



Be part of the Historica Fairs Program!

Southern Alberta Regional Heritage School Fair

The Historica Fairs Program is an educational initiative that provides an opportunity for students in primary and secondary schools to explore any aspect of Canadian heritage and history in a dynamic and captivating learning environment. Students are encouraged to use the medium of their choice to tell stories and share information about Canadian heroes and legends, milestones and achievements, and then present the results of their research at a public exhibition.

The Fairs Program is divided into three components. There are the school-based or community-based Fairs that take place between February and April; the regional or provincial/territorial Fairs scheduled during the second week of May; and the National Fair, hosted each July by a different community in Canada. The National Fair brings together students from all across Canada and provides a forum to showcase their projects from their local or regional Fairs, to meet other young people from all parts of the country, and to participate in a weeklong exploration of a region of the country they might otherwise never have a chance to visit. In July 2006, 165 students will travel to Halifax for the National Fair.

Program Goals

The goals of the Fair Program are especially fitting for the 21st century. This program is designed to create an innovative and captivating learning environment for students, thereby strengthening young people's knowledge of the diversity and uniqueness of Canadian heritage. Providing young people with the opportunity to develop strong roots in their community and culture will give them the confidence to fully share as active citizens in the shaping of Canada's future.

The Fairs Program invites community-based organizations and businesses to work with teachers and educators and actively participate in the delivery of the event by joining the organizing committee, assisting students with their research, providing materials and in-kind resources, and hosting workshops or placing displays at the Fair.

Program Highlights 2005

These highlights include:

- More than 194,000 students worked on projects or participated in a Fair as an in-school activity.
- 31,572 projects submitted to 90 local and regional/territorial/provincial Fair sites.
- 815 communities involved, representing all ten provinces and three territories
- 808 schools hosted Fairs or participated in regional/provincial Fair
- 9,167 volunteers were involved in helping to deliver the program

The National Fair was held in July in Saskatoon, Saskatchewan, and included 165 students delegates representing all ten provinces and three territories. The Heritage Press, a daily on-line journal of the students' experiences and activities, created by student alumni, is accessible at Historica's website www.histori.ca.

The Historica Fairs Program can help teachers meet their teaching goals, provide recognition for student achievement, and satisfy curriculum requirements. Correlation studies have been conducted to determine how the Fairs Program fits Canadian social studies, geography, and history curricula for grades 4 to 9. Along with hundreds of dedicated teachers and parents, the success of the Fairs can be attributed to the enthusiastic support of community-based volunteer organizations such as historical societies, museums, libraries, multicultural groups, and local businesses.

Why get involved in the Historical Heritage Fair?

- ☑ Encourages students to explore issues of personal relevance.
- ☑ Builds on student creativity, curiosity, and initiative.
- ☑ Gives students an opportunity to experience the pride of presenting the results of their learning to peers and a receptive audience.
- ☑ Supports existing curriculum at many grade levels.
- ☑ Multidisciplinary approaches are accommodated.
- ☑ Many varieties of students' expressive styles are encouraged.
- ☑ Student choice in the development of projects is wide: artistic, musical, linguistic, dramatic, and organizational talents can be highlighted.
- ☑ The nature of topics explored by students can lead to valuable inter-generational dialogue. Rich opportunities exist for home/school/community interactions.
- ☑ Encourages students to take a serious interest in many history-related fields.
- ☑ Emphasizes communication skills such as reading, researching, interviewing, recording, editing, drafting, and speaking – skills which will benefit all students.
- ☑ Heritage Fair gives students the chance to tell us of their concerns, thoughts, and interests.
- ☑ Students are given another opportunity to appreciate unifying aspects of our Canadian heritage.

GETTING STARTED

A Topic, a Format, and your Imagination...

- You may choose to prepare projects as individuals or in groups. If you enter a project as a group, **you must decide which group member will attend the National Heritage Fair to represent your group if your project is selected.**

- Choose the format for your project. Projects may be submitted in either a single format or any combination of the following formats:
 - A. 3-Dimensional
 - B. Creative Writing and Performance
 - C. Multimedia Presentations

- All projects must have a Canadian history, geography, or heritage theme – and entail some research conducted by the participants. Projects can be specific to one time-period or display a thematic development or progression.

- Students should provide written research that was undertaken in developing their projects.

- Students and their projects must be registered with the local organizing committee. Complete information is required: a brief description of the project, the student's full name, address, telephone number, school and grade, address of school and name of contact teacher(s) and parent(s)/guardians.

- Projects should be ready for display and those selected for the National Heritage Fair must not exceed: eighty (80) centimeters in depth, one hundred & fifty (150) centimeters in width and one hundred (100) centimeters in height. This is essential as projects chosen for the National Heritage Fair must be of a size to travel by plane.**

- Students must accompany their projects and be present at their display during the day of the Fair.

- Students are required to provide their own electronic equipment to display their work. Power outlets will be provided if possible.

THINK HERITAGE!

Be Creative!

One of the best things about Historica Heritage Fairs is that creative, unique ways of expressing yourself are not only allowed, they are **ENCOURAGED**. Before you decide on a final product for your investigation, think about the possibilities: maps, computer displays, dioramas, original photography, artistic display, short stories, debate, public speaking, original drama, music, dance, poetry, re-enactment of historic speeches or events, videos, or cartoons. Make sure your project meets guidelines for length of presentation, physical dimensions, etc...

Be Yourself!

This is a chance for you to use your own means of cultural expression in your work. Be ready to tell people who view your project why you chose the topic and format that you did!

Be Original!

Show what you have learned by including original work rather than copies of what other people have made. If you adapt the work of other people, you must give those people credit in some way.

Be Resourceful!

Don't be afraid to look to new sources for help or information. Your local museum is a place where not only objects, but also community stories are housed. Relatives, neighbours, friends, elders, or a senior citizen in your community can provide interesting and valuable information.

Be Real!

"Heritage" does not mean old-fashioned. Your project can take advantage of the latest technologies. By all means, use every modern resource available to you as you gather information, communicate with others, and prepare and present your project.

PROJECT FORMATS

3-Dimensional Projects

The project must have a Canadian heritage theme and must entail some research (ie., personal history, interviews, movies, collections, etc.). Projects can be specific to one period of time, or they can display development and progression from past to present. Projects should be suitable for display and ***must not exceed 80 centimetres in depth, 150 centimetres in width, and 100 centimetres in height.***

Student projects may include, but are not limited to, the following:

models	videos	dioramas
posters	computer displays	photography
crafts	collections	caricatures
maps	demonstrations	3-dimensional
artistic displays		

Creative Writing and Performance Projects

All projects must have Canadian historical or geographical themes. Presentation and performance must not exceed 15 minutes. Students are encouraged to use their own means of cultural expression to prepare and communicate stories about Canadian history.

Short Stories and Diary Entries – Length must be two to ten pages. Legibility, style and grammar will be considered.

Poetry – Minimum length of 14 lines. Legibility, style and grammar will be considered.

Scripts – Scripts must be two to four pages for grades 4 – 6 and five to ten pages for grades 7 – 9 (Québec – sec. I to III).

Music and Dance – Presentation of music and dance can be in any form: classic, contemporary or alternative. Possible ideas for projects include performance of folk songs, construction of simple musical instruments and composition of original works.

Debates and Public Speaking – Projects can be re-enactments of historic speeches and debates or a formal debate of historic events.

A parliamentary debate format will be used and two-person teams are encouraged.

Drama – Presentations may be of existing or original work.

Multimedia Presentation

✓ Presenters requiring electronics, computers, or projectors should discuss their equipment needs with Fair organizers in advance of the event. Student presenters will be responsible for their artwork and their own equipment. The schools and/or organizing committees will be responsible for their own equipment.

✓ Students participating in the National Heritage Fair will be responsible for meeting their own computer software and hardware needs.

✓ Computer-based projects should be undertaken with minimal technical assistance from teachers, advisors, parents, etc. All projects must be on diskette, CD-ROM or ZIP disk and include all credits.

Video – All submission must be undertaken in VHS format and must not exceed 15-minutes. All videos should be written and directed by the students with minimal technical support from teachers, advisors, parents, etc. Each submission must include a title and credits.

Audio – All submissions must be on ¼“ audiocassette and must not exceed five-minutes. All projects must include a title and credits.

Photography – All photographs must be the original work of the presenter and must have a title or be part of a labeled display.

General Rules and Criteria

- The Program is non-competitive in nature, with an emphasis on the importance of the learning process and the exchange of ideas.
- Projects eligible for presentation at the National Heritage Fair must be produced by students between the ages of 10 and 15.
- The students must produce all submissions; although it is recognized that teachers or other adult supervisors might have provided assistance.
- Teachers should ensure that projects are historically correct.
- Students may submit their projects in the language of their choice.
- Student participants at the National Heritage Fair must be able to discuss their work and provide a summary of their project in either French or English.
- Projects displayed at the National Heritage Fair will be identified in both French and English.
- Projects can interpret various aspects of Canadian heritage on a local, provincial, national, or international level.
- Students are encouraged to submit projects from all disciplines and in a wide variety of formats.
- All presentations must avoid profanity, racial or sexist remarks, innuendo, negative stereotypes or any other potentially offensive matter.
- Any person or organization clearly identifiable in a presentation must have given permission to the presenter.
- Projects are the responsibility of the participants. Historica Heritage Fair is not responsible for any projects lost, stolen, or damaged while left unattended.

By entering projects in the Historica Heritage Fair, parents/guardians of participating students are considered to have provided consent for:

- ▶ **The student(s), projects and materials to be photographed and referred to in any Historica Fairs promotions. Students not wishing to be photographed or have their projects used in such promotions must make their request in writing to local Fair organizers.**
- ▶ **Possible participation at the National Heritage Fair. Students not wishing to participate should advise their teachers at the time of registration.**

WHAT ARE SOME THINGS I NEED TO KEEP IN MIND WHILE PREPARING MY PROJECT?

- ✓ Check your project early in the planning process to be sure it meets dimension requirements for your category.
- ✓ Design your display, props, or support material so it is possible to transport it to and from the fair.
- ✓ The use of a bibliography and correctly identifying sources of information and photographs is essential for historic research.
- ✓ Pack all materials with care during transportation.
- ✓ Take great care if expensive, valuable, or irreplaceable items are included as part of your project. Consider instead:
 - Simulating or photographing valuable items essential to your project.
 - Using good quality colour photocopies of original photographs that you want to include.
 - Placing fragile items under a glass or plastic cover.
- ✓ All projects using electricity must conform to standard wiring practices and safety considerations. Bring your own extension cord to the Fair.
- ✓ Label all parts of your project.
- ✓ If you are using any battery-powered equipment (tape players, lights, etc.), it is a good plan to have an extra set of batteries on hand during the Fair.
- ✓ Projects that have a performance component are made more understandable to an audience if you prepare a program that tells your audience about your presentation. You might even want to get a copy of a theatre programme to see the kind of information usually included.
- ✓ Have a photo taken of you and your projects for your scrapbook. Years later you'll be glad you did.
- ✓ If you are preparing a 3-dimensional project, arrange to display it on a sturdy board. Special tri-fold panels are available commercially at a very reasonable cost.

HOW WILL YOUR PROJECT BE EVALUATED?

Judging is divided into 3 levels: Grades 4-5, Grades 6-7, and Grades 8-9. There will be two parts to the judging: one part based on your project and the other part an interview. The interview is an opportunity for you to showcase your work and provide further information to the judges.

The Fair is intended to be non-competitive in nature, but in order to choose representatives to travel to the National Heritage Fair, a lottery system is used. Those students who receive a rating of “**Heritage Excellence**” will be eligible for a random draw. All travel expenses will be covered by Historical! for **ONE student** associated with the project selected. Each project is evaluated in four areas and may receive a maximum of 50 points:

Level of Research: Up to 20 Points

Regardless of the medium chosen to present the project, it must be based upon historical research. This category considers the following: the level of difficulty, the depth of the study, the complexity of the project, and the degree of completeness or the thoroughness of analysis. The judges will consider your grade level when they assign points.

Originality/Creativity: Up to 10 Points

Creativity and originality are open-ended concepts and must be treated with interest and a receptive mind. Work may be original in concept, topic selection, approach, choice of medium or analysis. Have you been resourceful in using equipment, resources, ideas, information, sources, etc.? What types of choices did you have to make and why? Is the project novel, unique, innovative, imaginative, etc.?

Impression: Up to 5 Points

Is your project attractive, eye-catching, interesting, multi-sensory, clear, logical, organized, enthusiastic, and self-explanatory?

Interview: Up to 15 Points

During the interview, judges will ask you questions and then give you an opportunity to add to the discussion. You should be prepared to provide specific information on background, procedure, results and conclusions, and acknowledgments. Good speaking skills will be helpful.

HOW TO ENTER

The Southern Alberta Historica Heritage Fair will take place on Saturday, April 29, 2006, at Lethbridge Centre in Lethbridge. All completed registration/permission forms are to be dropped off, mailed, or faxed to:

Belinda Crowson
The Galt Museum & Archives
910 4 Avenue South
Lethbridge, AB
T1J 0P6

Phone: 403-320-4248

Fax: 403-329-4958

E-mail: bcrowson@galtmuseum.com

Registration/permission forms must be in by **April 15, 2006**. If forms will be late, please contact the Historica Fairs Regional Office above to make arrangements.

Deadlines to Remember:

January 31, 2006

April 15, 2006

April 29 , 2006

Submit Intent to Participate Forms

Registration/Permission Forms

Regional Historica Heritage Fair

For more information about Historica Heritage Fairs, you may contact the Historica Fairs Regional Office at 403-320-4248 or you may contact Historica at:

www.histori.ca

1-888-676-3247

Southern Alberta Regional Heritage School Fair

Project Timeline

October, November

- ☛ Read over the Heritage School Information Guide. Call the Heritage Fair Office if you have any questions or did not receive a package.
- ☛ School visits made by the Heritage Fair Team (by request).

December

- ☛ Send in your Intent to participate forms.
- ☛ Talk to your classroom about the Heritage Fair Program.
- ☛ School visits made by the Heritage Fair Team (by request).

January

- ☛ Brainstorm projects ideas with your class. Use your curriculum for ideas or let students choose a topic of his/her own choice. Projects may be individual or group (2 or more students) based.
- ☛ Start researching chosen topics. Please contact the Heritage Fair office if you need assistance with finding information about a particular topic.
- ☛ Make sure your Intent to Participate forms are in by **January 31, 2006**.

February

- ☛ Continue researching topics.

March

- ☛ Continue to research topics (if necessary). Make a list of and acquire supplies/materials that are needed for projects. Ask for assistance from the Heritage Fair Office (if needed) about setting up the project or choosing the format the project should be in (ex. on computer, model, display board, etc.)

April

- ☛ Host your own school fair (optional). Choose students to represent your school at the Southern Alberta Regional Heritage School Fair. Please Note: The Southern Alberta Regional Heritage School Fair reserves the right to limit the number of projects from any one school. Call the Heritage Fair office about setting up your own School Fair.

May

- ☛ **Bring projects to the Regional Historical Fair on April 29, 2006, at Lethbridge Centre in Lethbridge.**

SOUTHERN ALBERTA HERITAGE SCHOOL FAIR **TENTATIVE SCHEDULE OF EVENTS**

Saturday, April 29, 2006

9:00 a.m.	Project set-up/Registration Judges' Meeting
9:30 a.m.	Opening Ceremony
9:30 a.m. - 2:00 p.m.	Public Viewing of Projects
10:00 a.m. – 11:30 a.m.	Judging of Projects Individual Activities/Entertainment
11:30 a.m. - 12:00 p.m.	Lunch
12:00 p.m. - 2:00 p.m.	Group Activities
2:00 p.m.	Closing Ceremony
2:30 p.m.	Project Take-down/Clean-up

Please Note

- ✓ A lunch will be provided for all Southern Alberta Regional Heritage School Fair participants.
- ✓ It is a student's responsibility to notify the Heritage Fair Office of special diets and allergies to any food products.
- ✓ The Southern Alberta Regional Heritage School Fair is a **PEANUT FREE EVENT**. **Do not bring any food that contains peanuts and/or ingredients.**

SOUTHERN ALBERTA HERITAGE SCHOOL FAIR

Intent to Participate Form

This is not your registration form. It will be used to assist us in our planning of the Regional Heritage Fair, as well as allowing us to provide support to you and your classroom throughout the Historical Heritage Fairs Program.

Teacher and/or Student's Name: _____

School:

School Address: _____

School Telephone: _____ School Fax: _____

Estimated Number of Projects: _____

Teacher's Signature _____ Date: _____

Please submit this form no later than January 31, 2006. Call the Heritage Fair office at 403-320-4248 for more information.

Fax this form to 403-329-4958, e-mail to bcrowson@galtmuseum.com, or mail to the Historical Heritage Fairs Regional Office at:

2006 Historical Heritage Fairs
c/o Belinda Crowson
The Galt Museum & Archives
910 4 Avenue South
Lethbridge, AB
T1J 0P6

SOUTHERN ALBERTA HERITAGE SCHOOL FAIR

Registration Form (One form **MUST** be completed by each registrant.)
PRINT CLEARLY AND FILL OUT COMPLETELY. *Important:* Student, Parent/Guardian, and Teacher must complete and sign permission form on reverse.

Student's Last and First Name	Grade
Student's Home Address and Postal Code	
Home Phone Number	
Alberta Health Care No:	
Circle the appropriate response <input type="checkbox"/> Individual project <input type="checkbox"/> Group project <input type="checkbox"/> Class project	If a group, list partner name(s) and grade(s). If a class project, identify the teacher and number of students.
Important: If this is a group or class project, identify the Individual who has been selected to go to the National Fair if the project wins: _____ _____	School Name, Address and Postal Code School Phone Number and Fax Teacher's Name (first and last)
Project Title:	This project requires the following: _____ Table space _____ Floor space _____ Power Source List the project dimensions below: Students are responsible for all electronic equipment.
Format/Category <input type="checkbox"/> 3-dimensional <input type="checkbox"/> Audio/Visual <input type="checkbox"/> Creative Performance & Writing	Age Groups Gr 4/5 _____ Gr 6/7 _____ Gr 8/9 _____

**SOUTHERN ALBERTA REGIONAL HERITAGE SCHOOL FAIR
PERMISSION FORM
(To be completed by parent/guardian.)**

My son/daughter has my permission to attend the Southern Alberta Regional Heritage School Fair in Lethbridge. My child and I understand that he or she may be removed from the Heritage Fair for unacceptable behaviour and teachers may relay to the Heritage Fair Committee information regarding behavioural concerns. I also understand that by signing this I give permission for photographs taken of my child to be used in marketing and promotion of Historical Heritage Fairs and understand that this promotion may be local, regional and/or national. I also understand that if my daughter's/son's project is selected for the National Heritage Fair, **ONLY ONE** group representative will be allowed to take part in the National Heritage Fair Program sponsored by Historica.

Parent/Guardian Signature _____ **Date** _____

Student Signature _____ **Date** _____

Teacher Signature _____ **Date** _____

I am willing to volunteer a two-hour shift at the Heritage Fair on April 29th. Volunteer duties may include accompanying students on group activities, handing out registration packages, supervising during lunch, supervising projects while students are absent, and other duties.

Name: _____

Phone Number _____

Registration forms must be received by **April 15, 2006**, at the following address:

Belinda Crowson
The Galt Museum & Archives
910 4 Avenue South
Lethbridge, AB T1J 0P6
Fax: 403-329-4958

TEACHER'S RESOURCES

Are you looking for resources to help you bring history into your Art, Social Studies, English, Drama, Computer class? Here are some resources that can help!

WE ARE CANADIANS: Aimed at students between 10 and 14, the 10 units contained within "We Are Canadians" focus on Canada's rich immigration tradition. Through a series of role playing activities, students examine the experiences of people throughout history who chose to make Canada their home. The kit meets curriculum requirements in grades 5-8.

HERITAGE MINUTES: The complete collection of "The Heritage Project 60th Minute Commemorative Video" is available in English OR French. Teaching materials are included with this VHS tape. Topics from this video include John Cabot, Louis Riel, Sitting Bull, Valour Road, etc.

RESOURCE HELP! Do you need assistance tracking down information on a chosen topic for the Heritage Fair Project? Call the Regional Historical Fairs Office at 403-320-4248 and we will try our best to help you find the sources for which you are looking.

TEACHER'S SUMMER INSTITUTE

The Professional Development

Experience of a Lifetime

Every year, Historica sponsors a national institute on Canadian Heritage for teachers. Each summer, thirty elementary and secondary school teachers of Canadian studies come together from across the country. The one week institute provides a dynamic and challenging environment in which teachers share and grow by experiencing new learning resources and many effective teaching strategies, considering issues of teaching and learning about Canada and Heritage, and exploring elements of the heritage of the host region. The institute is capped off by a visit to the National Heritage Fair and a Celebration Dinner event.

Need More Information?

For more information on any of the above resources and teacher's institute, check out the Historica web page at www.histori.ca or contact the Historica Fairs Office (Belinda Crowson) at:

Phone: 403-320-4248

Fax: 403-329-4958

Email: bcrowson@galtmuseum.com

By Mail:

The Galt Museum & Archives

910 4 Avenue South

Lethbridge, AB T1J 0P6

CURRICULUM LINKS

Use the Heritage Fair to enhance your curriculum by showcasing your student's work in the Heritage School Fair nearest your location. Below are outlined a few of the potential curriculum links that your students can explore.

GRADE FOUR

Topic A

Changes in **technology** can affect our use of **natural resources**. Use the museums to help research technology changes in your region.

Topic B

Have students create an **oral history** of an event in their area. Use your local museums to research one of the foci in Alberta's history.

Topic C

Create a project that shows how Albertans or people in your region maintain their **cultural heritage**. Research examples of cultural heritage in your region with the help of your local museums.

GRADE FIVE

Topic B

Look at **Aboriginal People** in your region.

Look at **explorers** in your region.

Determine whether the **Hudson Bay Company** was in your region.

Find reasons for **settlement** in your region.

Look at problems in your region.

Use your local museum to help with **research**.

GRADE SIX

Topic A

Look at historical development in **local government**.

Have students do a **picture history** of the community.

Use a museum to help with **research**.

GRADE SEVEN

Topic C

Multiculturalism. Look at why specific groups came to this area.

Look at ***cultural groups*** in your community.

Use the museum to help with research.

GRADE EIGHT

Topic B

Historical

Native groups/explorers

Have students look at ***settlement in the West.***

Use the museum to help with ***research.***

GRADE NINE

Topic C

Technology in Canada.

Research the development of ***technology in your region.*** Look at developments in agricultural machinery and practices; developments in the oil and gas industries; or developments in transportation and how this has affected the area.

Look at ***economic development*** within your region. Trace the ***historical development.***

Have students make use of or have contact with ***archival materials.***

Use the museum to help with ***research.***

More detailed links between the Historica Heritage Fair and the Alberta curriculum can be found in Appendix 1: Project and Performance Suggestions/Ideas Linked to the Alberta Curriculum.

HERITAGE FAIR IDEAS

Use the following ideas to get started with your Historica Heritage Fair project or choose a topic on your own. Ideas may be repeated in the various themes.

LOCAL TOPICS

High Level Bridge
My Family Tree
Farm Machinery (ex. Noble Blade)
Local Native Tribes
NWMP/RCMP
Hillcrest Mine Disaster
Immigrants
Floods in southern Alberta
Changes in the family farm
Farm crops (ex. Sugar beets, canola)
Kootenai Brown
Transportation through the years
The Buffalo
History of Education & Schools
Local Government
Hutterite Families
Buffalo Jumps
Irrigation
Coal Mines
Fur Trading
Frank Slide
Dirty Thirties
Local Heroes
Local Mayors
The Gopher
The Antelope
Birth of Alberta
Ecosystems
Fort Whoop-Up

CANADIAN SYMBOLS

Canadian Flag
O'Canada
Canadian Stamps
Provincial Flags
Canadian Coins

NATIONAL TOPICS

Endangered Canadian species
Prime Minister biographies
History of Provincial Flags
Natural Disasters
Environmental Issues
Loyalist Burial Grounds
Forts of Canada
Governor Generals of Canada
Massacre at Ecole Polytechnique
Immigration
Louisbourg
The Loyalists
Unsolved Mysteries
Rideau Canal
The Great Lakes
Expo 1967 and 1986
Centennial
Canada Celebrations Around the Country
Local Sports
Journey to Freedom: Underground Railroad
Japanese Canadian Internment During WWII
Canadian Pacific Railway

EARLY EXPLORERS

Vikings
Champlain
Martin Frobisher
Voyageurs
John Cabot
Henry Hudson
William Baffin
Nicollet
Jacques Cartier
George Vancouver

WOMEN

Laura Secord
Madame Vanier
Agnes MacPhail
Irene Parlby
Henriette Muir Woods
Rural Teachers
Marior Orr
La Bolduc
Louise McKinney
Soddie
Emily Carr
Emily Murphy
Karen Kain
midwives
Marilyn Bell
Felicite Angers
Edith Jessie Archibald
Marie de la Tour
Marguerite Bourgeoys
Madeleine D'Allonne
Anne-Marie Weems
Mary Ann Shadd
Abigail Becker
Roberta Bondar
Nellie McClung
Maude Abbott
Marie Hebert
Jeanne Mance

Marie de la Peltrie
Marie-Anne Gaboury
Kateri Tekakwitha
Thanadelthur
Molly Brant
Mikak
Pauline Johnston
Barbara Anne Scott
Sylvie Frechette
Nancy Greene
Myriam Bedard
Josee Chouinard
Julie Payette

INNOVATORS AND INVENTIONS

Georges-Edward Desbarats
Joseph-Armand Bombardier
Abraham Gesner
Sir Sanford Fleming
Frederick Banting
Alexander Graham Bell
Anna Sutherland Bissell
Charles Fenerty
James A. Naismith
Ivan Graeme Ferguson
Telephone
Canadian space program
Avro Arrow
Universal Health Care

HEROES

Terry Fox
Peacemakers
Etienne Parent
Louis Riel
Superman
Underground Railroad
Rural School Teachers
Marion Orr
Frontenac

Jennie Trout
Valour Road
Jackie Robinson
Laura Secord
Nitro
Flanders
Maurice Ruddick
Saquenay Fire
Halifax Explosion
Peacekeepers

CANADA AND THE WORLD

Canada and WWI (ex. Vimy Ridge)
Canada and WWII (ex. Holland)
Military Involvements (ex. Korea)
Peacekeeping (ex. Suez, Cyprus)
United Nations
NATO (ex. Yugoslavia)

MULTICULTURALISM

Pioneer Food Demonstration
Clothes, etc. of any ethnic group
A century of toys
Canadian Games
Japanese Interment
Ethnic Food Demonstration
Irish coming to Canada
Chinese Head Tax
Customs
Language
Religion

COMMERCE

Fishing
Farming
Forestry
Mining
Hudson's Bay Company

Eaton's
Oil/gas in Alberta
NAFTA
Hydro Power
Free Trade with the USA
GST
Labour Unions

FIRST NATIONS

Naming of Canada
Sirop
Louis Riel
Sitting Bull
Cypress Hills Massacre
Traditions, Foods, etc.
Handmade artifacts
Metis languages and traditions
Iroquois
Blackfoot
Inuksuk
Hurons
Fur trade & its effects on First Nations people

SPORTS

Paris Crew
Jackie Robinson
Don Cherry
Hockey Night in Canada
Olympics of 1972 and 1988
The NHL in Canada
Basketball
Jacques Plante
Canada Cup
Bluenose
Jacques Villeneuve
Foster Hewitt
Olympic Athletes
Soccer
The NBA in Canada

Canada-Russia
Major League Baseball in Canada
Canadian Football League
Summit Hockey Series 1972
Canadian Athletes
Canadian Sports Teams

THE ARTS (LITERATURE, TV, THEATRE)

Casavant
Emily Carr
Superman
Inuksuk
Marshall McLuhan
Margaret Atwood
Voltigeurs de Quebec
In Flanders Field
La Bolduc
Refus Global
Canadian Broadcasting Corporation
Peter Gzowski
Canadian Authors
Novel Studies
Canadian Poets & Playwrights
Canadian Movies & Actors
Canadian Television
Stratford Shakespeare Festival
Canadian Musicians
How has Canadian music/tv/radio
changed?

BUILDING OF DEMOCRACY

Creation of Nunavut
Provincial Governments
Federal Government
BNA Act of 1867
Charter of Rights and Freedoms of 1982
Parliament Buildings
Local Government
The Quiet Revolution
Red River Rebellion
The FLQ
Northwest Rebellion
Upper Canada and Lower Canada
Rebellion
War of 1812
Lord Durham's Report
The Persons Case

SETTLING CANADA

Fur Trade
The Hudson's Bay Company
The Northwest Company
Explorers

VETERANS

Isaac Brock
Tecumseh

Andrew Mynerski
Paul Triquet
Joseph Brant
Buzz Beurling
Aubrey Cosens
Alexander Dunn
Ed Baure
Georges P. Vanier

NEED MORE IDEAS FOR YOUR HERITAGE FAIR PROJECT?

The Historica Fairs Office has lists of topics below that may be used in planning your individual, group, or class project. Please call the Historica Fairs Office at 403-320-4248 to obtain a copy of one of the following lists (some lists are currently in development).

Canadian Actors	Canadian Heroes
Canadian Actresses	Local History
Canadian Artists	National History
Canadian Astronauts	First Nations
Canadian Athletes	Canadian Sports
Canadian Authors	Exploration
Canadian Business People	Building Democracy
Canadian Comedians	Caring Canadians
Canadian Directors/Producers	Meritorious Service Decorations (Military and Civilian)
Canadian Entertainers	Order of Military Merit
Canadian Journalists	Order of Canada
Canadian Musicians	Decorations of Bravery
Canadian Scientists	Canada's National Parks
Well-known Canadians	Canada's National Historic Sites
Canadian Innovators & Inventions	Prime Ministers
Canadian Women	Governor Generals
Canadian Peacekeepers	Lieutenant Governors
Canadian Symbols	Canadians Movies
Canadian Veterans	Canadian TV Shows
Canada and the World	Hall of Fames in Canada
Multiculturalism	Special Days in Canada
Early Explorers	Commerce
Settling Canada	

The Honourable Laurier L. LaPierre, O.C. Medal

The Honourable Laurier L. LaPierre, O.C. Medal is given “In recognition of exceptional enthusiasm and dedication to History & Heritage.” Three medals are given at the regional fair, one for each grade category (Grades 4/5, Grades 6/7, and Grades 8/9).

The award is coordinated through the regional fair committee.

It should be recognized that this award is for a student, not a project. Nominations from students, teachers, and/or schools are open for consideration.

The following considerations and criteria apply:

- May be awarded to an individual who presents his/her individual project or participates in a group and/or classroom project.
- Students may only receive the medal once during his/her participation in heritage fairs.
- In the same fair, students may not both be selected as a medal recipient and delegate to the National Heritage Fair or delegate in a regional exchange.
- Project done by the individual must have a Canadian theme. Projects can interpret aspects of Canadian heritage on a local, provincial, national, or international level.
- Individuals nominated must show enthusiasm for learning about history, heritage, and cultures.
- Individuals nominated must possess determination and dedication to research a topic.
- Nominee must show a willingness to share his/her passion for heritage with peers and school/community.
- If the project was done as a group, the nominee must show a high degree of interest and have displayed teamwork.

Award recipients will receive a medal and certificate, letter of congratulations from the Honourable Laurier LaPierre, O.C., and a Canadian Encyclopedia CD ROM.

Local History Award

Every year the Region Historica Fairs committee sees amazing projects on local history. To encourage and support these projects,

We are currently working on criteria and considerations for the award.

Historica Fairs Showcase

Are you participating in a Historica Fair this year? Would you like to give your students extra recognition for all their hard work – and yours? Would you like to preserve your students' projects and present them to a wider audience of students, teaches, and parents from across the country?

Don't let those Heritage Projects just collect dust; get them out of your cloakrooms, lockers, and basements and into the Heritage Fairs Showcase. It's easy! Just follow the steps below and if you have any problems, we're here to assist you. For more information, email heritagefairs@histori.ca.

5 Easy Steps for Submitting Projects to the Historica Fairs Showcase

1. Have your student's written work saved as a text document on the computer you will be using. Take some digital photographs of the project. Make sure you take 3 or 4 close-up photos of the project's main pictures, images, or objects and save them as jpegs or gifs on the computer. (If you don't have access to a digital camera, you could also scan the images into your computer.)
2. Go to the Historica Fairs section of www.histori.ca and click "Showcase" on the left side menu.
3. Then click the "Submit" button. This will take you to a "Log in" page.
4. Those submitting projects for the first time must register for the site by clicking "Register now." Registering is easy and you only have to do it once. Just fill in the required information and be sure to write down your Username and Password. Once registered, you will automatically be taken to the Submission Form.
5. Using the Submission Form, simply fill in the required fields by following the step-by-step instructions. Then select "Submit."

That's all there is to it!
We will publish your project once we have reviewed it.

Helpful Reminders:

- To submit subsequent Heritage Projects, you will need to Log in by entering your Username and Password.
- Your submission must have an “Author,” but this can be full name, first name, surname, initials, something generic like “grade 5 student,” or N/A. Please follow your individual school and district’s Web publishing and privacy protection policy.
- Please remember that we can only publish original work; we cannot use any images or text that students have taken from books or websites without the owners’ permission, unless the images or text are in the public domain.
- There is a maximum of 5 graphics per project, and the maximum size for a graphic is 350 pixels wide by 300 pixels high.

Tattoo Our Moose Contest

Entry Deadline: February , 2006

The Tattoo Our Moose contest is back again! An initiative of the Historica Foundation of Canada, this contest is a unique way for students to think about, explore, and celebrate Canadian heritage and to have some fun, too.

Designed as a preparatory activity for Historica Fairs, the Tattoo Our Moose contest calls upon the creativity of students aged 9 to 15 to create a tattoo with a Canadian theme. Submissions may include designs created with crayons, pastels, watercolour, paint, paper cutouts, or computer programs. Winning designs will be made into temporary vegetable dye tattoos and distributed at the Regional Fairs across Canada in the month of May and at the National Fair, which will be held in Halifax in July 2006.

Students right across the country have responded to this contest with enthusiasm and astounding creativity. The flood of entries and the quality of the submissions, as well as reports of students gaining confidence when told that their entries had been chosen, have ensured that this contest will continue to be part of the Historica Fairs Program.

Attached you will find a lesson plan, guidelines for students, and a contest entry form – all of which can be photocopied and distributed. Contest information and the winning designs from 2005 are available on the Historica Foundation's website at www.histori.ca. Students can enter as often as they like.

Tattoo Our Moose

Teacher's Lesson Plan – Creating a Tattoo

Time: 45 minutes – 1 hour

Objectives:

- To explore and define the meaning of heritage.
- To examine how tattoos create and deliver their messages visually.
- To have students design their own tattoos.

Defining Heritage:

Have students watch three Heritage Minutes. (Available on video tape and in digital form at www.histori.ca. The Galt Museum & Archives has a copy which may be loaned to schools.) What information is each of the Minutes trying to share or show us?

Your class could also take a short trip to visit a museum in your area.

Discuss the following questions:

- What does the word “heritage” mean?
- Is heritage important? Why?
- Does heritage have to be a story, as in the Minutes?
- Can it be a personal statement, a story of your roots?

Looking at Tattoos:

Discuss with students what a tattoo is, how artists create messages and meaning within this unusual medium. How do they use visuals, colour, and detail to convey their messages and make them interesting to look at?

Brainstorm with students about what images come to mind when they think about heritage and how they might use those images in their tattoo designs.

To Do:

- Hand out the Tattoo Our Moose contest entry form and instructions.
- Explain the assignment.
- Submit student designs to the address on the entry form.

Prizes:

Winning entries will be posted on the Historica Foundation's website as www.histori.ca and some will be made into actual “lick ‘n stick” vegetable dye tattoos to be distributed at the Regional Historica Fairs in April 2006.

HISTOR!CA

TATTOO OUR MOOSE Contest Instructions

Students...

Designing a tattoo is fun! Just think about your heritage and what it means to you. If you are not sure, talk to your friends, family, and teachers about it, or think about the Heritage Minutes you've seen on TV and let your imagination take over! You can also visit the web site at www.histori.ca for more inspiration.

Your tattoo design can be anything you want it to be as long as it has a Canadian theme.

It might be an old building or a landmark, your hometown, one of your ancestors, a landscape, an animal, an artefact, your family crest, a totem pole, the boat that brought your grandfather to Canada, your favourite Canadian hero or explorer, an historical event – whatever it is about your heritage that means something special to you. And, because it's supposed to be a fun tattoo, you can be as creative and wacky as you want.

How to create a tattoo...

Once you decide on what you want your tattoo design to look like, draw it in the space provided on the entry form. You can use coloured pencils, felt pens, paints, cutouts – you can even create your design on the computer! You do not need to use all of the space provided – leaving some white space can help your design stand out.

REMEMBER TO USE STRONG COLOURS AND SOLID LINES, SO THAT, IF SELECTED, YOUR DESIGN CAN BE MADE INTO A REALLY NEAT "LICK AND STICK" TATTOO THAT MAY BE DISTRIBUTED AT ALL THE FAIRS ACROSS CANADA AND AT THE NATIONAL FAIR IN JULY 2006!

You can enter as often as you like.
Make sure you send in your entries by **February 2006**.
Have fun and good luck!

Tattoo Our Moose contest entry form

Name: _____ Age: _____

Address: _____ Apt: _____

City: _____ Prov./Terr.: _____ Postal Code: _____

Telephone Number: () _____

Teacher: _____ Grade: _____

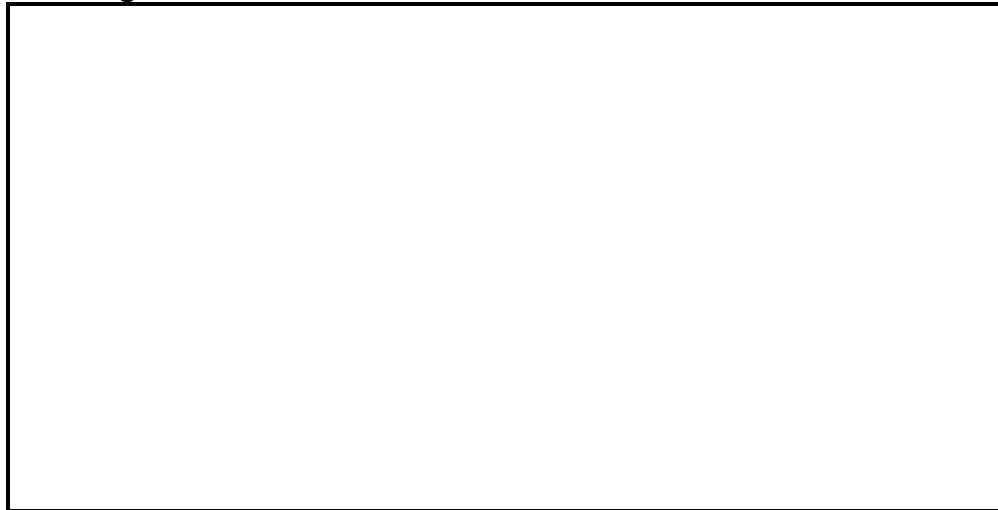
School: _____

Address: _____

City: _____ Prov./Terr.: _____ Postal Code: _____

Tattoo Design Title: _____

create your design here:



(do not fold your design)

mail to:

***Tattoo Our Moose contest
Historica Fairs Program
60 Spadina Avenue
Toronto, Ontario M5V 2H8***

SOUTHERN ALBERTA MUSEUMS DIRECTORY

As much as possible, students participating in the fairs program are encouraged to use primary sources for their research. There are many places across southern Alberta from which students can find assistance in locating and researching primary sources. This information was compiled by the Southern Alberta Historical Heritage School Fair committee members to assist students and teachers in their researching of southern Alberta's history.

Museums and Interpretive Centres are dedicated to sharing their collections and knowledge of our collected past stories. They are an excellent resource to learn about the life and times of people who came before us. Visit a museum and picture yourself in the past.

For more information on other museums in Alberta or if you are wondering where to look for information on other regions of Canada, call the Historical Fairs office at 403-320-4248.

THE BELLEVUE UNDERGROUND MINE

Located off Hwy. 3 in Bellevue, Municipality of Crowsnest Pass

The history of underground coal mining in Alberta with specific reference to the Bellevue Mine. Tours of the underground coal mine at Bellevue are available daily from May to September (Labour Day). An artifact garden and small visitor center are located at the site. Interpretive staff is available to assist students with research.

Hours: Please call the office for current hours.

Mailing Address:
Bellevue Underground Mine
Box 1740, Crowsnest Pass, AB T0K 0E0

Phone: 403.564.4700
Fax: 403.562.8634

TOWN OF CLARESHOLM MUSEUM

The museum specializes in Claresholm and district history. There are videos and a 1903 Starline School for Class Programs as well as an extensive archives of photographs and printed material related to Claresholm and district history.

Hours: Open daily from Victoria Day to Labour Day (9:30 am to 5:30 pm)
Other times by appointment

Mailing Address:
Box 1000, Claresholm, AB T0L 0T0

Phone: 403.625.3131 or 403.625.3381

CLAY PRODUCTS INTERPRETIVE CENTRE

Clay production, historic pottery manufacturing machinery and history of the clay industry in Medicine Hat. Resource books on Medalta and other potteries, historic pottery plants (2) and machinery, moulds, etc. and business records are available for researchers. Workshops are offered in pottery.

Hours: May 15 – October 31, 9:00 a.m. – 5:30 p.m. Students/teachers can contact us off season by leaving a message on our answering machine.

Mailing Address:
Friends of Medalta Society
703 Wood St. S.E.
Medicine Hat, AB T1A 8S9

Phone: 403.529.1070 or 403.526.2777
Fax: 403.529.1070
Email: info@medalta.org
Website: www.digitalfire.com/medalta

CROWNEST PASS MUSEUM

Story of the Crowsnest Pass from 1899 to 1950.

Hours & Location

The Crowsnest Museum is located in the former Coleman High School in Downtown Coleman at 7706 19th Ave.

Victoria Day to Labour Day -- Daily 10:00 a.m. to 6:00 p.m.

Labour Day to Victoria Day -- Monday to Friday 10:00 a.m. - 12:00 p.m. & 1:00 p.m. - 4:00 p.m

Mailing Address:
Box 306
Coleman, AB T0K 0M0

Phone: 403.563.5434
Fax: 403.563.5434
Email: cnmuseum@telusplanet.net

DEVIL'S COULEE DINOSAUR HERITAGE MUSEUM

Experience the museum, which features a Hadrosaur (duck-billed dinosaur) nest and embryo, ancient fossils, dinosaur models, and a mural depicting dinosaurs caring for their young. In the Heritage Gallery, you will find yourself exploring the "more recent" past through artifacts and stories from the most recent "early days" of the Warner region. There is an authentic looking mercantile store, complete with price tags, as well as an old style sitting room and a dining room. In the Time Line room, you will begin by learning about the Native Americans that lived in this area. As you move ahead through the time of the settlers, you will see artifacts from both World Wars that belonged to local soldiers. On your way out, you will learn about the First Special Service Force, an elite fighting brigade during World War II.

Hours: 9 am to 5 pm 7 days a week from May long weekend to September long weekend. Winter hours: By appointment only.

Phone: 403.642.2118

Fax: 403.642.3660

Email: dinoegg@telusplanet.net

THE ETZIKOM MUSEUM OF SOUTH-EAST ALBERTA **(Historic Windpower Centre)**

The museum is an historic windpower center and has homesteading artifacts with assorted memorabilia throughout. Guided tours are available.

Hours: If you wish to visit the museum in the off season, call the numbers below to make an appointment.

Mailing Address:

Box 563, Etzikom, AB T0K 0W0

Phone: 403.666.3915 or 403.666.3737

Fax: 403.666.2002

THE FORT MUSEUM **(Museum of the North West Mounted Police)**

The Fort Museum specializes in the history of the North West Mounted Police, natives of southern Alberta, and pioneers in the first outpost of the N.W.M.P. Fort Macleod. Resources available include artifacts, archives, written documents, photographs, hands-on displays, and living history through the Musical Ride. Curriculum relates school programs are presented by an interpreter.

Hours: March through December with all buildings open May 1 – October 15. Office is open year round between 9:00 a.m. and 5:00 p.m.

Mailing Address:

219 – 25 Street (Box 776)
Fort Macleod, AB T0L 0Z0

Phone: 403.553.4703

Fax: 403.553.3451

E-mail: info@nwmpmuseum.com

Website: www.nwmpmuseum.com

FORT WHOOP-UP INTERPRETIVE CENTRE

The meeting of American traders, people of the Blackfoot Nation, and the N.W.M.P. on the prairies of southern Alberta about 130 years ago and the rapid changes that occurred at this time. There are videos, a library, gallery, historic rooms, and files on relates topics. One on one assistance is available. Booked group programs and tours are available year round. Please make an appointment to discuss/research a particular topic.

Hours: Please call the office for current hours.

Mailing Address:

Box 1074, Lethbridge, AB T1J 4A2

Phone: 403.329.0444

Fax: 403.329.0645

E-mail: admin@fortwhoopup.com

Website: www.fortwhoopup.com

FRANK SLIDE INTERPRETIVE CENTRE

1.5 km off Hwy. 3 in the Municipality of Crowsnest Pass

The Frank Slide Interpretive Centre preserves, interprets, and promotes the history of the Crowsnest Pass including the 1903 Frank Slide. There are displays, an audio-visual presentation, insights into the stories of tragedy and triumphs in the Crowsnest Valley. Interpreters offer information services and give guided tours on the outdoor trails, as well as presenting programs. Interpretive staff are available to assist with research. Students may visit the resource library to do research.

Hours: Please call the office for current hours.

Mailing Address:

Box 959, Crowsnest Pass, AB T0K 0E0

Phone: 403.562.7388

Fax: 403.562.8635

Email: info@frankslide.com

Webpage: www.frankslide.com

GEM OF THE WEST MUSEUM

The museum deals with ethnic and cultural history of Coaldale and District. Please call the museum for assistance with research and tours.

Hours: By appointment year-round

Mailing Address:

Box 343, Coaldale, AB T1M 1M4

Phone: 403.345.5000; 403.345.3755

Fax: 403.345.6322

HEAD-SMASHED-IN BUFFALO JUMP
Interpretive Centre

Interpretation of the Buffalo Hunting Culture of the Plains People. Archaeological Studies conducted at Head-Smashed-In. The Interpretive Centre has guided tours for groups, education programs, interpretive programs, and self-guided tours.

Hours: Please call the office.

Mailing Address:

Box 1977, Fort Macleod, AB T0L 0Z0

Phone: 403.553.2731

Fax: 403.553.3141

E-mail: info@head-smashed-in.com

Website: www.head-smashed-in.com

HELEN SCHULER COULEE CENTRE
(Lethbridge's Urban Nature Centre)

The Nature Centre has native plants and animals of southern Alberta living near the banks of the Oldman River in Oldman river valley. Displays change three times a year, self-guided trails are open year round, and a library and volunteer services are available during regular public hours. Teachers and students are welcome to visit the Nature Centre and view the display free of charge provided they call in advance to ensure a time during which the exhibit room is not being used by another group.

Hours: Please call the office for current hours.

Mailing Address:

910 4 Ave. South

Lethbridge, AB T1J 0P6

Phone: 403.320.3064

Fax: 403.329.7311

IRRIGATION IMPACT CENTRE
(Taber and District Museum Society)

The Centre tells the story of irrigation and the impact it has had on the community of Taber and crops grown on irrigation; also the social history of Taber. Archival material, Taber Times microfilm and irrigation maps are available. Assistance with research can be obtained by calling the office.

Hours: Please call the office for current hours.

Mailing Address:

4702 – 50 St.

Taber, AB T1G 2B6

Phone: 403.223.5708

Fax: 403.223.0529

Email: tiimchin@telusplanet.net

LEITCH COLLERIES PROVINCIAL
HISTORIC SITE

On Hwy. 3 in the Municipality of Crowsnest Pass

The history of the Crowsnest Pass with special reference to coal mining. Self-guided pathways with interpretive panels which explain the ruins of the surface plant. The mine Manager's house, power house, washery, tipple and coke ovens have been stabilized. Interpreters and staff can provide historical knowledge to assist with research for student projects.

Hours: Please call the office for current hours.

Mailing Address:

C/o the Frank Slide Interpretive Centre

Box 959, Crowsnest Pass, AB T0K 0E0

Phone: 403.562.7388

Fax: 403.562.8635

MEDICINE HAT MUSEUM AND ART GALLERY

- Museum: Western Canadian history focusing on Medicine Hat and district c. 1870 – present; Native Culture (artifacts and displays). Self-guided tours are available for school groups, artifact research and exhibits.
- Archives: Research center for South Eastern Alberta and South Western Saskatchewan – large manuscript, photograph, audio-visual and library collection. There are various source materials available ie. diaries, narratives, interviews, etc.
- Gallery: Files on local and regional artists – library of art information. Researchers are given an orientation to the archives, assistance with finding information, use and handling of historically sensitive materials. Students require adult supervision. Appointments must be made before visiting.
- Hours: Please call the office for current hours.

Mailing Address:
1302 Bomford Crescent S.W.
Medicine Hat, AB T1A 5E6

Phone: 403.527.6266
Fax: 403.528.2464

THE NANTON LANCASTER AIR MUSEUM

It is the permanent shelter for the Nanton Lancaster Bomber, other aircraft, artifacts and displays. Building includes a 2000 square foot restoration shop. Aircraft includes WW11 Bombers and Trainers. There is information on WW11 Air Training in Southern Alberta during WW11. Guided tours and student are available on request.

Hours: Please call the office for current hours.

Mailing Address:
1259 – 21 Avenue
Nanton, AB T0L 1R0

Phone: 403.562.7388
Fax: 403.562.8635

PINCHER CREEK AND DISTRICT MUSEUM AND KOOTENAI BROWN HISTORICAL PARK

Local history of Pincher Creek and southwestern Alberta district. Histories of local pioneers, heritage of ranching and farming and Kootenai Brown, one of the founders of Waterton Lakes National Park, whose cabin is located in the Historical Park. The museum has a main building and eleven historical buildings. The collection is thematically arranged within the main building and heritage cabins. There is also a local heritage library and archival collection. Guided tours, specialized interpretive programs, reference assistance, and referral assistance is available.

Hours: Please call the office for current hours.

Mailing Address:
1069 James Avenue
P.O. Box 1226
Pincher Creek, AB T0K 1W0

Phone: 403.627.3684
Fax: 403.627.2916

REMINGTON –ALBERTA CARRIAGE HOUSE

The Centre is the largest carriage museum in North America, with a collection of over 250 carriages, buggies, wagons, and sleighs in a \$12 million building. The centre deals primarily with 19th century horse-drawn transportation. Guided tours and grade-specific education programs are personally delivered by interpreters. Other research services are available on request.

Hours: Please call the office for current hours.

Mailing Address:
P.O. Box 1649
Cardston, AB T0K 0K0

Phone: 403.653.5139 or toll free within Alberta 310-0000
Fax: 403.653.3160
E-mail: info@remingtoncentre.com
Website: <http://info@remingtoncentre.com>

SIR ALEXANDER GALT MUSEUM AND ARCHIVES

Deals with coal mining in southern Alberta, the High Level Bridge, pioneer life in southern Alberta, and southern Alberta's cultural community. There are brochures, videos, artifact displays, and tours available. Archives contains over 300 000 photographs and has documents, videos, oral interviews, maps, and much more to help with local history projects.

Hours: Museum open 7 days a week from 10:00 a.m. to 4:30 p.m.
Archives open weekdays from 10:00 a.m. to 4:30 p.m.

Mailing Address:
910 4th Avenue South
Lethbridge, AB T1J 0P6
Phone: 403.320.3898
Fax: 403.329.4958
E-mail: museum@galtmuseum.com
Website: www.galtmuseum.com

APPENDIX 1:
PROJECT AND PERFORMANCE SUGGESTIONS/IDEAS
LINKED TO THE ALBERTA CURRICULUM

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INTRODUCTION

The Heritage Fairs project is for Alberta students grades 4 to 9. The purpose of this document is to demonstrate how participation in Heritage Fairs may be used to help students acquire knowledge and skills required by Alberta curriculum.

Heritage Fairs projects lend themselves to cross-curricular connections. The development of skills and knowledge in Social Studies is often related to other areas of learning in different subjects. While students prepare and present their Heritage Fair projects they are working towards meeting the curriculum expectations in both Social Studies and Language Arts. By nature, Heritage Fairs projects provide teachers with another opportunity to incorporate their students' literacy skills into practical hands on activities.

This paper will provide you with information on Heritage Fairs and the relationship between Heritage Fairs and the Alberta Social Studies curriculum, grades 4 to 9. You will also find several project ideas at each grade level for each topic in the Social Studies curriculum. Please keep in mind that these are only suggestions for projects, and are not the only projects your students may complete. You will also find an appendix at the end of this paper with a list of Famous Canadians and Historical events that may spark an interest with your students.

BENEFITS FOR STUDENTS

Heritage Fair projects should encourage students to explore a variety of issues, which have personal relevance. These projects help build on student creativity, curiosity and initiative which also provides the opportunity for students to experience the pride of presenting the results of their learning to peers and to a receptive audience. The greatest benefit is the nature of topics explored by students.

BACKGROUND

Heritage Fairs, which take place in every Canadian province and territory prior to May each year, are designed to engage students in the fascinating stories of the people and events that have shaped Canada and make it unique. The Fairs feature public exhibitions of students' history projects, displays, and performances. In 2002, more than 167 000 Canadian students from 900 communities participated in 650 local or school-based Heritage Fairs and 70 regional Heritage Fairs across Canada.

Heritage Fairs begin as hands-on classroom projects. Students research an area of Canadian history, often of local or family interest, and present their discoveries using the medium of their choice. Taking on the role of historian, interpreter, storyteller and myth-maker, children learn and teach others about Canadian heroes and legends, family achievements, or milestones in their communities.

Students' original presentations range from tabletop dioramas to performance pieces to Internet sites. Toward the end of the school year, participating schools take part in a regional Heritage Fair, which showcases anywhere from 10 to 200 of these projects. The most exceptional presenters go on to represent their region at the National Heritage Fair, held every summer in a different Canadian city.

Heritage Fairs are sponsored by the Historica Foundation, a charitable organization whose mandate is to provide Canadians with a deeper understanding of their history and its importance in shaping their future. Many Canadians are familiar with another Historica product; the Heritage Minutes, which are broadcast on television stations across the country. Historica, with its motto of "Giving our past a future", is dedicated to helping teachers and students bring history to life in their classrooms and communities.

PROJECT REQUIREMENTS

Projects may be submitted in any combination of the following formats:

3-Dimensional

Creative Writing and Performance

Audio Visual Arts

For specific project dimensions please log on to the social studies website at www.histori.ca and www.socialstudies.ab.ca

HERITAGE FAIRS CURRICULUM RELATED PROJECTS

Here you will find ideas for Heritage Fair projects and/or performances that have been directly linked to the Alberta Curriculum for grades 4-9. They have been organized by grade level, and topic.

Grade 4 Focus: ALBERTA

Topic A: Alberta: Its Geography and People

Students will demonstrate an understanding of the availability and use of natural resources affects on people and their environment.

- 1) *The environment can affect the way people live*
- 2) *Our way of life and our environment are affected by the presence and use of natural resources.*
- 3) *Conservation is important to Alberta's future.*

3-Dimensional

- ✓ Create a timeline that illustrates the finding of fossil fuels in Alberta
- ✓ Design a cartoon that depicts how the use of natural resources in Alberta has changed over the past century
- ✓ Make a collage, which explains the importance of conservation in Alberta, and show what might have happened without conservation.
- ✓ Create a poster, which shows where we can find a variety of fossil fuels in Alberta, and explain how they are used.
- ✓ Build a 3-D pipeline, which explains the process of how oil comes from the ground and is transported and refined.

Creative Writing and Performance Ideas

- ✓ Write and illustrate a story explaining why the environment (climate, landforms) in Southern Alberta are perfect conditions for sheep and cattle farming.

Topic B: Alberta: Its People in History

Students will demonstrate an understanding of people and events in the history of Alberta, which have affected each other, as well as development and settlement.

- 1) *The contract between the Natives, the fur traders and the settlers in Alberta's history brought changes to their lifestyles.*
- 2) *Albertans have been affected and challenged by historical events.*
- 3) *Albertans throughout the history of Alberta have contributed to its development.*

3-Dimensional

- ✓ Using an ecological footprint compare the environmental impact of a person living in the pioneer era to that of a person living in Alberta today.
- ✓ Create a visual presentation comparing the lives of European settlers children and present day children.
- ✓ Create a collage that represents the diversity of society in Alberta.
- ✓ Design a poster illustrating the contributions of settlers and Aboriginal First Nations in Alberta to present day Canada.
- ✓ Research past and present techniques of processing products and create an illustrated explanation of the process.

Creative Writing and Performance Ideas

- ✓ Write and illustrate an immigrant's story explaining what life was like during this time.
- ✓ Write a poem or rap telling about the European or Aboriginal First Nations during this time
- ✓ Write a "That Was Then, This Is Now" book comparing life then to present day life in Alberta.
- ✓ Write and illustrate a riddle book of Aboriginal First Nations' tools.
- ✓ Research and write a biography of a historical First Nations' person.
- ✓ Write an illustrated settlers' cookbook including explanations of the significance of the recipes included.
- ✓ Write diary entries in character presenting different points of view about the impact that the settlers and Aboriginal First Nations people had on each other.
- ✓ Write a survival handbook that might have been useful for the immigrants to help them in their new environment.

Audio Visual Arts

- ✓ **Research the impact of immigrant settlements on the lives of the Aboriginal First Nations and create a media presentation of your feelings.**
- ✓ Create a power point presentation that shows how the railroad had a major impact on early life in Alberta.

Topic C: Alberta: A Comparative Study with Quebec

The student will demonstrate an understanding that there are similarities and differences in the way people in Alberta and Quebec live.

- 1) *There are similarities and differences in Alberta's and Quebec's geography and lifestyle.*
- 2) *Canada is a bilingual country.*

3) *The Quebecois and Albertans have contributed to the Canadian way of live.*

3-Dimensional

- ✓ Create a large-scale map of Alberta and Quebec to compare the different types of natural resources found in each province.
- ✓ Make a large scale map that explains the creation of the railroad that connected Quebec with Alberta
- ✓ Create new symbols (eg: flags, crests, official flowers, birds) for each province explaining the importance of each new symbol.

Creative Writing and Performance Ideas

- ✓ Research a local tradition such as the Telethon, Winter Carnivals, Blueberry Festival, Cinefest, The Fringe, Farmers Market, and explain how the tradition began and the significance it has in your community.

Audio Visual Arts

- ✓ Draw a series of maps that depicts the key transportation routes and natural resources in Quebec in the early 1800's and compare them with what is present today.

GRADE 5: FOCUS: CANADA

Topic A: Canada: Its Geography and People

The student will demonstrate an understanding that the environment plays a major role in determining where and how people in Canada live.

- 1) *Canada has distinct physical regions and political divisions.*
- 2) *Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment.*

3-Dimensional

- ✓ Construct a map diary showing how the borders of Canada have changed over the past 100 years.
- ✓ Create a map of Canada highlighting the areas of aboriginal land claims and provide significant historical information related to the claim.
- ✓ Construct a 3-dimensional map of Canada highlighting natural features and human constructs (ex: Rocky Mountains in Alberta, and the Confederation Bridge in the Maritimes).
- ✓ Create a “Lets Explore Canada” handbook which uses pictures, graphs, maps and written descriptions to help plan a trip across Canada. Include information on what to see, what to do and what should newcomers keep an eye out for.
- ✓ Construct a map of Canada outlining the provincial/territorial boundaries of Canada. Explain how these boundaries were decided, and who decided where the boundaries would be.

Creative Writing and Performance Ideas

- ✓ Research and illustrate how Canada’s provinces were named and how the capital city for each province was chosen.
- ✓ Develop theories about how Canadian provincial/territorial boundaries were made and explain how you might have changed the boundaries.
- ✓ Write a diary for a female of your age who is living in one of the following households: McClung, Stark, Schubert, Maynard or McGill.

Audio Visual Arts

- ✓ Create a power point presentation that explains how Canadians have adapted to change in their environment

Topic B: Early Canada: Exploration and Settlement

The student will demonstrate an understanding that exploration and settlement cause groups to have influence on each other, resulting in changes in the way people live.

- 1) *Contact between people in Canada's early history prior to and during exploration and settlement brought changes to their lives.*
- 2) *Contact between people in Canada's early history frequently resulted in competition, cooperation and conflict.*
- 3) *Our history contributed to shaping Canada into a bilingual nation.*

3-Dimensional

- ✓ Create a visual presentation comparing the lifestyles of the various Native groups (Algonquin, Huron, Iroquois, and Cree) prior to the arrival of the settlers.
- ✓ Create a collage that represents the positive and negative effects that the settlers had on the First Nation Aboriginals.
- ✓ Create a series of historical maps, which depict the world as seen through the eyes of Aboriginal people and Europeans at different time periods. Use symbols and pictures to illustrate the maps.
- ✓ Create a visual time-line of exploration in the 1800's. Provide brief captions which describe the challenges of explorers to accompany the dates and images.
- ✓ Research the relationship between the environment and Aboriginal lifestyles before the arrival of the first Europeans in North America. Both primary and secondary sources of information should be accessed. Create a pamphlet to demonstrate your research.
- ✓ Create a comic strip, or series of cartoons, to reflect the viewpoint of either the Aboriginal First Nations' or the early settlers' perceptions of each other after an initial encounter.
- ✓ Create a poster to illustrate how present-day explorers were similar and different to early explorers. Compare the challenges they faced (e.g. with respect to clothing, transportation, food, waste disposal).
- ✓ Create a miniature display of the food, clothing and technology (including transportation) used by early explorers of Canada. Be sure to note aboriginal influence and assistance.

Creative Writing and Performance Ideas

- ✓ Write diary entries in character explaining the reasons for settlement in the different areas of Canada.
- ✓ Create an Aboriginal legend/myth, which describes their origins, relationship with their environment or their reaction to contact with Europeans.
- ✓ Create a journal entry to reflect the viewpoint of either the Aboriginal First Nations' or the early settlers' and their perception of each other after an initial encounter.
- ✓ Identify and research current concerns of Aboriginal First Nations (e.g. self-government, land claims, treaties, hunting/fishing rights, reservations life) and how they have or have not changed since the arrival of the first Europeans in North America. Write an editorial that expresses varying points of view of current Aboriginal First Nations' issues.

- ✓ Write a biography to demonstrate the contributions of an Aboriginal First Nations individual to the political or social life of Canada (e.g. in music, art, politics, literature, science).
- ✓ Create a play that depicts the contact between Aboriginal peoples and European people, including both perspectives.
- ✓ Bring a historical painting to life. Begin with a tableau, which captures the painting, and then have the characters come to life. What happened before and after the painting?

Audio Visual Arts

- ✓ Create a power point presentation about Madame Marie Gaboury Lajimoniere, the first white woman in the West. Explain the severe hardships of pioneer life she endured at Fort Edmonton.

Topic C: Canada's Links with other Countries

The student will demonstrate an understanding that the links established through interaction with other countries influence the way Canadians live.

- 1) *Exploration and settlement of different areas of North America resulted in links being established with the United Kingdom and France.*
- 2) *Interaction between Canada and other countries (United States, France, the United Kingdom) influences our way of life.*
- 3) *There are advantages and disadvantages to interaction with other countries.*

3-Dimensional

- ✓ Create a map of the world that connects Canada to its trading partners. For each of the trading partners use graphs and charts to illustrate the degree and nature of trade and visuals and text to describe human rights abuses which exist. Raise questions about whom we should be trading with.
- ✓ Create a Visual Display, which depicts Canadians impact abroad in a variety of ways including sports, the arts, science and technology and peacekeeping.
- ✓ Recreate Cabot tower and the first Trans-Atlantic wireless message. Explain how, in 1901, Marconi received this transmission on Signal Hill in St. John's, Newfoundland.
- ✓ Create a collage to show the diversity of people who have immigrated to Canada and their reasons for wanting to become Canadian citizens.

Creative Writing and Performance Ideas

- ✓ Research and create a "Canada's Trading Partners" handbook. Use a variety of maps, captions, diagrams, photos, drawings and graphs to help your readers understand Canada's connections to other countries.

Audio Visual Arts

- ✓ Re-create the life of Dr. James Miranda Stuart Barry as the British Army medical officer who arrived in Canada in 1857 to take on the role of Inspector General of Hospitals. Dr. Barry was discovered to be a woman upon her death. Dr. Barry had masqueraded as man in order to become a doctor.

GRADE 6 FOCUS: MEETING HUMAN NEEDS

Topic A: Local Government

The student will demonstrate an understanding that an individual has responsibilities and rights as a citizen, which begins at the local level.

- 1) *Canadians organize themselves through three levels of government to meet some of their needs.*
- 2) *The major responsibility of a local government is to deal with issues and concerns of the local community.*
- 3) *In a democracy, citizens have rights and responsibilities.*

3-Dimensional

- ✓ Build models of official buildings with a viewer's guide, which relates the history and function of the building.
- ✓ Create a timeline of the evolution of the Alberta Government from its inception in 1905 until the present.
- ✓ Create a display board that explains the history of the Mace in the Legislature.
- ✓ Create a picture dictionary of terms related to aspects of government in Canada. Include terms dealing with the structure of federal government and the connections between the local, provincial and federal government.
- ✓ Research the background on a local park or arena and explain how local organizations obtain money and support for these types of projects.
- ✓ Research Canadian women in government from the first, Agnes Macphail, to Kim Campbell, as Prime Minister.
- ✓ Create a board game; with rules and regulations of play, that depicts procedures in the Legislature for the passing of laws, and bills.
- ✓ Re-create the Alberta legislature as it was in the 1920's. Highlight the changes that have occurred
- ✓ Create a mobile that would identify all the prime ministers of Canada since confederation.
- ✓ Create a picture book that represents all the prime ministers of Canada and their major contributions to Canadian life during their time in office. (What will they be remembered for throughout history?)

Creative Writing and Performance Ideas

- ✓ Create a new political party with a logo, and platform for the 21st century.
- ✓ Create a Tourist Guide that highlights the attractions of all the capital cities in Canada.
- ✓ Create a journal of the mining or pulp and paper industry (i.e. a day in the life of a miner in 1930 compared to today).
- ✓ Create vignettes of a series of tableaux to capture key elements of the Canadian Charter of Rights and Freedoms.
- ✓ Research the life of a Canadian Member of Parliament from the past who made a contribution to the Confederation of Canada (ex: Sir Wilfred Laurier, Sir John A. Macdonald). Explain how your chosen MP contributed to the confederation of Canada.
- ✓ Role play an interview with an existing Member of Parliament and ask questions about some of the key issues in the news and their view points on the issues.

Audio Visual Arts

- ✓ Prepare a “Witness to Yesterday” style interview with a famous Canadian politician to be presented live or on videotape.

Topic C: China: A Pacific Rim Nation

The student will demonstrate an understanding that nations in the world are becoming increasingly interdependent.

- 1) *The Pacific Rim is becoming increasingly important.*
- 2) *Changes in the way China meets basic needs have been accelerated by communications and technology.*
- 3) *Sharing among countries can influence our lifestyles.*

3-Dimensional

- ✓ Research Chinese immigration to Canada. Create a display board that depicts their immigration settlement patterns on a map of Canada.
- ✓ Research the “Chinese Work Camps” in Canada. Explain the story of the Chinese immigration and false promises made by the Canadian government.
- ✓ Create a display that shows the Chinese contribution to the CP Railroad in Canada.
- ✓ Re-create the building of the CP Railroad, including the hammering of the Last Spike.
- ✓ Create a diorama of a typical Chinese (shanty) town.
- ✓ Create an illustration that depicts how the Chinese were treated when they first arrived in Canada.

Creative Writing and Performance Ideas

- ✓ Create a poem that depicts the life of a Chinese immigrant in late 1800's.
- ✓ Prepare a tourist guide of the capital cities from a Chinese immigrants perspective. What sorts of things would they include?
- ✓ Write a series of letters back home to family in China, from the point of view of a new Chinese immigrant. Talk about his/her life here in Canada, including working conditions, social life, living quarters.

Audio Visual Arts

- ✓ Re-enact a simplified version of the Chinese game of Fan Tan. Be sure to include the rules of the game, and how the game has changed since it arrived in Canada.

GRADE 7 FOCUS: PEOPLE AND THEIR CULTURE

Topic A: Culture :

- 1) *The student will demonstrate an understanding that Culture is a learned way of life shared by a group of people. Communication in all its forms is the means by which culture is learned.*
- 2) *Socialization is achieved through interactions with others*
- 3) *Beliefs and values influence behavior.*
- 4) *Individuals assume a variety of roles.*

3-Dimensional

- ✓ Research a local sports organization (like the St. Albert Saints) or minor sports program such as baseball, soccer, swim club and create a display which depicts how the organization has evolved over time.
- ✓ Research the history of a local church or religious group in Canada. Create a pamphlet to encourage immigrants to join your group or church.
- ✓ Research the local Girl Guide or Boy Scout movement in Canada and create a display board that depicts their progress over the years.
- ✓ Profile a local artist or performing arts group from Canada (Ex: Cirque de Soleil).

Creative Writing and Performance Ideas

- ✓ Take on the role of an African person on the run from the United States, trying to reach freedom in Canada via the Underground Railroad. Write a story depicting the trials and tribulations of the journey to freedom.

Audio Visual Arts

- ✓ Create a video that talks about Racism in Canada, and the fight for racial equality in Canada.

Topic C: Canada: A Bilingual and Multicultural Country

Students will demonstrate an understanding that the policies of bilingualism and multiculturalism recognize and respect Canada's basic nature.

- 1) *Cultural heritage is part of an individual's identity.*
- 2) *Canada's population is made up of a variety of cultural groups*
- 3) *Bilingualism recognizes the existence of two official languages.*
- 4) *Multiculturalism supports the existence of cultural diversity.*

3-Dimensional

- ✓ Research the personal history of a family member whose heritage has contributed to the development of your region (cultural, economic, political, social).
- ✓ Research the struggle faced by a multicultural group settling into a new area or the contributions of a specific ethnic group to your region.
- ✓ Research the history of a particular business or institution in your region. For example, it could be a local restaurant that is well established in the community, or a building that has a long history in your community. Create a display board to show the changes that have occurred over time.
- ✓ Research a local service group and how it came into being; explain how the role it plays in the community has evolved over time.
- ✓ Create a 3 dimensional diorama of Pier 21 in Halifax. Document how immigrants were welcomed into Canada and the process they had to take to become Canadian Citizens.

Creative Writing and Performance Ideas

- ✓ Create a travel journal about an immigrant's journey to Canada. Include information about their homeland (i.e.: economic situation, living conditions), and their hopes for the future in Canada.

Audio Visual Arts

- ✓ Re-create on video an immigrant's story of how they came to Canada. What did they need to bring, how they traveled, what were their travel conditions like?
- ✓ Choose a country that has many immigrants to Canada. Highlight through pencil or charcoal drawings the influence their artwork has had on Canadian artists.
- ✓ Create a multimedia presentation that represents the historical development of culture and the arts in your community.

GRADE 8 FOCUS: HISTORY AND GEOGRAPHY IN THE WESTERN HEMISPHERE

Topic A: Geography of Canada and the United States

Students will demonstrate an understanding that the interaction of people with their physical environment influences patterns of life.

- 1) *Regions are the basic unit of geographic study and can be defined by a variety of criteria.*
- 2) *Every person and place has an absolute and a relative location.*
- 3) *All places have special human and physical characteristics that distinguish them.*
- 4) *Unequal distribution of resources between regions may lead to movement of goods, people and ideas.*
- 5) *People are constantly interacting with their physical environment to meet their needs.*

3-Dimensional

- ✓ Complete a local study to show how humans have made an impact on the environment over the past 100 years and present your information on a display board.
- ✓ Using transparencies, show how the physical landscape of Alberta has changed as humans developed it.
- ✓ Make a comparison chart between the various types of agriculture and the factors that influence commercial agriculture in Canada.
- ✓ Carry out a longitudinal field study of your area focusing on natural resources such as forests, aggregates, and water. Present your information on a display board.
- ✓ Research the history behind the patterns of road and regional land organization for Alberta and illustrate it on a display board
- ✓ Study aerial photos of Alberta looking for patterns in settlement. Sketch these patterns and explain what you see.
- ✓ Create a mobile that shows how the changes in our weather patterns have changed the way Canadians live. Consider the following: drought, tornados, hail, heavy rainfall, and extremely hot dry conditions.

Creative Writing and Performance Ideas

- ✓ Write a tall tale to illustrate the challenges of farming in Alberta/ Canada
- ✓ Research the modern economy in your region and reflect 100 years in the past and then predict 100 years in the future.
- ✓ Research which push/pull factors affected immigrants in your region over time. Design a questionnaire and interview someone who is a recent immigrant.

Audio Visual Arts

- ✓ Publish a special edition of a newspaper on climate patterns and climate change in one Canadian region. Look at the effect climate patterns had on agricultural development over time.

Topic B: Canada: History to the Twentieth Century

Students will demonstrate an understanding that the development of Canada as a country has been shaped by a number of significant events, and the contributions of individuals.

- 1) *Colonization was one result of competition between nations for new territory.*
- 2) *Many different factors influenced the settlement and exploration of Canada.*
- 3) *The use of more than one official language results from a nation's unique history.*
- 4) *Confederation was a response to internal and external pressures.*

3-Dimensional

- ✓ Create a map of British North America in 1864. Use pictures and images, as well as brief written descriptions, to explain the nature of the colony at the time and why confederation was or was not favored by each of the colonies.
- ✓ In a three-panel display, visually, with limited written information, capture daily life for the Metis, aboriginal peoples, or western settlers.
- ✓ Create a poster to be used in recruiting western settlers.
- ✓ Create a visual display of inventions from the beginning of the 20th Century, which changed the way Canadians lived. Be sure to provide a brief biography of the inventor and highlight the inventors that were Canadian.
- ✓ Create a map that uses visuals and arrows to show the arrival in Canada of various groups of people. Use brief captions to describe the push and pull factors that influenced their decision to come to Canada.
- ✓ Create a series of maps for your region that shows settlement patterns, through the ages beginning in the 1790's. Explain these settlement patterns.
- ✓ Research the history of our national anthem, O'Canada, written by Calixa Lavallee, and the reasons for changing the words in the 1980's.
- ✓ Construct a series of dwellings used on prairies including a soddie and a teepee.

- ✓ Build a model that depicts one of the major battles of World War One in which Canadians took part.
- ✓ Build a model of an early European settlement in North America and provide a viewers' guide to the model.
- ✓ Research the historical development of your own community (e.g. including an account of its origins, key personalities, and the contributions of various cultural groups.) Present a walking tour, in booklet form, of your community to demonstrate your research.
- ✓ Re-create a group of artifacts that capture life in British North America. These could include letters, tools, toys, clothing.
- ✓ Re-create the first Radio Station in Canada (and the world), XWA (now CFCF) Montreal. Look at how technology has evolved since 1919.

Creative Writing and Performance Ideas

- ✓ Research how the early settlers in New France met the challenges of the new land. Both primary and secondary sources of information should be cited in this project. Create a survival guide for early settlers based on your research.
- ✓ Research how the early settlers in British North America met the challenges of the new land. Use a variety of sources to support your research. Create an illustrated tall tale to present your research.
- ✓ Create a series of diary entries which follows a French Canadian from the year preceding the Rebellion of 1837, through their participation in the rebellion and finally to their exile to Van Dieman's Land.

Multimedia /Performance Ideas

- ✓ Using the "Witness to Yesterday" model, interview on video a participant in the War of 1812.
- ✓ Using the "Witness to Yesterday" model, interview one of the major figures involved in Confederation.
- ✓ Re-stage the Riel Trial on video, but apply the current Canadian Charter of Rights and Freedoms to the proceedings. Would he have been found guilty?
- ✓ Create a Heritage Minute that depicts an aspect of the building of the Canadian Pacific Railway.
- ✓ Write and perform a play that captures a day in the life of a factory worker and their family at the beginning of the 20th century. Discuss how life is changing for women and their families.
- ✓ Re-create on video, the Battle of the Plains of Abraham and its aftermath for the citizens of New France.
- ✓ Using the "Witness to Yesterday" model, interview, on video, key figures of the Family Compact, the Rebellion of 1837 or the period following the Union of Canada East and Canada West.
- ✓ Re-create the famous painting of the Fathers of Confederation in a tableau, and then bring the painting to life by speculating what was said immediately following the painting.
- ✓ Describe the conflicting points of view about the expulsion of the Acadians giving examples of both fact and opinion. Debate the issue.

- ✓ Write and perform a play that describes the expulsion of an Acadian family. Flash forward to the present to show what has happened to the Acadian culture.
- ✓ Recreate a celebration from the past, such as Christmas, St. Jean Baptiste Day, or a wedding. Set the stage by decorating, providing samples of cuisine, period costumes and music for your performance.
- ✓ Re-stage the 1836 election in Upper Canada that sparked the rebellion by recreating an 1836 tavern including food, entertainment, and costumes. Hold the vote as it was held then with speeches and a show of hands.
- ✓ Using the “Witness to Yesterday” style, interview Nellie Mooney McClung about her fight for the women’s right to vote.

GRADE 9 FOCUS: ECONOMIC GROWTH-DIFFERING PERSPECTIVES

Topic C: Canada: Responding to Change

Students will demonstrate an understanding that economic growth and technological change affect the quality of life.

- 1) *Technology has affected our way of life and will continue to influence our future.*
- 2) *In a mixed economy, economic decisions are made by both the public and private sectors*
- 3) *Quality of life is affected by changes in technology.*

3-Dimensional

- ✓ Illustrate the impact of technology on women's lives. Create a timeline of technological changes compared to a chart depicting the increased participation of women in education and the workforce.
- ✓ Research Canadian women in Space. Who were these women and how did they become involved in the Canadian Space program?
- ✓ Research the role of the fur traders as Canadian entrepreneurs, using current business terms (e.g. competition market, advertising). Design a folder and business plan to present to the bank when applying for a business loan.
- ✓ Create a model of the Avro-Arrow, and research the reasons for the demise of the project.

Creative Writing and Performance Ideas

- ✓ Research and write an illustrated journal in the role as a famous Canadian inventor. Include information about how he/she came up with the idea, and the process he/she took to get their invention out to the Canadian people.

Audio Visual Arts

- ✓ Re-create Alexander Graham Bell's first conversation over the telephone. Also include information on his later accomplishments of the Iron Lung, Phonograph Record, Surgical Probe, Echo Sounding (sonar), snorkel, hydrofoil boat, and The Silver Dart – Canada's first powered flight (airplane).