5 Exceeds Expectations	Score
Knowledge and Critical Thinking <ul style="list-style-type: none"> • Knowledge of topic. • Application of critical thinking skills to explain the “so what” or significance of the topic. 	<ul style="list-style-type: none"> • Limited knowledge of topic or has significant gaps in knowledge. • Little or no understanding of the “so what” or “bigger picture.” 	<ul style="list-style-type: none"> • Gives a thorough overview of the topic with no obvious gaps in knowledge. • Paraphrases information without reading directly from project board. • Uses critical thinking skills to explain the significance of the topic with little to no prompts. 	<ul style="list-style-type: none"> • Exceptional or advanced knowledge of topic. • Powerful understanding of the topic’s historical significance demonstrated by a sophisticated explanation. 	/5
Research and Evidence <ul style="list-style-type: none"> • Extent of research using a variety of sources. • Use of primary and secondary sources to answer a focus question or develop a big idea. • Analysis of sources. • Appropriate referencing of sources. 	<ul style="list-style-type: none"> • No bibliography or less than 3 relevant and reliable sources. • Primary sources not used or used as decorative elements only. • Minimal to no analysis of sources. • Many citations missing/ no attempt to differentiate from others’ work. 	<ul style="list-style-type: none"> • Bibliography contains at 3 to 5 relevant and reliable sources. • Analysis of at least one primary source. • Project has a central thesis or a good research question that invites critical thinking and analysis. • Captions or citations included. • Text is original work. 	<ul style="list-style-type: none"> • Bibliography contains 5 or more relevant and reliable sources. • Extensive research using a wide variety of primary and secondary sources. • Thoughtful analysis of sources to answer a focus question or develop a big idea. • All content not created by the student is properly cited. • Text is original work. 	/5
Presentation <ul style="list-style-type: none"> • Clarity of message, conclusion, big idea. • Impact and creativity of presentation. • Organization/layout • Appropriateness of presentation to chosen topic. 	<ul style="list-style-type: none"> • Organization and presentation lack clarity. • Limited or inappropriate use of creative elements to present topic. 	<ul style="list-style-type: none"> • Text has a clear flow/ is organized logically around a central thesis/ storyline. • Creative presentation using both written/ visual materials to tell a story. • Project is organized and uses appropriate/ cohesive decorative elements. 	<ul style="list-style-type: none"> • Big idea and supporting information is clearly and thoughtfully organized and presented. • Exceptional use of creative elements to present topic. It leaves a lasting impression. 	/5
Interview <ul style="list-style-type: none"> • Enthusiasm for topic. • Ability to discuss chosen topic and answer questions. 	<ul style="list-style-type: none"> • Finds answering questions challenging. Needs prompting. • Displays little interest in or enthusiasm for topic. 	<ul style="list-style-type: none"> • Answers many questions knowledgeably/ confidently. Most answers are clear. • Speaks with some enthusiasm about topic. Shows some interest. 	<ul style="list-style-type: none"> • Gives thoughtful and insightful answers to questions, with clarity and confidence. • Speaks with genuine passion about topic and desire to share with others. 	/5
We would like to nominate this project for a special award.		We would like to nominate this student for the Provincial Fair.		

Project Topics and Ideas

Choosing a project topic is the first step to a great project. It is up to teachers whether they allow students to choose their own topic, or if they assign topics. The topic list below offers some ideas to get you started.

A more comprehensive list of topic ideas, including sample inquiry questions and primary source suggestions, is available on the Heritage Fair website at www.surrey.ca/museum.

Grade Level(s)	Topic Area	Possible Project Topic Ideas
Grade 3/4	Indigenous Peoples of Canada Worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings, Indigenous technology, oral traditions	<ul style="list-style-type: none"> • Oral histories and traditional stories of local first peoples • Halq'eméylem language or another indigenous language • Seasonal rounds and the relationship between people and the environment • Coast Salish art and artists • Cultural characteristics and ways of life of local first peoples or another indigenous group in Canada (e.g. worldview, protocols, celebrations, ceremonies, dance, music, spiritual beliefs, art, values, kinship, traditional teachings) • Technology of a local First Nation or other indigenous group in Canada (e.g. transportation, clothing, pottery, shelters, navigation, weapons, tools, hunting and fishing techniques, building techniques, food cultivation and preparation, ceremonies, art, basketry and weaving)
Grade 4/8/9	Early Exploration and Settlement Forts, Hudson Bay Company, Gold Rush, early explorers, settler/explorer relationships with First Nations, local community history, local conflicts	<ul style="list-style-type: none"> • Kennedy Trail • Early explorers (e.g. Cabot, Frobisher, Hudson, Cartier, Champlain) • Voyages of Cook and Vancouver • Fur trading companies (e.g. the Hudson's Bay Company and the North West Company) • BC explorers (e.g. Simon Fraser, Alexander Mackenzie, David Thompson) • Canadian Pacific Railway • Gold rushes (e.g. Fraser River, Klondike, Cariboo) • Schools and neighbourhoods in Delta/Surrey • Canneries • Chilcotin War • Fraser Canyon War • L'Anse aux Meadows
Grade 4/5	Natural Resources Fisheries, oil and gas, mining, deforestation	<ul style="list-style-type: none"> • Fishing and canneries in Delta/Surrey • Indigenous fishing practices, history, and rights • Farming now and in the past • Burns Bog, the peat mining industry, and efforts to save the bog • Delta/Surrey shipping ports • Logging in Surrey or elsewhere in BC or Canada • Green Timbers Urban Forest in Surrey • Coal industry in Canada • Oil and gas industry

Grade Level(s)	Topic Area	Possible Project Topic Ideas
Grade 5/9	Immigration and Multiculturalism Contributions of immigrants to local development, immigration patterns, cultural communities, family connections, citizenship stories	<ul style="list-style-type: none"> • Family immigration stories • Impacts of internment on Delta’s Japanese community in Sunbury • Zennosuke Inouye, Japanese resident in Surrey, WW1 veteran who was interned during WW2 • Residential schools and impacts on local First Nations • Delta’s Chinatown or Chinatowns in other cities • Cultural communities in Delta/Surrey (e.g. Greek community on Deas Island, Norwegian community in North Delta, Sikh immigration in Delta/Surrey, Ukrainian community in Surrey) • Refugees in Canada (e.g. Syrian refugee crisis, Vietnamese “boat people”) • Hogan’s Alley in Vancouver
Grade 5/9/10	Historical Wrongs Indian Act, Chinese Head Tax, Komagata Maru incident, internments, residential schools	<ul style="list-style-type: none"> • World War I internments (e.g., nationals of German, Ottoman, and Austro-Hungarian empires, including ethnic Ukrainians) • World War II internments (e.g., Japanese, Italian, German) • Indian Act • Head Tax on Chinese immigrants • Komagata Maru incident • Residential schools • Numbered treaties with First Peoples • Treatment of Doukhobours • 1884-85 famine • 1907 Anti-Asian Riots
Grade 5	Canadian Identity Symbols of Canada, development and evolution of Canadian identity	<ul style="list-style-type: none"> • Canadian flag • O Canada • Canadian coat of arms • Delta/Surrey’s coat of arms or flag • Canada’s national sports (hockey, lacrosse) • Canadian artists, athletes, inventors, or other influential Canadians
Grade 5/6/9	Human Rights Protest movements, racism, gender equity, religious freedom, Charter of Rights and Freedoms	<ul style="list-style-type: none"> • Canadian Charter of Rights and Freedoms • LGBTQ rights and same-sex marriage • Women’s suffrage • Baltej Singh Dhillon, Surrey resident and first RCMP officer to wear a turban • Truth and Reconciliation Commission • Idle No More movement • Oka Crisis • National Indian Brotherhood • Japanese Canadian Legacy Project • Viola Desmond • Slavery and the underground railroad • Louis Riel/ Red River Resistance

Grade Level(s)	Topic Area	Possible Project Topic Ideas
Grade 5/6/10	Government Levels of government (municipal, provincial, federal), roles of government, political parties, electoral process, First Peoples governance and land claims	<ul style="list-style-type: none"> • Compare Canadian government to the government of another country • Figures in local government (e.g. mayors, local MLAs and MPs, First Nations chiefs and elders) • Semiahmoo, Kwantlen, or Katzie First Nation treaty • Thomas Shannon, Surrey’s first Warden • William Ladner, Delta’s first Reeve • John Oliver, Delta resident and British Columbia’s 19th premier • First female mayors: Elizabeth Johnson (Delta) or Diane Watts (Surrey) • Gulzar Singh Cheema, Surrey resident and first Indian-born person elected as an MLA in Canada • History of a Canadian political party • Consensus-based governance (e.g., Nunavut) and First Peoples self-governance models (e.g., Sechelt, Nisga'a, Tsawwassen) • First Nations title, treaties, and land claims (e.g., Nisga'a Treaty, Haida Gwaii Strategic Land Use Decision, Tsilhqot'in decision)
Grade 6/10	International Conflict and Global Issues War, environmental issues, resource use/misuse, epidemic/pandemic response	<ul style="list-style-type: none"> • Spanish Flu • Canada’s role in international conflict (e.g. First and Second World Wars, Korean War, Cyprus, Gulf War, Somalia, Rwanda, Yugoslavia, Afghanistan, Syria) • Refugees in Canada (e.g. Syrian refugee crisis, Vietnamese “boat people”) • Canada’s role in the United Nations • Lester B. Pearson and the Suez Crisis • Local war memorials • Non-participation in global armed conflicts (e.g., Chanak Crisis, Vietnam War, Iraq War)
Grade 7	Canadian Prehistory and Indigenous Archaeology Ancient technologies, interaction and trade, archaeological sites	<ul style="list-style-type: none"> • Local archaeological sites (e.g. ćasnaʔəm, St. Mungo/Glenrose, Boundary Bay, Xá:ytem / Hatzic Rock) • Ancient indigenous cultures of Canada • Metlakatla Pass Area • Gitwagak Battle Hill National Historic Site • Kwäday Dän Ts'ınchi

Grade Level(s)	Topic Area	Possible Project Topic Ideas
Grade 10	Domestic Conflicts and Co-operation Local conflicts, Constitutional issues, Quebec sovereignty, First Peoples actions and organizations	<ul style="list-style-type: none"> • Meech Lake Accord • Charlottetown Accord • Calgary Declaration • Quiet Revolution • October Crisis • Bill 101 • 1980 and 1995 Quebec referenda • Meech Lake Accord • Oka Crisis • Gustafsen Lake Standoff • Ipperwash Crisis • Shannon’s Dream (Attawapiskat) • Idle No More • National Indian Brotherhood • Assembly of First Nations

Online Resources

The resources below will get you started with Heritage Fair.

[Surrey Regional Heritage Fair Website](#)

The Regional Fair website has all the information you might need for a successful Heritage Fair, including teacher and student resources, parents' page, project ideas, photos and videos of previous fairs, forms, and information about the fair.

[7 Steps to a Powerful Heritage Fair Project](#)

The Seven Steps is a teacher's guide to the pedagogy of Heritage Fairs and inquiry-based learning in general. It offers suggestions for how to help students choose and refine a topic of personal and historical significance, dig deeply and critically into that topic, connect their findings with broader themes, and creatively share their conclusions in a public forum.

[Thinking About History](#)

Developed by the Critical Thinking Consortium and BC Heritage Fairs Society, these resources include tools to support historical inquiry and ways to enrich Heritage Fair projects with Historical Thinking Concepts. Click on the "Doing History" tab for fair-specific tools.

[BC Heritage Fairs Society Resource Pages](#)

BC Heritage Fairs Society's Teacher resources page has a number of useful resources for Heritage Fair teachers. Their Student Resource pages offer an easy to understand step-by-step guide and helpful resources to assist students.

[Surrey Archives & Museums Online Access \(SAMOA\)](#)

Search the City of Surrey's Archives and Museum collections online. Surrey Archives staff is also available in person to help with research, as not all historical documents are found online.

[Delta Archives](#)

The resource library and reference files provide student-friendly resources for topics relating to Delta. Archives staff are happy to help students find resources for their projects.

[Archives in BC and Canada](#)

Encourage your students to use primary source materials as much as possible. [Library and Archives Canada](#) and the [BC Archives](#) are great starting points. [Memory BC](#) is another great resource that allows you to search archives across the province.

[BC Heritage Fair Alumni Blog](#)

The blog is full of tips written by Heritage Fair students, for Heritage Fair students.

Heritage Fair Tips

Tips from Previous Heritage Fair Teachers

- Ask students to write a letter that explains why they deserve to attend Heritage Fair and confirm that no sport practices, dance recitals, etc. will conflict with their ability to participate in all aspects of the Regional Fair and July's Provincial Fair.
- Ask students to interview family about their immigration or family history stories, and then draw Heritage Fair project topics from it. Students are much more engaged and committed to research if there is a personal connection. For example, students have found connections to the Komagata Maru, the Underground Railroad, Japanese Internment, and local landmarks!
- Recycle project boards from previous years or purchase in bulk. Ask the school PAC to fundraise for project boards.
- At the Class Fair, give the Fair Coordinator your top five project recommendations so she/he can advise you on your choices.

Tips from the Heritage Fair Office

- Give your students enough time to return their permission forms and make any last-minute adjustments to their projects before the fair.
- Encourage your students to choose topics relating to BC history, especially Surrey's history.
- Look at our Rubric (see pages 8-10) and use it to grade your students' projects. This will give them a better idea of what to expect when they come to the Regional Fair.
- Combine your Class/ School Heritage Fair with your Science Fair program to create a Learning Fair that celebrates all kinds of research instead of competing for school space, support etc.

2022 CLASS REGISTRATION FORM

Thank you for your interest in participating in the Surrey Regional Heritage Fair. Please return this completed form to your Fair Coordinator to confirm your participation in the Heritage Fairs program.

School: _____ School Phone: _____ No. of participating classes: _____

Main Contact

Teacher Name: _____ Email: _____

Grade: _____ No. of students in the class: _____ Projects will be in: English French

No. of projects in the Class*: _____ No. of Students per Project: _____

*If unsure, please provide approximate number

Other Participating Classes from This School

Teacher Name: _____ Email: _____

Grade: _____ No. of students in the class: _____ Projects will be in: English French

No. of projects in the Class*: _____ No. of Students per Project: _____

*If unsure, please provide approximate number

Teacher Name: _____ Email: _____

Grade: _____ No. of students in the class: _____ Projects will be in: English French

No. of projects in the Class*: _____ No. of Students per Project: _____

*If unsure, please provide approximate number

Teacher Name: _____ Email: _____

Grade: _____ No. of students in the class: _____ Projects will be in: English French

No. of projects in the Class*: _____ No. of Students per Project: _____

*If unsure, please provide approximate number

Class/School Fair

Please schedule your class or school fair **before March 11th** so that your Regional Fair students can be selected before the deadline. The Surrey Regional Coordinator or a representative of the Regional Fair will attend your school fair whenever possible.

Date of class/school Heritage Fair: _____

Start Time: _____ End Time: _____

Important Notes about the Regional Fair:

- The Regional Fair will showcase 80 projects from across Surrey. Please expect 5-7 projects from your class to be invited. Your Regional coordinator will notify you of the number of spaces after February 14.
- Teachers are expected to select projects for the Regional Fair. If you would like assistance with this, contact your Regional Fair Coordinator. **Students must be selected, and the Heritage Fair office notified by March 31.**
- While individual, partner and group projects are welcome at the Regional Fair, **only individual projects (one student per project) are eligible for the Provincial Fair.**

Please return this completed form by February 11, 2022 to:

Michelle Davidson-Yee | Education Programs Specialist
Museum of Surrey
17710 56A Avenue, Surrey, BC V3S 5H8
Midavidson-Yee@surrey.ca
604-592-6997

Information for Students

Steps to Getting Your Project Done

Step 1: Choose your topic

- Talk to your teacher to see if he or she has a list of topics for you or if you will choose your own.
- If you are choosing your own topic, come up with a list of things you might like to research. For ideas, visit www.surrey.ca/museum.
- Narrow down your topic to something that you can fit into a Heritage Fair project. Try to stick to ONE person, place, event, or idea.
- Choose a topic and talk to your teacher to make sure it will work for a Heritage Fair project.

Step 2: Create a research question

- Make a list of “how” or “why” questions you could ask about your topic.
- Decide which of your questions would lead to the most interesting research about your topic. Pick one or two “back-up” options.
- Show your research questions to your teacher to make sure they will work.

Step 3: Research

- Visit your library or do an internet search to see what you can find about your topic. Remember that not all websites have good information, so you need to be careful about where you get your information. Ask yourself: where did this person get their information from? Is that a reliable source?
- For each source you look at, write down all the information that might answer your research question. Make sure to write down where you found each piece of information!
- Is there anyone you can interview about your topic? You can interview people who have first-hand knowledge of your topic or an historian or researcher who is an expert on your topic area. Make a list of possible people to interview and phone or email them to see if they are available. Your teacher or parents might be able to help you with this.
- Look for primary sources related to your topic. Primary sources are first-hand accounts and can be photos, documents, or artifacts from the past.
- Keep a list of EVERY piece of information you find. You will need to write a bibliography that lists ALL the books, websites, interviews, documents, and photos you used in your project. Work on this while you do your research, so you do not forget where you got your information.

Step 4: Putting it all together

- Look at all the information you have gathered and try to find the connections. Ask yourself the following questions:
 - What is similar about this evidence?
 - Are there two or three points or arguments that are the same across many pieces of evidence?
 - On closer inspection, what evidence is not a good fit? Why?
- Try to answer your research question. It is OK if you do not have a clear answer or are still not sure! If you really do not know, you might have to do more research.
- Ask yourself: “what big ideas or stories do I want to tell the visitors who will see my display?” and start arranging your information to tell your story.
- Write down your information in a way that tells an interesting story and answers your research question.
- Decide how you want to present what you have learned. You could create a display board, video, model, art piece, creative writing, or a performance. Make sure your display includes a written component that shows your research and answers your research question and a creative component that you made yourself.
- Write your bibliography and include it somewhere on your project display. (it can be on the back)

Step 5: Write your interview script

- Ask yourself: what is the “big idea” or story that I am trying to tell with my project?
- Think about what makes your topic important. Why should people know about it?
- Write down 5-6 important things people need to know about your “big idea”.
- Organize your ideas into an interesting presentation. DO NOT read off your project display. You could act out the part of an historical figure, do a demonstration, pretend that you are a time-travelling tour guide, or anything else you can think of!
- If you want to wear a costume, think about what you could wear.

Step 6: Heritage Fair!

- Present your project at your school or class Heritage Fair. Pay attention to other presentations and see if you get any new ideas for your project.
- If you are chosen for the Regional Heritage Fair:
 - Talk to your teacher about things you could do to make your project even better.
 - Bring home the Student Registration Form for your parents to sign.
 - Attend the Surrey Regional Heritage Fair on Friday, April 29th.
 - Do not take your project apart until Provincial Fair attendees have been announced!

Inquiry Question Generator

Use this worksheet to generate some good inquiry questions for your Heritage Fair project. Fill in each line with subjects related to your project topic.

1. Why is _____ an important figure in history?
(a person)
2. Why was _____ important?
(an event)
3. Why is/was _____ important?
(an event, movement, or change)
4. How is _____ connected to us today?
(an event)
5. Why should we care about _____?
(your topic)
6. What can we learn from _____?
(an historical document or object)
7. What kind of a person was _____ (based on evidence)?
(a person)
8. What kind of a change was _____?
(a change or development)
9. What changed and what stayed the same during _____?
(a period in time)
10. Was _____ a turning point?
(an event)
11. Why did _____ happen?
(an event)
12. How did _____ make a difference?
(an event, movement, or change)
13. What helped/hindered _____ from making a difference?
(an event, movement, or change)
14. How has _____ changed our lives?
(an event, movement, or change)
15. How did different individuals or groups see _____ at the time?
(an event or action)
16. How did different individuals or groups react to _____?
(an event or action)
17. How should we remember _____?
(an event)
18. How does the context of the time explain _____?
(an action or belief)
19. What lessons, if any, can we learn from _____?
(an event)

Where to Find Information about Your Heritage Fair Topic

What are some good places to start your research? There are many places that you can start exploring to find the information most useful for you. The libraries, archives and museums in your communities are a great place to access primary sources for your project. Many of these places even have an online database that allows you to search before you go. When in doubt, do not hesitate to talk to a staff member.

Libraries

A great place to start searching for information is your local library, you can ask a librarian to help you narrow your topic. A librarian (or library staff member) can help you come up with search terms that will allow you to find the information you are looking for. You can even try searching through their catalogue (what the library has in their collection) to see what the library might have before you visit.

Local Libraries:

Surrey Libraries: <http://www.surreylibraries.ca/default.aspx>

Delta Libraries: <http://www.fvrl.bc.ca/locations/delta.php>

Vancouver Public Library: <http://www.vpl.ca/>

Vancouver Public Library Local History Collections: <http://www.vpl.ca/find/cat/C1000/>

Vancouver Public Library Historical Photographs of BC and Yukon:
http://www.vpl.ca/find/details/historical_photographs_of_bc_and_yukon

Archives

Archives are great places to visit and many archives have an online database available. If possible, try to plan a trip to visit the archives. The staff can offer a lot of useful information on how to find information.

Local Archives:

Surrey Archives: <http://www.surrey.ca/culture-recreation/2394.aspx>

Delta Archives: <http://delta.ca/discover-delta/archives>

White Rock Museum & Archives: <http://www.whiterockmuseum.ca/archives/askthearchives.php>

City of Richmond Archives: <http://www.richmond.ca/cityhall/archives/search/datasearch/default.aspx>

City of Vancouver Archives: <http://searcharchives.vancouver.ca/>

The Vancouver Holocaust Education Centre: <http://www.vhec.org/library.html>

Archives in BC:

Memory BC: <http://www.memorybc.ca/> Lets you search archives across BC.

BC Archives at the Royal BC Museum: <http://search-bcarchives.royalbcmuseum.bc.ca/>

UBC Archives: <http://www.library.ubc.ca/archives/>

SFU Digitized Collection: <http://digital.lib.sfu.ca/> A large collection of items from BC history, including oral histories.

Canada-wide archives:

Library and Archives Canada (LAC): <http://www.collectionscanada.gc.ca/lac-bac/search/all> *There are several areas you can search on the Library and Archives Canada search. You can specifically search for family records here: <http://www.bac-lac.gc.ca/eng/search/Pages/ancestors-search.aspx>*

Archives Canada: <http://archivescanada.ca/> *The archives Canada website has information from archives all across Canada.*

National Film Board: <http://images.nfb.ca/images/pages/en/index.html> *Visit the site for documentaries and photographs.*

Museums

Many museums have items that might offer valuable information for your search. You can also ask to interview a curator or another member of their staff.

Museum of Surrey: <http://www.surrey.ca/culture-recreation/2372.aspx>

Delta Museum: <http://delta.ca/discover-delta/museum>

Museum of Anthropology (Vancouver): <http://atom.moa.ubc.ca/index.php/> *If your topic is about First Nations or B.C. history this a great place to look for information. Their object collection can also be explored: <http://collection-online.moa.ubc.ca/>*

Nikkei National Museum: <http://www.nikkeimuseum.org/> *If your topic involves the history of Japanese Canadians in British Columbia or Canada.*

Royal BC Museum: <http://search-collections.royalbcmuseum.bc.ca/> *Great for exploring topics, and for finding information about people and artifacts in BC.*

Gulf of Georgia Cannery: <http://collection.gulfofgeorgiacannery.com/> *Great for information about the Steveston cannery, but also about canneries in general.*

The Vancouver Maritime Museum: <http://www.vancouvermaritimemuseum.com/education/archives> *For information about the history of the fishing industry or maritime activities in Vancouver and BC.*

The Canadian Museum of History and Canadian War Museum: <http://catalogue.historymuseum.ca/> *Though you most likely won't be able to visit in person, this website has a large collection of archival materials and artifacts about the history of Canada that are accessible through their collections page.*

Virtual Museum of Canada:

<http://www.virtualmuseum.ca/> *Online exhibits from museums across Canada.*

Writing a Bibliography

What is a bibliography?

A bibliography is a list of sources you used to research your project.

Why do I need one?

A bibliography lets people know where you found your information. By writing a bibliography, you are letting people know where they can find out about your topic and giving credit to the authors whose information you used in your project.

How do I write a bibliography?

To write your bibliography, you must write down ALL your information sources alphabetically on a page labelled "Bibliography", attached to either the front or back of your project. The table below shows how to write a bibliography entry for different kinds of sources:

Book with one author	Author's last name, Author's first name. Title of Book. Place of publication: Publisher, Year of publication.
	Wiseman, Blaine. <i>Battle of the Plains of Abraham</i> . Calgary: Weigl Limited, 2014.
Book with two or more authors	First author's last name, First author's first name, next listed author(s) names. Title of Book. Place of publication: Publisher, Year of publication.
	Snider, Janet and Betty Sherwood. <i>Samuel de Champlain</i> . Toronto: Summerhurst Books, 2001.
Website	Author's last name, Author's first name (if given). "Title of Web Page." Name of Website. Date accessed. URL.
	Gresko, Jacqueline. "Ladner, William Henry." <i>Dictionary of Canadian Bibliography</i> . Aug 5, 2016. http://www.biographi.ca/en/bio/ladner_william_henry_13E.html
Encyclopedia	Author's last name, Author's first name (if given). "Article title." Publication Title. Edition (if stated). Year of publication.
	McGrath, William J. "Vienna". <i>The World Book Encyclopedia</i> . 2006 ed. 2006.
Newspaper or magazine article	Author's last name, Author's first name (if given). "Article title." Newspaper or magazine title date of publication: page numbers
	MacNair, Adrian. "Ladner's Forgotten Chinatown." <i>Delta Optimist</i> August 2, 2013: A12.
Archival document or photo	Title of source, date (if known), Collection name or fonds(if given), Name of Archives.
	Letter about Boundary Bay Cemetery, 1985, Dennison Family Fonds, Delta Archives. Photograph of the Flood Down Delta Street, Jan. 1895, Terry Brennan Collection, Delta Archives.
Interview	Last name of person interviewed, first name of person being interviewed. Interview by Your Name. Location, Date of Interview.
	Gretzky, Wayne. Interview by John Smith. Vancouver, BC, August 5, 2016.

Where do I find all this information?

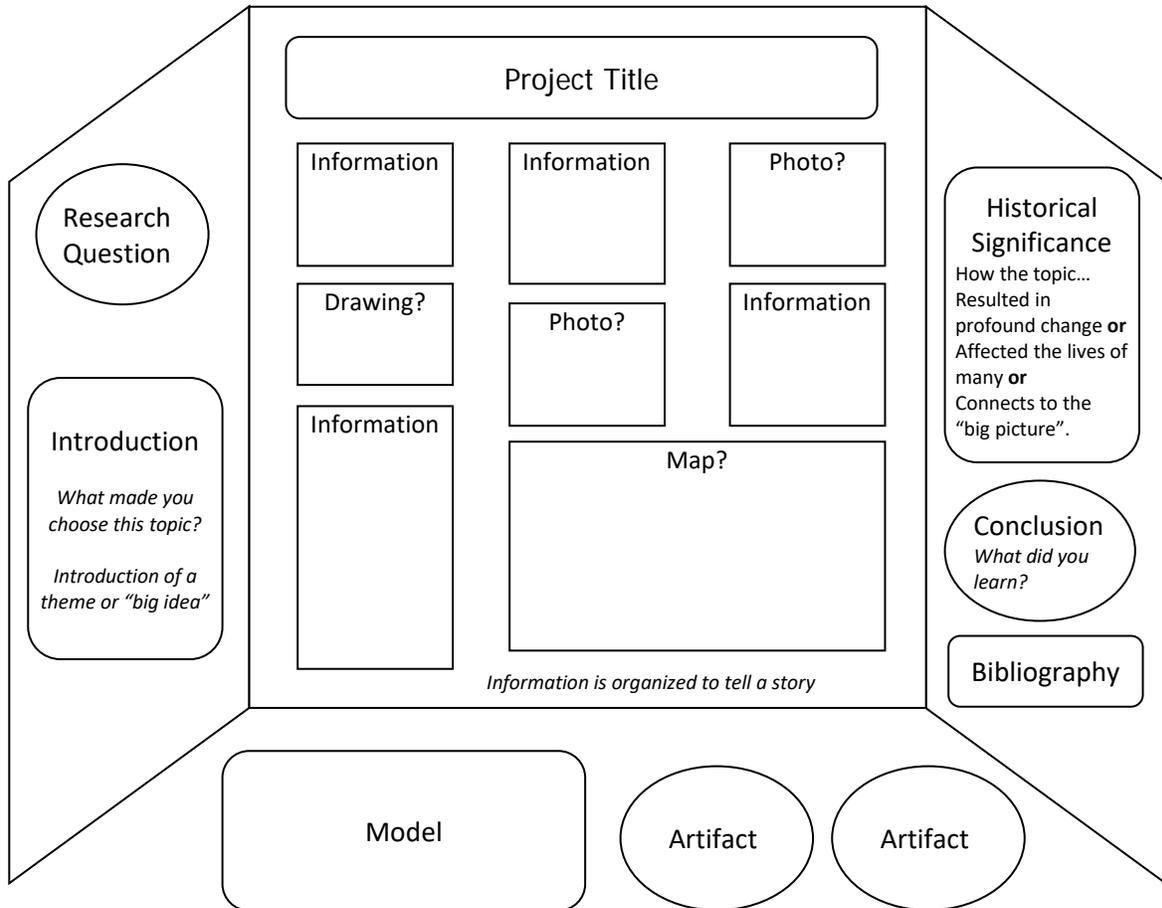
For books, look on the very first page of the book. For archival sources, you can usually find the information in an online database entry or ask the archivist to help you.

Displaying Your Learning

Display Boards

Here is an example of how you may choose to set up your project display board.

Here are a few examples of what students have done in the past:



See more project photos on the website: delta.ca/HeritageFair

Displaying Your Learning

A display board is not the only way to present your findings. Here are some other suggestions.

Creative Writing

- Short story
- Diary
- Comic strip
- Poem
- Picture book

Performances

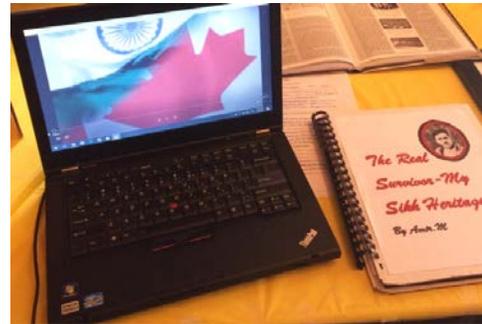
- Skit or short play
- Video
- Dance
- Song
- Musical performance
- Historical re-enactment or impersonation

Artwork

- Drawing
- Painting
- Sculpture
- Photography
- Model
- Computer-generated art



This model shows what life was like in the trenches of WWI.



This student created a video about his family's heritage.



This student created a picture book about the building of the railroad.



This student created a video about his family's heritage.



A model that accompanied a project about First Peoples oral traditions.



This suitcase is full of artifacts that tell the student's family immigration story.

My Heritage Fair Project Requirements Checklist

My Topic

- My project has a CANADIAN THEME. It is about a person, place, event, or idea in Canadian history.

My Research

- I used at least 5 sources of information for my research.
- I read/viewed a variety of sources including books, websites, and interviews.
- I have at least one piece of primary source evidence.
- I took notes on each of the sources I viewed.
- I have taken care not to copy directly, but to put information in my own words.
- I wrote down ALL my information sources (including photos) in a bibliography.

My Display

- I have measured my project display and it is no bigger than 1m x 20cm (or 3' x 8").
- My display includes text written by me and based on my research. This could be text on a display board or a short story, essay, comic strip, or other writing that goes with my project.
- My display has some visual items to make it interesting. This could be something on a display board (a photo, map, or drawing) or an item to place on the table (a model, artifact, or other object).
- I have included a creative component with my project. This is something I made myself and might be a piece of artwork (e.g. a drawing, painting, collage, model or diorama), a piece of creative writing (e.g. a short story, poem, comic, or diary), or a performance (e.g. a skit, dance, video, or song).
- I have prepared a 2-3 minute oral presentation about my project.
- My bibliography is included somewhere in my project display.
- I filled out a Project Summary sheet to submit with my project.

Preparing For Your Heritage Fair Interview

The following are suggested questions that the adjudicators might ask in your project interview. You can prepare by thinking about how you might answer these questions.

Knowledge and Historical Significance

- Why did you choose this topic?
- What can you tell me about your topic? (Who? What? When? Where? Why? How?)
- What new terms and concepts did you learn doing this project?
- What is the most important thing to know about this topic?
- What makes this an important topic for Canadians to know about today?
- What do you think the world would be like today if your topic did not exist or hadn't happened?
- How were the lives of Canadians impacted? What does this reveal about Canada's past?
- How does your topic connect to other important stories in Canadian history?

Research and Evidence

- What was your research process? How did you find information about your project?
- What primary sources did you use and how did they help?
- What evidence helped you understand the topic the most?
- How did you decide if a source was reliable or a good place to get information?
- If you had more time, where else would you want to look for information?
- Do you have any unanswered questions or more you want to know about your topic?
- What questions did you ask and what makes your focus question a good one?
- What do you think in response to your focus question? Why? Do you think others would agree with you?

Presentation

- What do you like most about the presentation of your project?
- Why did you choose to demonstrate your research this way?
- How have you tried to make your presentation appealing to your audience?
- Why did you choose this title for your project?
- What is the "big idea" behind your project or main story you are trying to tell?

Interview

- What did you learn about history and how historians think by doing this project?
- What did you learn about yourself and your abilities by doing this project?
- What new skills did you learn over the course of this project?
- What did you find most surprising by doing this project?
- If you did this project again, what would you do differently? The same?
- What did you enjoy most about doing this project? Why did you like it?