



## HERITAGE FAIR 2016

So... You Want To Be Part Of Heritage Fair.....

This is an invitation for your students take part in the 2016 Sea To Sky Regional Heritage Fair being held at the Brennan Park Community Center on Saturday April 30<sup>th</sup>, 2016. For more information about Heritage Fair please contact the Sea To Sky Regional Heritage Fair Coordinator, Cindy Rowell at 604-996-3798 or email [hfcoordinator@gmail.com](mailto:hfcoordinator@gmail.com)

Why Participate in a Heritage Fair?

- The Fairs Program **helps teachers meet their teaching goals**, provides recognition for student achievement, and satisfies curriculum requirements.
- Correlation studies have shown that the Fairs Program fits a number of the Prescribed Learning Outcomes of the British Columbia curriculum in **social studies, geography, and history for grades 4 to 10**.
- The creation of a Fairs project requires **hands-on learning** and develops research and communication skills.
- Learning becomes more **meaningful** when students explore topics that are personally relevant to them. Connections can be created within their families and cultures initiating a valuable inter-generational dialogue.
- Fairs give students the chance to **share their own ideas and voices**, thereby building student **creativity and initiative**. Multidisciplinary approaches are easily accommodated.
- Research, critical thinking, and oral presentation play a major role in a Heritage Fair Project.
- Participation in a Fair engages **citizenship skills**. As young people develop stronger roots in their communities, they will have the confidence to become active citizens who shape the future of our country.
- This program **connects the classroom with the community** – to valuable organizations such as historical societies, museums, archives, libraries, and multicultural groups.

### **Core principles:**

1. Heritage Fairs encourage young people to develop their own opinions and values based on a respect for evidence.
2. The BC Heritage Fairs Society believes that there should be more opportunities for young people to see history around them in the places where they live.
3. Heritage Fairs promote an appreciation of the diverse experiences of people in the past and how these stories connect to the larger narratives of Canada's history.
4. The BC Heritage Fairs Society is committed to developing approaches to teaching and learning that combine enjoyment and active engagement in historical thinking.
5. Through students' research and the showcase of their projects, Heritage Fairs forge connections between youth and the community.
6. The Society encourages student leadership and seeks to develop informed and involved citizens of tomorrow.

Heritage Fairs allow students to follow their curiosity, actually do history, and present their learning to an authentic audience. A Heritage Fair is one of the best ways to combine both passion and purpose to learning history.

### **The purposes of the BC Heritage Fair Society are:**

1. To promote an awareness and understanding of Canadian history and heritage among students and adults in the province of British Columbia.
2. To support, facilitate and implement a Heritage Fairs Program in British Columbia.
3. To work closely with other organizations and agencies in the province whose goals and activities complement and support the goals of the Society.
4. To undertake initiatives to raise funds and revenue in support of the Society's programs.
5. To disseminate information about the programs of the Society.

### **Vision Statement:**

The BC Heritage Fairs Society wants all young people to become curious about Canadian history and have a deep understanding of the present by engaging with and questioning the past. **PLEASE READ MORE ON OUR WEBSITE AT [bcheritagefairs.ca](http://bcheritagefairs.ca)**

# The Heritage Fair Program Structure

## Classroom or School Based Heritage Fairs

Heritage Fair activities begin in the classroom as hands-on individual or group projects in which students are encouraged to research a topic of strong personal interest. It's this connection with the subject that sustains the students through the rigours of research, keeps them searching when leads seem to be going nowhere, and excites them to attain a higher standard in the presentation of their work. With the support of teachers, parents, community resource people such as museum curators and archivists, and sometimes first-hand contact with a 'research subject', students explore an aspect of Canadian history. They take on the role of a researcher, historian, interpreter, interviewer, story-teller (even sometimes a myth-maker), a TV producer, a drama producer, an artist. In so doing they learn, and communicate this learning to others – their peers, teachers, parents and the wider community. The methods of presenting this learning are limitless: 3-dimensional models and animated cartoons, role playing and play-acting, Internet sites and video productions are among the many forms to be seen at Heritage Fairs.

## Regional or Community Based Heritage Fairs

The Regional Fairs, which take place in spring, showcase some of the outstanding projects from the school and local fairs. Usually, a day or two is set aside for students to come together to set up their projects, share in the camaraderie, take part in a field trip and in heritage activities organized for the event. Community members are invited to act as judges/adjudicators and, following a pre-established set of criteria, interact with participants while providing them with the opportunity to discuss his/her project and the processes involved in the research. The Regional Fairs are set up so that the individuals chosen to attend have a further opportunity to celebrate their particular achievement. Recognition with local politicians and dignitaries make the event particularly special for all participants.

## Provincial Heritage Fair

Since 2008, the BC Heritage Fairs Society has had the opportunity to provide additional support to the Fairs Program by inviting participants to attend the Provincial Heritage Fair. Each participating site that hosts a Regional Fair, is able to select a number of participants to travel to the Provincial Fair. The Provincial Fair is usually held in a different location in a hosting community within BC. This year the Provincial Fair is being held in Prince Rupert. All expenses (including flight, meals, accommodation, and historic tours) for student delegates who are selected to attend the 4 day Provincial Heritage Fair are covered by the BC Heritage Fairs Society through Provincial Funding, Private and Corporate Sponsorship.

Enclosed is helpful information for you to use as your students start to work on their Heritage Fair projects. It will show you how you can help students acquire the knowledge and skills embodied in the learning outcomes, at the same time facilitating the enhancement of student learning in undertaking Heritage Fair related activities in the classroom, the school, and ultimately the Regional and Provincial Heritage Fairs.

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Encourage students to think of historic connections in their family, in their community, in British Columbia or in Canada. Students will become interested in a topic that has some connection to them. Perhaps it is family related or a topic or person in history that they want to learn more about.

## Teacher Information:

Students are encouraged to research any aspect of Canadian history that interests them, and then present the results of their efforts in a public forum. When students are encouraged to look outside the classroom for their learning activities, they discover the wealth of information available to them.

### The program

- Creates an environment where students are excited to learn and share
- Provides recognition for student achievement
- Celebrates cultural diversity and multiple perspectives
- Reveals connections between the past and present
- Inspires Canadians to celebrate their places in history

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- Learning becomes more Meaningful when students explore topics that are personally relevant to them. Connections can be created within their families and cultures initiating a valuable inter-generational dialogue.
- Fairs give students the chance to share their own ideas and voices, thereby building student creativity and initiative. Multidisciplinary approaches are easily accommodated.
- Participation in a Fair engages citizenship skills. As young people develop stronger roots in their communities, they will have the confidence to become active citizens who shape the future of our country.
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### Heritage Fair Projects

- Projects should have a Canadian theme.
- Projects should have a local, provincial, regional, or international history or heritage can be researched.
- Projects based on family or local history are highly desirable.
- Creative and unique projects are encouraged.
- Let students choose a project that interests them. Some examples include a person, a place or an event.

### Required Components

**Bibliography or works cited section** that acknowledges all sources used, including interviews and Internet websites. Students should strive for a variety of sources. Students are required to have a bibliography that includes all books, magazines, websites and people used in the research and development of their project. This can be incorporated into the display or attached to the back of the display board.

### Creative component:

In addition, projects should (but do not have to) include at least one additional component that is appropriate to the topic. Students should be encouraged to use their own means of creative expression to share their stories about Canadian history. The best projects will be multisensory ---not just visual. Students who choose to include an original presentation, should contact the Fair Coordinator in their region for any limitations to length of the presentation and/or facilities.

## **Creative components may be, but are not limited to, the following:**

**Archival photographs**--- permission and information obtained from museum or original owner

**Artistic Displays** – original visual artwork of the presenter

**Cartoons** – black & white or colour, size 8.5" x 11" / 22 cm x 28 cm

**Collections** – historic or modern, with some historical relevance ie clothing, hats etc.

**Computer Displays** – designed and created by students with minimal technical support

**Drama and Skits** – live or taped performance, maximum length 15 minutes

**Maps** – that illustrate an event or theme in Canadian history

**Models and Crafts** – that demonstrate some aspect of family or Canadian heritage

**Monologues and Public Speaking** – maximum length 15 minutes

**Music and Dance** – live performance, maximum length 15 minutes

**Interviews or Oral Histories** --- interviewing and recording the stories of local pioneers in Connection to your subject

**Photographs** – original photographic work of the presenter

**Poetry** – original written work of the presenter, minimum 14 lines

**Short Stories and Fictional Diary Entries** – 2---11 pages long, typed or **neatly** handwritten

**Video** – written and directed by students, maximum length 15 minutes

Teachers and parents are welcome to assist with student projects, but the emphasis must remain on student learning and understanding. Students should formulate their own topics and research questions; projects must contain some independent research conducted by the student.

Each participant is expected to give an oral explanation of his/her topic. Projects are welcome in both Canadian official languages. Projects entered *en français* will be judged accordingly.

Each project must be clearly labeled with student's name, school and grade in the bottom right corner of the display. Projects must be free standing (no wall access), this includes all displays and backboards. A commercially produced display board is the correct size format.

The project board should not exceed 80cm deep, 150cm wide and 100cm high. If students are encouraged to be creative and construct models, etc. they should be aware that for display purposes, they are limited to 150cm wide space.

## **Class/School Heritage Fairs**

There are many different ways to hold a Heritage Fair. Incorporating the concepts in the yearly planning, teachers can involve the whole class in a collaborative process to plan the fair and the individual topics for research. Students can work independently or collaboratively on a topic and instructions on the process of research can be provided throughout the working period. As the concept lends itself to a cross---curricular approach, process of the research and content writing can be taught and implemented throughout the time period that is developed. Inviting parents and other classes to view projects and interview the students can be a positive experience and incorporated in a celebratory event. Ideally, the concept of the Heritage Fair or History Fair can work very successfully as a school wide theme. The Fair would then be a celebration that includes the entire school and acknowledges the achievements of all students. Although the Regional Fairs are only open to students in grades 4 to 10, all grade levels could be encouraged to create projects and participate in a School Fair.

### **Ideas and Suggestions**

- Communicate Heritage Fair information to all staff members.
- Recruit volunteer judges and train them in whatever judging system you have decided to use. Try parents, community leaders, principals, senior's organizations, and/or a history class from a nearby Secondary school.
- Invite clubs and community groups to attend your Fair and set up displays that will educate the students about their community.
- Arrange for publicity, including your local paper, school newsletter, and school website.
- Allow time for all classes to view the student projects. When possible, keep your Fair open in the evening for parents and families to visit.
- Plan heritage---related activities for students that will supplement the Fair and sustain their interest in history once the event is over.
- You might want to have the Fair coincide with an assembly or day with multicultural significance.
- Connect with librarians to assist with ideas and research.

Promote your school fair to other teachers and invite all classes to participate, either as engaged visitors, interviewers, or present projects of their own. Familiarize yourself with student project guidelines & criteria. Prepare students for their interviews and questions that the judges may ask, and direct them towards useful resources. Enclosed in this package is a list of Suggested Questions for Judges to ask students. You can share this list of questions with students prior to the judging. It is good practice for students to be prepared for what judges might ask and to self assess their project.

## **Judging Student Projects**

### **Where can we find adjudicators / judges to judge our school fair?**

Administrators, support staff, School district trustees, other teaching staff, Regional Fair Coordinator, members of the PAC, community members, retired teachers, etc. The enclosed Judging Criteria is a guide for judges and you can create our own if you wish.

**You (the teacher) will have the final decision on the students that move to Regional Fair to represent your school.**

Attached is a simple format for judging Heritage Fair projects at a school fair. This is only a sample of how to evaluate student projects and teachers can adjust the criteria and evaluation process as they see fit. Also attached is some suggested questions that judges can ask students. Often it only takes a few questions for the student to freely being to tell the "story" of their Heritage Fair project.

# Heritage Fair Judging Criteria for School Level Fairs

Judge: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Topic: \_\_\_\_\_

## Creativity and Originality

- pictures, maps, diagrams, timelines, etc. are all used in a creative and original way to support the information written report.

\_\_\_\_\_ / 10

## Visual Attractiveness

- pleasing to look at, creative, colorful, etc.

\_\_\_\_\_ / 10

## Judging Interview

- knowledge of the topic, enthusiasm for the topic, clear, concise, well-spoken, answers questions honestly (If student does not know answer, he/she admits it)

\_\_\_\_\_ / 10

## Creative Component

- dramatic value appeals to more than just the visual, takes into consideration all or some of the senses: hearing, feeling, tasting, smelling.

\_\_\_\_\_ / 10

**TOTAL SCORE** \_\_\_\_\_ / 40

## Additional Comments from Judge:

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## **Suggested Questions For Judges To Ask Students About Their Projects**

Tell me about your project. Why did you choose this topic?

Why is your project important to you?

What is the historical significance of your project?

How did you come up with the idea for your project?

How did other people help you with your project?

Why is your project important to Canadian /Provincial/ or local history?

Why is it important for other people to know about this topic?

How did you find out the information for your project?

Can you tell me about one important fact / or interesting thing that you learned from your research?

What did you learn?

How long did it take you to finish your project?

What was the hardest part of creating your project?

What did you like best about creating your project?

## Project Topics and Ideas

Below is a list of different subject areas and possible topic ideas for research. Understanding that the scope of any chosen topic or subject area can be varied and extensive and easily modified to one's own region and culture group, an attempt has been made to suggest possible topics relevant to the history of British Columbia. Examining one's own family and background to tell the story behind one's own cultural heritage is encouraged.

**The possibilities are endless!**

Category	Possible Related Topic
<b>Aboriginal Culture</b> History and settlement Traditional housing Hunting and fishing Games, arts and crafts Types of housing Education Language Stories and Legends	<ul style="list-style-type: none"> <li>• Create a model display of the different traditional houses of Aboriginal Groups, comparing the differences between those used by groups living in the interior to those living at the coast.</li> <li>• Recreate games and crafts and analyze the importance of traditions handed down through generations.</li> <li>• Examine traditional and modern hunting and fishing techniques.</li> <li>• Research the importance of Whale Washing Houses in the Nuu-chah-nulth culture.</li> <li>• Collect and compile an anthology of favourite legends and stories.</li> <li>• Over 46 Aboriginal Groups live in BC. Investigate the culture of the particular group in your area.</li> <li>• Interview an Elder and examine how things have changed/stayed the same.</li> <li>• Compare traditional homes with modern homes and investigate settlement patterns over time.</li> </ul>
<b>Artists and Intellectuals</b> Artists Authors Musicians Dance companies Scientist and inventors Teachers and education Television and movies	<ul style="list-style-type: none"> <li>• Examine the life and contribution of Mary Ellen Smith.</li> <li>• Choose a favourite author, artist, musician, scientist, politician, etc and research their route to fame and the legacies left behind.</li> <li>• Is there someone in your own life who has made an impact on your community or on your own way of thinking? Explain.</li> <li>• Analyze the contributions made by Ginger Goodwin and his connection to BC.</li> <li>• Examine the role Amor de Cosmos played in the history of BC.</li> <li>• Outline the history of broadcasting in Canada and the link to broadcasting systems in your area.</li> <li>• Emma Albani was the first Canadian Opera singer to become famous around the world. Are there others?</li> <li>• Canada has had her share of Nobel Prize Winners. Explore the contribution to the world these Nobel Prize winners made and in what field they are best known for.</li> <li>• Explore the contributions of Daryl Duke to television and the film industry.</li> <li>• Examine the contributions of people like Emily Carr, Ethel Wilson, Denise Chong, Tom Wayman and others to the literary world in BC.</li> </ul>
<b>Canada and the World</b> Relationships with other countries Peacekeeping Role in WW I Role in WW II Contributions to the world The Canadian Armed Forces International treaties	<ul style="list-style-type: none"> <li>• Analyze the impact of World War I on the population growth of BC.</li> <li>• Examine the role of the Canadian Pacific Railway and shipping.</li> <li>• Analyze the cause and consequence of conscription and Ginger Goodwin's death?</li> <li>• Examine the historical significance of the Gumboot Navy.</li> <li>• Examine the moral dimension of internment camps.</li> <li>• Interview a descendant of an interned person and present the issue from their perspective and the impact to their family.</li> <li>• Create a geographical display of the various internment camps in BC and compare the impact of the camps to that particular community, then and now.</li> <li>• Compare the experiences of the Doukhobor people to those of the Japanese people during WWII. Was the government right in stepping in? Draw some conclusions of the moral dimensions of the actions taken by people in that time period. Would the</li> </ul>

	<p>same things be able to happen today?</p> <ul style="list-style-type: none"> <li>• Interview someone involved with Greenpeace or with the David Suzuki Foundation and examine the role these two groups have on environmental sustainability in our province and Canada.</li> <li>• Examine the Role of the Canadian Armed Forces in Afghanistan and the Middle East.</li> <li>• Interview a family member of a Canadian soldier in service and present their perspectives.</li> <li>• The first army unit in BC, the Victoria Pioneer Rifles, was formed in 1860. Explore the contributions of other regiments such as Duke of Connaught's Own Rifles, BC Dragoons, Royal Westminister, Canadian Scottish and Rocky Mountain Rangers.</li> </ul>
<p><b>Catastrophes</b> Fires Floods Landslides Epidemics Forest Fires</p>	<ul style="list-style-type: none"> <li>• Research the impact of the fire in Barkerville in 1868.</li> <li>• Research the impact of the fire in Vancouver in 1886.</li> <li>• Research the impact of the fire in New Westminister in 1898.</li> <li>• Examine the impact of the Fraser River floods of 1894, 1948, 1972.</li> <li>• Examine the impact of the Tsunami that struck the West Coast in 1964.</li> <li>• Examine the effect of a jökulhlaups at the Kicking Horse Pass in 1978.</li> <li>• What causes landslides and is there evidence that there is a landslide threat in the area in which you live?</li> <li>• Chart the results of influenza epidemics in BC.</li> </ul>
<p><b>Celebrations</b> Family Traditions Canada Day May Day BC Day Religious Holidays Cultural Traditions Major Sport Events</p>	<ul style="list-style-type: none"> <li>• List and determine the historical significance of the cultural celebrations in your area.</li> <li>• Examine the origins of the traditions your family observes.</li> <li>• Create a time line of the community celebrations that occur in your community. What are their origins?</li> <li>• Is there a sport event that happens at a certain time each year? Why? Correlate the findings of similar events with others in the province.</li> <li>• Many months have a theme – Black History Month, Women's History Month ... how are these celebrated in your community?</li> </ul>
<p><b>Cultural Diversity</b> Settlement of ethnic groups</p>	<ul style="list-style-type: none"> <li>• Survey the multiculturalism organization in your area to determine the various ethnic groups living in your area.</li> <li>• Chart the growth over time of each group and determine what factors have contributed to this growth.</li> <li>• Using Statistics Canada information, compare the settlement pattern of a certain ethnic group in BC and an eastern province or simply in the different regions of BC</li> </ul>
<p><b>Communication</b> Radio – CBC Telephone – BC Tel – Telus Mail – Canada Post Newspapers Television – CBC Growth of the news media Electronic communication</p>	<ul style="list-style-type: none"> <li>• Identify the factors that have contributed to continuity and change of a communication system you particularly like.</li> <li>• Compare the means of communication during a ten year span in the 1900s to a ten year span in the 2000s.</li> <li>• Look at the development of newspapers and the role they played throughout the province. What is the historical development of the newspaper in your community?</li> <li>• What ever happened to "The Beachcombers"?</li> </ul>

<p><b>Early Settlers</b>  Fur Trade  Exploration of Canada  The Hudson's Bay Company  Patterns of settlement  The Gold Rush  Pioneer Families  Forts</p>	<ul style="list-style-type: none"> <li>• Explore the significance and role the Aboriginal peoples played in the fur trade. Work with the Aboriginal Education Coordinator/Principal in your community to determine the best approach to take.</li> <li>• Discover the importance of "Grease Trails" and their contribution to the fur trade in our province.</li> <li>• Explore how the fur trade contributed to the development of British Columbia.</li> <li>• Construct a 3-D map of BC and plot the numerous forts that developed during the Fur Brigade Trail era.</li> <li>• Construct a replica of a Fort and present the historical significance of each building.</li> <li>• Discover the role and historical significance the North West Fur Company, the Voyageurs, the Métis played in the settlement of Canada.</li> <li>• The Gold Rush was an enormous event for British Columbia.</li> <li>• Plot the distances that gold seekers travelled to take part.</li> <li>• Examine the infrastructure needed within a community to accommodate the influx of people</li> <li>• Explore the hardships faced by the participants ... write a play or keep a diary from the perspective of a prospector living in Barkerville, an Overlander destined for the goldfields, etc.</li> <li>• Examine how the gold rush changed the primary, secondary and tertiary industry in BC during this time</li> <li>• Choose a pioneer family in your community and present their contribution over time. Perhaps interview a descendant from such a pioneer family?</li> <li>• Examine the street names within your community and determine their origins and the possible link to a pioneer family.</li> </ul>
<p><b>Education</b>  Trends  Curriculum  Schools</p>	<ul style="list-style-type: none"> <li>• Visit the Archives at your local museum. What school was first built in your area? How does going to school then compare to going to school now?</li> <li>• Compare the subjects taught in school in the 1800s with the subjects taught in school in the 2000s. What has changed, what has stayed the same?</li> <li>• Discover how your school got its name.</li> <li>• Shirley Sterling, a First Nation's writer, wrote a book called My Name is Seepeetza about her experiences in residential schools. Compare her educational experiences with yours.</li> </ul>
<p><b>Environment</b>  Endangered animals  National/Provincial Parks  Natural Resources  Pollution  Anti-Pollution Legislature</p>	<ul style="list-style-type: none"> <li>• Discover and chart animals native to BC and their importance to the fur trade.</li> <li>• Examine the laws created to protect animal populations in the past 100 years.</li> <li>• Research and determine the historical significance of the various Provincial Parks in BC.</li> <li>• List the various natural minerals found in BC and their significance to the international economic market.</li> <li>• On a time line, chart the developments of the problems that exist with pollution and the efforts to combat it.</li> <li>• Water is rapidly becoming our most valued resource. Present the nature of this phenomenon and suggest ways to prevent in BC what has happened in some of the states in the US.</li> </ul>
<p><b>Fads in History</b>  Sayings and Slang  Fashion and Clothing  Music</p>	<ul style="list-style-type: none"> <li>• Compare how clothes have changed and yet have stayed the same. What has contributed to the change?</li> <li>• Create a time line showing the forces that have contributed to the change in music styles.</li> <li>• Compare the changes in toys and toy manufacturing over time.</li> </ul>

Toys	<ul style="list-style-type: none"> <li>The jolly jumper was invented in the early 1950's by a stay-at-home Mom in BC. Find out more about applying the concept of continuity and change.</li> </ul>
<b>Firsts in Your Community</b> Settler/homestead Church Hospital Law enforcement agency School Store Baby born Railroad/paved road Air transportation (access to) Electricity Newspaper	<ul style="list-style-type: none"> <li>As communities grow, the need for commodities and development arise. Take a close look at your community and find the origin of a particular commodity like the first restaurant or the first dance studio or the first photographic studio.</li> <li>Obtain a photograph of main street in your community in the early 1800 and a photograph of main street in your community in 2010. What has changed and what has stayed the same? Are the changes for the better or for worse? Explain.</li> <li>Explore the changes that occurred with the coming of electricity to your community.</li> </ul>
<b>Food</b> Agriculture Food processing/preservation Cooking practices Gadgets or inventions Ethnic origin of dishes Where food comes from	<ul style="list-style-type: none"> <li>Create a geographical map of BC that demonstrates the agricultural activity that occurs in the various regions of the province.</li> <li>Make a list of your favourite foods, survey their packaging; trace the origin, processing and distribution routes.</li> <li>Survey your class on cooking practises in their homes. How are they similar, how are they different? Determine the factors influencing these practises.</li> <li>Chart, through drawings or symbols, the changes one would see in a kitchen and the cooking facilities available in the home over time ... say, every fifty years.</li> </ul>
<b>Geography and Climate</b> Weather extremes Landscape changes Influence on settlement	<ul style="list-style-type: none"> <li>Chart and compare the average temperature in your community for each day for a year. Compare the data collected for two separate years, fifty years apart. Compare and analyze the data.</li> <li>Using a map of BC, plot the population patterns of each community. Analyze and suggest possible reasons as to your findings.</li> </ul>
<b>Government</b> Famous politicians Political parties Confederation Municipal Governances City Hall	<ul style="list-style-type: none"> <li>Look into the historical significance of the Co-operative Commonwealth Federation.</li> <li>Explore the connection between Premier W.A.C. Bennett and BC Hydro.</li> <li>On a time line, chart the Premiers of BC since 1871; tell a bit about them and what transpired in BC during their time in office. Analyze the rise and decline of the Social Credit Party.</li> <li>Interview your MLA (Member of the Legislature) and your MP (Member of Parliament). Compare the two roles.</li> <li>Trace the various parties elected in your area over a period of fifty years. Examine the pattern you find and the factors that you think may have contributed to your findings.</li> <li>Examine the changes that occurred after British Columbia joined Confederation in 1871. Were there advantages to remaining a colony?</li> <li>Interview your Mayor, have a look at City Hall and how the Municipal Government operates.</li> </ul>
<b>Housing</b>	<ul style="list-style-type: none"> <li>Visit the archives to determine some of the oldest homes in your community. Tell the story of a particular one that you like and outline its history of who has lived in it</li> </ul>

<p>Architecture Home furnishings Historic buildings Street names Type of buildings Marketing swings Building materials</p>	<p>over the last 100 years.</p> <ul style="list-style-type: none"> <li>• Examine the architecture of a home built in the early 1900s and one that has recently been built. What has changed, what has stayed the same?</li> <li>• Street names have often been named after important people in the community. Choose ten street names in your community that you would like to know more about and find out how they got to be named.</li> <li>• Compare the trend in living accommodations over the years. How and when did “condos” and “town houses” appear?</li> <li>• Fort Steele, Barkerville, Fort Langley are a few of the important historical sites in our province. Present a case for or against the need to preserve historical sites.</li> </ul>
<p><b>Immigration</b> Patterns of immigration Official immigration policies Multiculturalism</p>	<ul style="list-style-type: none"> <li>• Between 1881 and 1921, the population of British Columbia increased by over ten times. Analyze and explain where people came from and why and where they settled.</li> <li>• Using data obtained from Statistics Canada, chart immigration patterns over the last 100 years. Analyze possible explanations for the results you find.</li> <li>• Working with the multicultural Society in your community, find out how many different ethnic groups are represented in your city or town.</li> <li>• Explore the moral dimensions behind the action taken against Indian immigrants aboard the ship Komagata Maru in 1914.</li> <li>• Research the official immigration policies that exist before an immigrant can come to Canada.</li> <li>• Research the steps one takes to become a Canadian Citizen if you are not born in Canada.</li> <li>• Analyze the historical significance of the “head tax” and present your findings from a multiple perspective of the agencies involved. Determine the moral implications of such actions and the consequences that are created. Do you agree with the actions of government taken in 2006?</li> <li>• After English, more people in BC speak Chinese than any other language. How can this be?</li> <li>• February is known as Black History month. Explain.</li> </ul>
<p><b>Industry</b> Forestry Fishing Farming/ranching Stores and banking Early transportation Growth of industry Technological changes Knowledge industry Service industry Tourism</p>	<ul style="list-style-type: none"> <li>• Fish, timber and minerals were three of the province’s richest resources. They became the foundation of British Columbia’s wealth. Explain.</li> <li>• Examine the impact BC Hydro has had on British Columbia’s growth and development.</li> <li>• Mining in the Kootenays did not have much to do with gold. Analyze the Kootenay mining boom in the early 1900s.</li> <li>• Find evidence of “boy miners” in the mining industry of BC. Would that be allowed today?</li> <li>• Analyze the historical significance of the Canadian Pacific Railway to BC?</li> <li>• Examine the role the Chinese Workers played in the building of the Railway.</li> <li>• Write a journal for a month as if you were a Chinese Worker on the railway.</li> <li>• By the 1920s, more than fifty canneries were operating along the coast of British Columbia. Examine the factors that contributed to the changes that have occurred over the last 90 years.</li> <li>• Examine how Labour Unions came to be in British Columbia.</li> <li>• Examine the controversy regarding fish farms.</li> <li>• Explore the impact of the BC Power Commission to BC.</li> <li>• Since the 1950s, the knowledge industry and the service industry have impacted the economic growth of British Columbia. Explain.</li> </ul>

<p><b>Personal Memories</b> Self and family history Narrative histories</p>	<ul style="list-style-type: none"> <li>• How did your family come to live where you are living?</li> <li>• Create a family tree and see how many generations you can trace your origins to.</li> <li>• Grandparents have excellent stories of their growing up years. Make a collection of their favourite stories and see if you can match them with stories in your life to date.</li> <li>• Survey family members and let them tell you the story behind their name. Does the name they were given have any significance within the family?</li> </ul>
<p><b>Recreation</b> Sports Dances Parks Toys/games Entertainment/theatres</p>	<ul style="list-style-type: none"> <li>• Why do we know Nancy Green? Do we know Nancy Green? Should we know Nancy Green? Explain.</li> <li>• Discover what Bill Parnell, John Landy and Roger Bannister were known for and how they are linked to BC. How do their records compare with those being achieved today?</li> <li>• Explain the historical significance of 2010 in British Columbia.</li> <li>• The evolution of toys over time is fascinating. Create a graphic time line to demonstrate how toys have changed over the years.</li> <li>• Each community has a green space or park set aside for their citizens. Explore the historical significance of the one in your community.</li> <li>• Examine the changes over time with the concept of Olympic Games. Today we have the Summer Olympics, the Winter Olympics, the Paralympic Games and the Youth Olympic Games.</li> <li>• Trivial Pursuit anyone? Find out more.</li> <li>• In 1994, Parliament declared lacrosse and hockey as Canada’s national sports. Find out more.</li> <li>• From 1914 to 1941 the Asahi was one of the best baseball teams in Vancouver. Examine the historical significance of this team.</li> </ul>
<p><b>Social structures</b> Families Community values Historical figures Famous pioneers Influential women Children’s work Family trees Different customs</p>	<ul style="list-style-type: none"> <li>• Compare the structure of your family with that of a classmate; especially if your classmate is of a different ethnic origin than you. Examine the parallels and differences within the two families.</li> <li>• Our pioneers organized “work bees” to help each other. Determine how that custom came to be and whether it is in use today. • Examine the historical significance of Rosemary Brown.</li> <li>• Explore the phenomenon of “Chinatowns” and “Little Italy” and other ethnic neighbourhoods in your community. Analyze the factors that contribute to the establishment of these particular areas and whether these are positive/negative situations.</li> <li>• Explore the historical significance of Save the Children Foundation and the remarkable contributions of two young Canadian students.</li> <li>• Explore the contributions made by women during the era surrounding WWI and WWII. What changes are noted regarding women’s role in war time in modern times?</li> <li>• Did you know it used to be illegal to drive on the right hand of the road in Victoria, BC before 1921? Find evidence that supports or negates this.</li> <li>• Francophones were amongst the first non-aboriginal people in BC. Explore the historical significance of this while making connections to the Francophone Association of today.</li> <li>• It is said that the Chinook language was British Columbia’s very own language. Find evidence that it actually existed and how it came to be.</li> </ul>
<p><b>Symbols of Canada</b> Flag</p>	<ul style="list-style-type: none"> <li>• Take our National Anthem and create a pictorial collage of the meaning you infer within each line of the text.</li> </ul>

<p>Coat of arms National anthem Maple leaf Beaver Provincial flowers, flags Stamps of Canada Coins of Canada</p>	<ul style="list-style-type: none"> <li>• Discover and write about the significance of the symbols within the provincial flag of BC.</li> <li>• Create a display of the flag of each province and territory, outlining the significance of the symbols used in each.</li> <li>• Construct a collage of colour of the geographical features of Canada. Create a display of Canada by collecting pictures and images depicting the many different geographical features.</li> <li>• Explore Canada's ties to the Commonwealth and explore issues of continuity and change.</li> </ul>
<p><b>Transportation</b> Railroad Ferries Air travel/ airports Highways Public transportation Modes of travel</p>	<ul style="list-style-type: none"> <li>• Outline the history of railways in Canada.</li> <li>• Examine the historical significance of the Last Spike at Craigellachie, BC.</li> <li>• Examine the role of the sternwheeler to the development of British Columbia.</li> <li>• Discover the historical significance and fate of: The Canadian Pacific Railway; The Canadian Northern; The Pacific Great Eastern; Grand Trunk Pacific; The BC Electric Railway Company</li> <li>• Explore the historical significance of the Alaska Highway.</li> <li>• Explore the concept of continuity and change as it applies to the BC Ferries System.</li> <li>• Discover the historical significance of the Trans-Canada Airlines and the Canadian Pacific Airlines to British Columbia.</li> </ul>



# **OTHER POSSIBLE TOPICS FOR STUDENT RESEARCH**

## **ARTISTS AND INTELLECTUALS**

- artists and authors
- musicians
- dance companies
- scientists and inventors
- teachers and education
- television and movies

## **CANADA AND THE WORLD**

- diplomacy or peacekeeping
- relationship with the U.S.A.
- World War One
- World War Two
- the United Nations
- other international treaties
- the Canadian armed forces
- world-famous Canadians

## **CANADIAN PACIFIC RAIL WAY**

- transportation routes
- controversies
- Chinese workers

## **CATASTROPHES**

- fires
- floods
- landslides
- epidemics

## **COMMERCE**

- forestry
- fishing
- farming / ranching
- stores and banking
- early transportation
- growth of industry
- technological changes

## **CELEBRATIONS**

- family traditions
- Canada Day
- MayDay
- BC Day
- leisure activities
- cultural traditions
- religious holidays

## **COMMUNICATION**

- radio / CBC
- telephone / B.C.Tel / Telus
- mail / Canada Post
- newspapers
- television / CBC
- growth of the news media
- electronic communication

## **EARLY SETTLERS**

- the fur trade
- exploration of Canada
- New France
- the Hudson's Bay Co./ forts
- Upper & Lower Canada
- the prairies
- patterns of settlement

## **ENVIRONMENT**

- endangered animals
- pollution
- national parks
- use of natural resources
- anti-pollution legislation

## **FADS IN HISTORY**

- sayings and slang
- fashions and clothing

## **FIRSTS IN YOUR COMMUNITY**

- graveyard
- newspaper
- railroad track
- electricity
- paved road
- car / motor vehicle
- baby born
- retail store

## **FIRST NATIONS CULTURE**

- history and settlement
- hunting and fishing
- games, arts and crafts
- types of housing
- residential schools
- interaction with Europeans

## **FOOD AND BEVERAGES**

- agriculture
- cooking in the home
- gadgets or inventions

## **GEOGRAPHY AND CLIMATE**

- influence on settlement
- weather extremes
- landscape changes

## **GOVERNMENT**

- famous politicians
- political parties
- confederation

## **HOUSING**

- architecture
- home furnishings
- historic buildings
- street names
- tools / building materials

## **IMMIGRATION**

- patterns of immigration
- official immigration policies
- multiculturalism

## **PERSONAL MEMORIES**

- self and family history
- narrative histories

## **RECREATION**

- sports
- dances
- parks
- old fashioned toys / games
- entertainment, ie theatres

## **SOCIAL STRUCTURES**

- families
- community values
- historical figures
- famous pioneers
- influential women
- children's work
- family trees
- different customs

## **SYMBOLS OF CANADA**

- flag
- coat of arms
- currency
- national anthem
- maple leaf
- beaver
- Canadian horse
- provincial flags, flowers, etc

*There are many other possible topics for a Fair project!*

*Keep the focus on Canadian history, geography, personal heritage or culture ... and let the students create their own research idea*

