

The Historica Fair has come to Durham High Schools

Fêtes **HISTORICA** Fairs

Welcome to the High school Teacher Information Session.

The Durham Regional Historica Fair is excited to announce that they have extended their Historica fair program to the grade ten history curriculum this year. This session will give you a brief look at the Historica Fair program and how you can integrate it into your grade ten history classroom and the high school curriculum.

BENEFITS OF THE HISTORICA FAIR PROGRAM	
Skill Building	Students utilize and build on oral and written skills
Literacy	Historica Fairs meet literacy building components
Learning	Increase student and community knowledge of Canadian history
Accessibility	Inclusive for all students and fits easily into school curriculum
Innovation	Provides opportunity to foster a link between the community and the high school community
Varied	Students are exposed to a variety of Canadian topics, sense of pride and accomplishment
Broad Reach	Over 10 000 people in Ontario are involved Assist in engaging students in Canadian History
Diversity	The program is diverse from the subject matter covered to the wide range of participants
Motivational	Students get excited about learning, sharing their research, showcasing their work and exploring local history
Good Citizenship	A unique opportunity to develop good citizenship and meet other students from a variety of ages and backgrounds

Historica Fairs and the Ontario Curriculum

The Historica Fair Program provides motivation and opportunity for the application of research and inquiry skills. The Fairs model encourages teachers to celebrate the processes used in class by taking research outcomes to a public venue for students to share their results and receive recognition for their products.

Strands	The Ontario Curriculum Grades 9 and 10 Canadian and World Studies, 2005	Historica Fairs
Communities: Local, National and Global (Page 43)	Communities may be viewed from local, regional, national, and world perspectives. Communities interact with one another through commerce, cultural exchanges, colonization, war, and international agreements. These interactions are the basis of today's globally connected world. Over time, communities and their interactions have changed because of factors such as changing technologies, and patterns of human migration. It is through the study of communities that students begin to understand who they are in time and place.	The Historica Fair Program offers students opportunities to make connections between their school and outside communities- local, regional and national. By interacting with students and community members from a variety of ages and backgrounds students can share their story and gain an understanding of their place on the Global stage. As students learn about the past, and apply it to the present they are better prepared to deal with the future.
Change and Continuity (Page 43)	Continuity refers to aspects of life that are constant. For example, humans have always lived in communities, although the structures of communities have varied from century to century. Change may be gradual as in the case of industrialization in Canada or the evolution of Canada's Constitution, or it may be sudden, as in the case of war and its consequences. Chronology, the sequencing of past events according to time, enables us to investigate continuity and change as well as cause-and-effect relationships.	The Historica Fair Program offers students the chance to apply their learning and research. Through their research students will gain an awareness of aspects of Canadian history that have remained constant and gain an appreciation of the basis for the changes in our country's history. Students will see a relationship between building on the past and its influence on the future.

<p>Citizenship and Heritage (Page 43)</p>	<p>Citizenship implies rights, privileges, and obligations – although each is defined differently from generation to generation, and from one society to another. Heritage refers to what we receive from the past and includes institutions, values, religion, architecture, art forms, social traditions, and political practices. Heritage can be national, regional, or personal, or a combination of all three. An essential aspect of history is learning the stories of the past. Through the telling of stories, students become connected to their heritage and come to understand their role as citizens.</p>	<p>The Historica Fair Program encourages students to “tell their story.” As the student learns about Canadian History in its various forms they are encouraged to make connections to their own lives and the lives of those they know. Many Historica Fairs include Citizenship Ceremonies which reinforce the rights and responsibilities of citizenship. By hearing and witnessing the lives of other students they will better understand the world around them.</p>
<p>Social, Economic, and Political Structures (Page 44)</p>	<p>Human beings throughout time have organized themselves into social groupings. The study of these social structures considers the relationships among people in society, gender roles, forms of work, leisure activities and the interaction between majorities and minorities. The investigation of economic structures examines the what, how, and why of human production, distribution, and consumption of goods and services. The study of political structures looks at distribution of power, political participation, and changes in government and legal systems.</p>	<p>The Historica Fair Program offers students a chance to investigate and research an area of history they are interested in, whether it is social, economic, political or even technological. Through their research students can make links to other topics and disciplines and analyze how their topic relates to Canadian structures both past and present.</p>

<p>Methods of Historical Inquiry and Communication (Page 44)</p>	<p>Students of history use a wide range of skills and information technologies. In conducting research, they must draw on primary sources, such as artifacts and original documents, as well as on secondary sources, such as textbooks, reference works, and various media, and electronic information sources. They should develop a clear focus for their investigations by formulating appropriate questions on historical topics. Students must learn to consider chronology and cause-and-effect relationships in order to successfully organize, analyse, interpret, and apply their findings. Finally, they must communicate their findings in a variety of written, oral, and visual forms.</p>	<p>Historica Fair projects are multi-dimensional. Students will research their topic using a variety of primary and secondary sources. Students will continue developing skills of research and inquiry and be able to analyze the validity of both text and technological resources. Questions are the beginning of any research or inquiry process. Students will develop their questioning techniques and they focus and plan their research. Students will then incorporate their findings into an oral, visual and written communication tools to present their results. Role play and technological presentations are encouraged but teachers build mandatory requirements that meet specific expectations from any number of subjects into the completion of research (i.e. referencing). The use of multiple primary and secondary in print and media and the proper identification of such sources are built into the Historica Fairs assessment process.</p>
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ADDITIONAL LINKS:

<p>Literacy and Numeracy Skills</p>	<p>Oral, written and visual communication skills are at the forefront during Historica Fair preparation and presentation. Students will practice and utilize these skills while they are discussing their topics, researching, analyzing their research and creating their finished presentation. Numeracy skills are reinforced during the research process as students study and analyze graphs, charts and/or diagrams.</p>
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