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ONTARIO HERITAGE FAIRS TEACHER MATERIALS

ONTARIO HERITAGE FAIRS ASSOCIATION

The Heritage Fairs Program is a multi-media learning initiative developed to increase public awareness and interest in Canadian history.

The Ontario Heritage Fairs Association offers students the opportunity to explore the many aspects of their Canadian heritage in a dynamic learning environment and to present the results of their efforts, in either French or English, in a public exhibition.

The program is non-competitive in nature, with an emphasis on the importance of the learning process and the exchange of ideas.

The Ontario Fairs Model

SCHOOLS

- project work built into regular curriculum
- skills and processes taught throughout the year
- culminating project/application of learning
- celebration, fair, showcase, of student work
- can happen at anytime throughout the year
- can involve one class or the entire school
- can be peer judged, teacher judged or community judged or just be a showcase
- community involvement – workshops, special presentation, judges

REGIONAL FAIRS

- involves a number of schools
- organized by committee of interested parties
- involves community groups (museums, libraries, historical societies, Canadian Clubs, United Empire Loyalists, etc.)
- fair/showcase held at central location
- involves community sponsors (monetary, in-kind)
- involves some form of adjudication/nomination process
- special prizes sponsored by OHFA and its partners
    - o Archives of Ontario Award – best use of primary sources as research tool
    - o Ontario Genealogical Society – best genealogical research
- Can involve special prizes sponsored by the community
- Provides workshops for participants and/or visiting schools

**Currently there are 20 Regional Fairs in Ontario.

PROVINCIAL FAIR

- held in May or June for 100 students representing all of the regional fairs
- 5 day History camp - workshops/local tours/showcase
- School Boards provide counselors
- PA Activities built in for teachers
- Minimum # of participants per site – special criteria for other spots
    - o Aboriginal Schools Participation
    - o French – First Language Schools Participation
    - o Multiple Board Fairs
    - o Inclusion of Private Schools and Homeschoolers

*The decision to hold or not to hold a Provincial Fair is made the first week of March. The Provincial Fair is dependent on successful annual fund-raising by OHFA.

How Do Heritage Fairs Fit Into the Ontario Curriculum?

- Culminating activity/Application of learning
- Develops planning and processing skills
- Develops creative and critical thinking processes (inquiry, research, problem-solving, decision-making)
- Develops communication and literacy skills (reading, writing, visual and technology)
- Reinforces skills and processes taught in regular learning
- Creates reason for striving for excellence
- Creates an environment where students are excited to learn and share
- Provides recognition for student achievement
- Celebrates cultural diversity and multiple perspectives
- Inspires Canadians to celebrate their place in history

Complete details about how the Fairs fit into the Ontario curriculum can be found on the Ontario website found at www.ohfa.ca

HOW OHFA CAN HELP

Ontario website – www.ohfa.ca

- Dates to Remember/Calendar for the Year
- Administration Forms for Regional Site Coordinators
- Monthly Newsletter for Coordinators, Teachers, Parents, Public
- New Ideas/Resources for Teachers

Coordinators – to assist sites with their fair organization

- Carol White cwhite@ohfa.ca
- Wayne Hugli whugli@ohfa.ca
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GUIDELINES FOR HERITAGE FAIR PROJECTS

- All projects must have a Canadian theme;
- An individual, a group or a whole class may complete a project;
- If it is the project that is chosen for Provincial Fair recognition – only one person can represent that project at the Provincial event;
- Projects may be done in either official language, English or French;

Projects may take any of the following forms:

3-Dimensional Projects and Displays
These projects could include models, posters, maps, collections and original artistic displays. Any project proceeding to the Provincial Fair must not be larger than 80 cm depth, 150 cm width, 100 cm height.

Performance
These projects could include music, drama or dance (these should be presented live for the School Showcase) and if possible for the Regional Showcase. A tape of the performance would be sent to the Provincial if that project is selected.

Creative Writing
These projects could include short stories or poetry. They can be part of a larger display, illustrated or be a performed by the author.

Multi-Media Displays
These projects could include electronic projects such as Powerpoint presentations or web pages saved on CD or videotape. **Please note that presenters need to provide their own audio-visual equipment.

Heritage Fair Projects As
Quality Performance Tasks

The student cannot successfully complete a performance assessment task unless there is an in-depth understanding.

A quality performance task

- matches the essential learning or the overall expectations;
- clusters learning expectations that are naturally connected, both in the social studies and history and geography curriculum and in other subjects such as language and literacy. This emphasizes the integrated nature of how the brain learns;
- is authentic by establishing a context (purpose and audience) i.e. create an exhibit for a Class, School or Regional Heritage Fair;
- allows the task to be assessed using two or more knowledge/skills from The Ontario Curriculum;
- is varied from tasks over time in order to gather sufficient reliable and valid evidence of learning and to match individual student interest, backgrounds, experiences, learning styles and intelligences;
- offers tasks that enable students to demonstrate all four levels of achievement in each of the knowledge/skills categories;
- is clearly defined for students and supported or scaffolded (i.e. setting the stage, tips for success);
- allows opportunities for students to reflect upon their thinking and learning;
- is fair for all students and free from bias;
- is assessed using clear criteria or targets which students understand;
- accommodates the special needs of exceptional students in the assessment tasks by using the strategies in the Individual Education Plan;
- promotes further learning;
- is written, oral, visual or any combination of these;
- requires the student to apply knowledge and skills to a new situation and not just recall facts.

A Heritage Fair Project - The Teacher's Plan

What essential learning (s) do I want to achieve?

What is the purpose and audience for this learning?

What methods of communication should I encourage? (e.g. jot notes, bibliography, computers, videos, etc.)

How does the task promote further learning?

How does the task require the student to apply knowledge and skills to a new situation and not just recall facts? (E.g. all students might be required to include a comparison, or draw conclusions about why their person, event is significant)

How can I Integrate (combine expectations from various subjects)? (e.g. build in literacy skills, mapping skills, charts and graphs, the arts, etc.)

What tasks will be assessed (at least two knowledge/skills categories)?

How will I ensure all four levels of achievement can be achieved?

How can I ensure the students understand the criteria by which they will be assessed?

How do I present the task and assessment expectations to the students?

How do I present tips for achieving success?

How do I present opportunities for the students to reflect upon their thinking and learning?

A Heritage Fair Project - Sample Task

The Task:

You will complete a research project that will be presented to the class and possibly chosen to present at a school or regional heritage fair. Your presentation must include written, visual and oral communication. You will be expected to answer questions about your project at the end of your presentation.

Content
- Your topic must have a Canadian theme;

Planning Skills
- You need a clear focus and plan of action for your research;
- You must keep a record of your research sources. Students in the intermediate grade should include a bibliography of at least five research sources; at least one should be a primary source.

Processing Skills
- You must show clear evidence of looking beyond the facts (e.g. make a comparison, show why your topic or research is important, draw conclusions about your research and what you have learned, etc.)

Communication Skills
- Your presentation may be a display board, a power point report, a dramatic or musical presentation, a video or audio production or it may be multi-media.
- You must include at least three visuals – pictures, models, charts, maps, primary documents, etc. All visuals must be connected to your topic and must include a written explanation of why it is important to your presentation. The source of all visuals must be identified.
- At least one prop/costume/artefact would make your presentation more effective.

Assessment

Your project will be assessed for:
- Evidence of planning skills in preparation for and conducting your research;
- Quality of research and use of your research in your presentation;
- Going Beyond the facts – Have you analysed and/or evaluated your research findings?
- Historical Accuracy – Are your facts correct?
- Demonstration of an understanding of the focus and significance of your topic in your oral, written and visual presentations;
- Organization and effective communication of your research data;
- Creativity and originality in your presentation.

Choosing A Topic for the Heritage Fair

Instructions: (1) Fill in the circles with topics you might be interested in researching and sharing with others.

Heritage Fair Project Topics
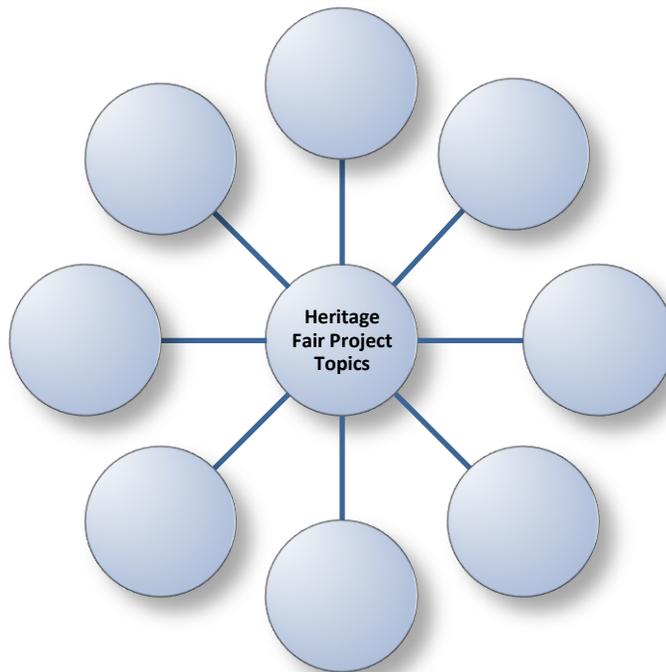
(2) Answer the questions below about each topic and then choose the topic that you think would be most suitable for a Heritage Fair project?

- Does it have a Canadian theme?
- Is it important or significant in the history of your family or your community or Ontario or Canada?
- Will you be able to find lots of information about the topic from more than one source (library, internet, a primary source such as a real person)?
- Will you be able to find pictures, artefacts, costumes, maps or be able to make something (model, artwork) that will help you explain your research to other people?
- Will you be able to go beyond the facts with this topic? Will you be able to make a comparison, draw conclusions and/or explain why your topic is significant or important?

A Heritage Fair Project – Planning Contract

Name(s): _____   Grade: _____

I am completing my project   □ alone   □ with a partner   □ in a group.

I/we would like this project considered for a spot at a Regional or Provincial Fair. □

I/we clearly understand that projects and students participating at the Regional and Provincial Fairs may be photographed or videotaped by media or local organizers and used in media coverage or Fair promotional material. □

I/we clearly understand that only one person per project can attend the Provincial Fair if this project is chosen for this honour.   □

If the project is chosen to go to a Provincial Fair the person who will accompany the project will be

_____.

My/our project topic is _____

I/we chose this topic because

I/we want to learn these things about this topic:

Dates to Remember:

- All materials to be collected by   _____
- Research and notes will be completed by   _____
- A rough draft of the report will be completed by   _____
- A good copy of the report will be completed by   _____

**Note that students working together must each produce their section of the report independently.

- A display, presentation, slide show, etc. will be completed by   _____
- The project will be ready for presentation in class by   _____
- The project will be ready for the school fair by   _____

**If chosen to represent the school the project will be presented at your Regional Heritage Fair.

Signatures:

Student(s):   _____

Parents/Guardians: _____

Teacher: _____

Independent Study Planning Tool – Heritage Fair Project

Student Name(s):

Instructions: Use this planning tool or a similar one of your own to plan out your project.

Name of Project	**Presentation Date**

Learning Goals

The things I/we plan to learn from this project are:

To produce a successful project I/we must make sure I/we include: (include all of the items your teacher told the class to include plus maybe an extra or two of your own)

Project Description

The main focus of my/our project is: (the main thing you want your audience to know about your topic?

Some other sub-topics I/we would like to include as part of my project are:

I/we will communicate my research to others using: (e.g. display board, powerpoint, video, song, play, etc.)

Material List – Resources Needed	**Research Sources**
I/we will need to take these items with me/us when doing my/our research: (writing materials, paper) I/we will need to collect these items before I/we put my/our project together: (project board, scrapbook, pictures, props, costumes, etc.)	The primary sources I/we will use? (e.g. person, original pictures, artefact, etc.) The secondary sources I/we will use are :(e.g. names of books, internet sites)?

Action Plan – **Timeline for Completing Tasks**

Tasks I/we need to Complete	Completion Date
Choose topic	

Teacher Checkpoint Dates

BOOTH/PRESENTATION/DISPLAY CHECKLIST

Title

- The title should be easy to read, should stand out and be larger than other text.

Written Work

- Paragraphs must be typed; font is between 12 and 18 and double-spacing may be effective;
- All paragraphs should be mounted with a border or on coloured paper;
- Each paragraph should have an easy to identify sub-title'
- The focus of your project should be clearly stated and easy to identify;
- Your written work needs to clearly show that you have analyzed or evaluated your research work rather than just told facts;
- Create a bibliography or list of your research sources to accompany your written work.

Visuals – Pictures, Diagrams, Maps, Charts

- There should be at least three visuals included;
- Visuals should also be mounted with borders;
- A description should be written underneath each visual with an explanation of the visual and an acknowledgement of its source;
- Visuals can be computer generated, hand-drawn, photographs, cut-outs, originals, etc.;
- All visuals should support the message or story you are trying to tell.

Layout

- Make good use of your space. Don't make it too crowded or too empty;
- Make your display tidy and well-organized;
- Keep the shapes and the colours of your borders and backgrounds the same;
- Place your name and class in the bottom right corner. It should be easy to see and read but not so big that it will take away from your display.

Props and Costumes

- Props, artifacts, primary documents and costumes can enhance your presentation. Make sure you have at least one as part of your presentation;
- Make a card to accompany each prop/costume/food/artifact to explain what it is and why it is important to your display.

Additional Items to Consider

- Create a focal point in your layout – something that will catch attention;
- Family heirlooms and dangerous items should not be included in your display – a model or photograph could be a good substitute;
- Media equipment is your responsibility. You must arrange to bring it from home or see if your teacher can provide it. Don't forget extension cords.

What my/our booth/presentation will look like:

Other items I/we will have on the table or in the booth are:

To add to my/our overall presentation, I/we will also …

Rubric – Heritage Project Self-Assessment	Name:

Rating Scale:

Needs Improvement	Fair	Good	Excellent
1	2	3	4

Directions for Student:

In the box at the end of each line, write the number that best describes your performance in this activity.

Learning Goals I was able to write down good goals that I could use to focus my project from start to finish. I was able to meet all of the goals I wrote down. I was able to include all the requirements asked for by our teacher.	
Project Description I was able to write the focus of my project clearly and precisely so that I knew exactly what I was looking for as I researched. My main focus was clear to everyone I shared my project with. My sub-topics were connected to my main focus and help me make my main focus clearer. My sharing plan gave my audience lots of knowledge about my topic, was creative and interested my audience. I went beyond just the facts.	
Resources and Materials I was able to make a list of the materials I needed for my research project and indicated where I could find them. I included both secondary and primary sources for my research. I was well prepared for my research and had all the materials I needed. I was able to make a list of all the materials I needed for my presentation and had them ready and organized when I did my final preparation.	
Plan of Action I was able to outline the important steps in the completion of my project, in sequence, and completed my work by the deadlines	

What I Did Well	What I Need to Improve for my next Project

Heritage Fairs Project Rubric

Project Title_____ **Name**_____

Category	Level	Comments
Knowledge and Understanding Demonstrates a knowledge and understanding of the facts and concepts • W5H: Who, What, When, Where, Why, How • Answers questions without reading from text • Connected to Ministry Curriculum Guidelines for his/her grade	1 2 3 4	
Thinking Demonstrates skills of inquiry and research • Bibliography shows a variety of sources • Research expands to include interviews, site visits, archival material, primary sources • Project presentation is organized and demonstrates planning • Project presentation shows unity and coherence • Project includes one or more connections/comparisons/conclusions	1 2 3 4	
Communication Demonstrates through effective presentation a clear understanding of his/her topic • Uses eye contact, variations in pace, appropriate gestures • Provides clear answers to questions and well-constructed explanations • Integrates visual and written presentation material into his/her explanations • Uses a varied vocabulary and a range of sentence structures to add interest to their remarks and writings • Uses tone of voice and gestures to enhance the message	1 2 3 4	
Application Demonstrates information literacy through the ability to show the significance or relevance of the subject or topic: • In the long and diverse history of Ontario and Canada • In creating or contributing to or defining the Canadian identity • In forming values • In comparing & contrasting similar issues or events • In relating the knowledge gained to how it affects their lives, their communities, and the world.	1 2 3 4	
Overall Level 1-4 level of performance for this project		