

God's Faithfulness in History

HISTORY FAIR



**MAKING STORIES
COME ALIVE!**

Contents

WHY DO A HISTORY FAIR?	3
WHAT IS A HISTORY FAIR?	3
WHEN IS THE HISTORY FAIR?.....	3
CHOOSING A TOPIC	4
HISTORY FAIR TOPIC IDEAS	5
RESEARCH	7
PROJECT REQUIREMENTS	9
RESEARCH REPORT REQUIREMENTS:.....	10
3-DIMENSIONAL DISPLAY REQUIREMENTS	12
DUE DATES	14
<i>Judging Form A: Research Report</i>	15
<i>Judging Form B: 3-D Display/Extra Elements</i>	16
<i>Judging Form – Mark Summary</i>	17
PARENT SIGNATURE	17

WHY DO A HISTORY FAIR?

Have you ever wondered what life was like in Canada before any trees were cut down or any human eye had seen the wild and savage land? Have you ever wondered about the brave people who ventured into Canada's unexplored territory? Have you ever wondered about GOD's marvellous goodness in allowing you to live in this land of freedom, wealth, and beauty?

Now is your chance to explore your heritage while developing and expressing your God-given talents in questioning, exploring, reading, researching, organizing, interviewing, recording, editing, drawing, displaying artistically, speaking, sharing, and much more!



WHAT IS A HISTORY FAIR?

The goal of a History Fair is to have the pleasure of discovering more about a Canadian topic and to share your findings in a public exhibition. Projects can be specific to one time-period or display a thematic development or progression.

When you think of a History Fair, you may picture exhibitions with many projects on backboards similar to a Science Fair. Actually, there is a lot more variety in a History Fair because it is difficult to come up with a neat formula or a testable hypothesis. As a result, most Fair conveners allow one or any combination of the following formats: 3-dimensional Presentations, Creative Writing or Performances, and even Multimedia Presentations. All projects, however, must include at least a **well-documented research paper** and a **3-dimensional display**. We will come back to these specific requirements later.



WHEN IS THE HISTORY FAIR?

The CCS History Fair is scheduled for **Wednesday to Friday, February 28 – March 1, 2024**. The students will be expected to come to school with their entire projects ready to be set up on Wednesday, February 28. Judging will take place over the course of the day on Thursday, February 29, with the winners announced the following Monday at the school assembly.

CHOOSING A TOPIC

There are four requirements for topic selection in the upcoming History Fair:



1. The topic must be historical (*anything that no longer falls under 'current events' – and something that has not occurred in the past three years*)
2. The topic must have a Canadian connection.
3. The topic cannot be the same as someone else or the same as one of your siblings from previous years.
4. The topic must be approved by your Social Studies teacher.

Students will have until **Friday, December 22** to select a topic. There will not be two projects of the same topic, so if you really want to do a topic which may be 'popular', come get it approved before then. If by this date a student has not chosen a topic, your Social Studies teacher, in consultation with that student, will pick a topic for him or her.

To help you decide on a topic:

1. **What are your interests?** – perhaps it's a hobby, try connecting it to history. For example, if you're interested in music, you might look at how an instrument has been affected by changes in technology. Or sports...How has your sport changed throughout the years in terms of its rules, equipment, style of play etc.?
2. **What history have you already learned in school or Social Studies** – Look for something that you've learned before or an event in history that you've studied in Social Studies that might interest you more. Look through your textbook(s) to give you some ideas. Which one sparks your interest? (*You aren't allowed to repeat previous work, or do the same topic as one of your siblings from previous years*)
3. **Look in your community and think about what you know and what you wonder about the place and the people** – buildings, memorials, monuments, people, everyday life... for example think of things like the High Level Bridge in Lethbridge, or Fort Whoop-up, Fort Macleod etc.
4. **Talk to your family members** – maybe someone in your family has an important story about their migration to Canada, or their experiences in the war or other important events or changes. Choose one, research the background, and decide on your topic¹

¹ Find the Right Heritage Project for You. (2016, November 09). Retrieved from <http://bcheritagefairs.ca/student-resources/how-to-find-the-heritage-fair-project-right-for-you/>

HISTORY FAIR TOPIC IDEAS

Topics can range from people, to places, to events.

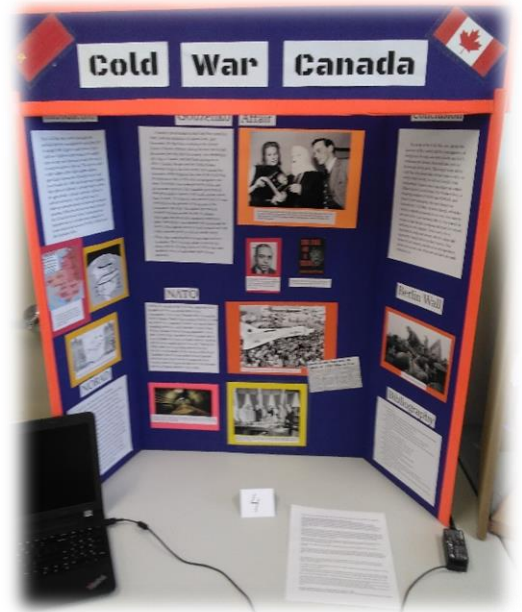
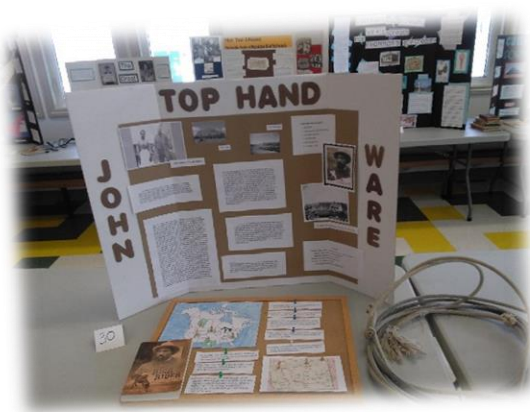
<p>ARTISTS & INTELLECTUALS</p> <ul style="list-style-type: none"> - Artists and authors - Musicians - Dance companies - Scientists and inventors - Teachers and education - Television and movies 	<p>CANADA AND THE WORLD</p> <ul style="list-style-type: none"> - Diplomacy or peacekeeping - Relationship with the USA - Seven Years War - War of 1812 - World War I - World War II - Korean War - Cold War - United Nations - Other International treaties - Canadian Armed Forces - Military leaders who fought in Canada - World-famous Canadians - 9/11 	<p>CANADIAN PACIFIC RAILWAY</p> <ul style="list-style-type: none"> - Transportation routes - Controversies - Chinese workers
<p>CATASTROPHES</p> <ul style="list-style-type: none"> - Fires - Floods - Landslides - Epidemics/pandemics 	<p>COMMERCE</p> <ul style="list-style-type: none"> - Forestry - Fishing - Farming/ranching - Stores and banking - Early transportation - Growth of industry - Technological changes 	<p>CELEBRATIONS</p> <ul style="list-style-type: none"> - Family traditions - Canada Day - May Day - B.C. Day - Leisure activities - Cultural traditions - Religious holidays
<p>COMMUNICATION</p> <ul style="list-style-type: none"> - Radio / CBC - Telephone / Telus - Mail / Canada Post - Newspapers - Television / CBC - Growth of the news media - Electronic communication 	<p>EARLY SETTLERS</p> <ul style="list-style-type: none"> - The Fur Trade - Exploration of Canada - New France - The Hudson's Bay Co./ forts - Upper & Lower Canada - The Prairies - Patterns of settlement 	<p>ENVIRONMENT</p> <ul style="list-style-type: none"> - Endangered animals - Pollution - National Parks - Use of natural resources - Anti-pollution legislation
<p>FADS IN HISTORY</p> <ul style="list-style-type: none"> - Sayings and slang - Fashions and clothing 	<p>FIRSTS IN YOUR COMMUNITY</p> <ul style="list-style-type: none"> - Graveyard - Newspaper - Railroad track - Electricity - Paved road - Car / motor vehicle - Baby born - retail store 	<p>FIRST NATIONS CULTURE</p> <ul style="list-style-type: none"> - History and settlement - Hunting and fishing - Games, arts and crafts - Types of housing - Residential schools - Interaction with Europeans

<p>FOOD AND BEVERAGES</p> <ul style="list-style-type: none"> - agriculture - cooking in the home - gadgets or inventions 	<p>GEOGRAPHY AND CLIMATE</p> <ul style="list-style-type: none"> - influence on settlement - weather extremes - landscape changes 	<p>GOVERNMENT</p> <ul style="list-style-type: none"> - famous politicians - political parties - Confederation
<p>HOUSING</p> <ul style="list-style-type: none"> - Architecture - Home furnishings - Historic buildings - Street names - Tools / building materials 	<p>IMMIGRATION</p> <ul style="list-style-type: none"> - Patterns of immigration - Official immigration policies - Multiculturalism 	<p>PERSONAL MEMORIES</p> <ul style="list-style-type: none"> - Self and family history - Narrative histories
<p>SPORTS & RECREATION</p> <ul style="list-style-type: none"> - Sports - Famous athletes - Dances - Parks - Old fashioned toys / games - Entertainment, i.e., theatres 	<p>SOCIAL STRUCTURES</p> <ul style="list-style-type: none"> - Families - Community values - Historical figures - Famous pioneers - Influential women - Children's work - Family trees - Different customs 	<p>SYMBOLS OF CANADA</p> <ul style="list-style-type: none"> - Flag - Coat of arms - Currency - National anthem - Maple leaf - Beaver - Canadian horse - Provincial flags, flowers, etc.

NOTE:

Many of these ideas are merely categories. For most, a more specific topic within each category should be chosen. If you need help narrowing one of these categories down, you could:

1. Talk to a parent.
2. Find a general resource on your topic and narrow it down from there.
3. Speak with your Social Studies teacher.



RESEARCH

Research in History can be tricky. Some sources, although initially promising, can be so detailed that students get bogged down in so many unimportant details that they cannot 'see the forest from the trees.' To avoid missing the Big Picture students should first read a general source on their topic, and then look at more detailed information.

****Important****

Students **must** have at least one source as a **hard copy** (book, article, magazine, etc.)



SOURCES:

You **MUST** document **ALL** sources you have used in detail in a Bibliography/Works Cited List (*students can use the Citation/Bibliography creator in Google docs*) in **APA** format.

Book:

Author's Last Name, First Initial. Middle Initial. (Year). *Title of book*. Place of Publication: Publisher.

Website: Format varies depending on the type of document. The basic citation format includes:

Organization or Author's Last Name, First Initial. Middle Initial. (Publication Year, Month Day) *Title of document*. Print Publication Information. Retrieved Month Day, year, from URL.

- a) **Archives:** An archive has original documents, which are like snapshots in time. Be sure to contact an archivist ahead of time and make an appointment.

Tip: Many local and national archives have on-line searchable databases, which are free and offer you information on a variety of topics.

- b) **Books:** Books and more books . . .

- c) **Encyclopedias:** The old way of looking for information, but a good starting point and available in your school library, or your local library.

- d) **Internet:** A good starting point, **but don't stop there!** Not all the information on the Internet is accurate, so be careful. Do not use the internet only!

Tip: Here are some websites to start with:

Canadian Encyclopedia - <https://www.thecanadianencyclopedia.ca/en>

Best of History Websites - <https://besthistorysites.net/>

Dictionary of Canadian Biography - <http://www.biographi.ca/en/index.php>

Historic Canada - www.historicacanada.ca

e) **Interview a family member:** Your parents and grandparents have memories of times gone by, and those memories are part of the history of this country they grew up in! They can tell you about all sorts of interesting things that happened years ago when they were growing up.

f) **Interview an expert:** There may be someone in your community who has knowledge about your topic. You'd be surprised how willing people are to share their stories. When you interview a person, be sure you have their permission to use what they say in your presentation and include their name in your Bibliography.

Tip: When you are going to interview someone, be sure to have your questions already written out. This will make it easier for you to just take notes and make your interview much more fun. These notes will help you with research later on so take as many as you can.

g) **Movies (documentaries and other programs):** These can provide useful information about your topic and let you see, through re-enactments or historical films how things really happened.

Tip: Be careful! Movie producers often add fictional elements to a historical event.

h) **Museums:** Not only are they filled with cool things, but they have thousands of stories. A museum might even have an exhibit on the topic you've selected.

i) **Newspapers:** Available through your local library



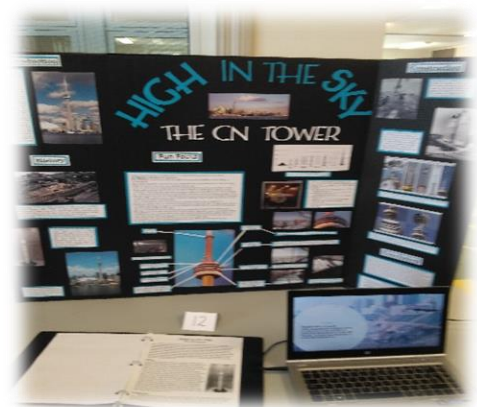
PROJECT REQUIREMENTS

This History Fair ***must*** include the following ***TWO*** components:

1. A well-documented ***research project*** (2-4 pages)
2. A ***3-Dimensional Display***

Students are strongly encouraged to add additional elements in addition to the requirements above. It may contain, but not limited to any number of these other elements upon your Social Studies teacher's approval:

1. **Creative writings dealing with your topic:** possibilities include *Short Stories, Diary Entries, and Poetry.*
2. **Music:** possible ideas for projects include performance of folk songs, construction of simple musical instruments, and composition of original works
3. **Debates and Public Speaking:** students may perform re-enactments of historic speeches or debates and have them recorded and played on the day of the history fair.
4. **Drama:** students may compose a short play which deals with their topic and enlist friends to help perform it. The drama production must be recorded so that it can be played on the day of the fair.
5. **Video / Slideshow:** students may create a video or slideshow on their topic and show it on a laptop as part of their 3-dimensional display. Video/Slideshow must be set to loop through (i.e., play continuously)



RESEARCH REPORT REQUIREMENTS:

The most important work in a History Fair comes while working on the Research Paper. If a student researches well (*first looking at general sources, then slowly becoming more specific*) and works hard to communicate their knowledge in a clear and interesting way in their paper, the rest of the History Fair project will become quite easy. Students should incorporate a Christian Perspective throughout their written work.

The Research Paper will contain the following *four parts*:

1. **Introduction:** In the introduction a student should...

- a) Establish the historical context or big picture surrounding their topic (e.g., *In a project on Sir Isaac Brock, a student should first explain what the War of 1812 is, who is fighting in it, etc....*)
- b) In a few sentences summarize who / what their topic is and why he / it is important (e.g., *Sir Isaac Brock was a brilliant General who fought in the War of 1812, ultimately laying down his life in the defence of British North America*)

2. **Body:** In the body of the paper a student should...

- a) Tell the storyline / give the facts about their topic.
- b) This is the main part of the paper and should take up at least three-quarters of it.

3. **Conclusion:** In the conclusion a student should...

- a) Explain the historical significance / relevance of their topic (why it is important) by again talking about the context or big picture surrounding their topic.
- b) Discuss how their topic fits into the Christian Perspective of History

4. **Bibliography:**

- a) In the bibliography a student will reference the books, internet sites, movies, or the like from which he / she found their information.
- b) Unless given special permission, **at least three sources** must be used, **one of which must be a book**.

Research Paper Mode/Format:

In addition to the previous page please pay attention to the following:

Mode	The paper must be typed (Google Docs or Microsoft Word)
Title Page	The research paper must have a title page (<i>word count and student number must be included on the title page</i>)
Subheadings	The paper may contain sub-headings/titles throughout the report (<i>however subheadings should not be written as introduction, body, or conclusion</i>)
Pictures	It may contain pictures throughout as well as on its title page.
Length	It needs to be within 750 and 1500 words (roughly 2-4 pages).
Font	Typing font should be size 12 in a legitimate font such as Arial or Calibri. Larger fonts may be used for the 3-D display.
Word Count	A word count should be included on the title page.
Writing Mechanics	Special attention should be paid to spelling, grammar, and neatness since all three will be included in the student's final mark. Your Social Studies teacher will not be able to edit your paper, so you will need to get a parent or another family member to assist you.

Submitting your Report:

1. All reports **MUST** be **PRINTED** and
2. **TURNED IN** to Google Classroom by ***Thursday February 8, 2024***

 WRITTEN REPORT (Due: February 8, 2024) :



Google Classroom



3-DIMENSIONAL DISPLAY REQUIREMENTS

All projects must include a 3-dimensional display. The display is an important part of your project. It shares your story when you are not present.

- Displays should be colourful, attractive, easy to read, and provide information about your project (see below).
- At the most basic this includes a completed backdrop (provided by the students).
- The backdrop should be covered with coloured paper. They could also be drawn onto or lightly painted (backdrops warp quite quickly when painted on so beware).
- Displays can also include, but are not limited to:
 - *models*
 - *caricatures*
 - *posters*
 - *collections*
 - *maps*
 - *demonstrations*
 - *crafts*
 - *Laptop/tablet to display digital elements (like videos, virtual models, websites, slideshows, etc.) These can be shut down or put away when you are not present at your project.*
 - *artistic displays*
 - *a copy of your written report*



You're not limited to entirely handmade displays; incorporating toys like LEGO, model ships, dolls, stuffed animals, and action figures can be a fantastic touch. Utilize a laptop or tablet to exhibit a computer model you've crafted, such as in Minecraft, and consider enhancing the display with music or video.

While the creation of a model, artwork, or video doesn't guarantee a winning project, it promises to be a memorable experience for visitors and an enjoyable endeavor for you and your family. Judges take notice of the dedication you put into your project.²

² "Toolkit." *Heritage Fairs*, <https://heritagefairsk.ca/pub/toolkits/Heritage-Fairs-Toolkit-2018edition.pdf>. Accessed 12 December 2023.

The 3-dimensional display **must** contain the following *six parts*:

1. **Title:** The title should be large, clear, and attractive. Students should try to avoid simply stating their topic (e.g., *Rather than titling a project 'Sir Isaac Brock' a student could try 'Brock: Hero of Upper Canada'*)
2. **Introduction:** Again, a student should *briefly* establish the context and summarize their topic.
3. **Body:** This should not be a title on the backboard, however, a *condensed form* of the information from the body of their paper should be found, under various titles, logically spread over the face of a student's backboard.
4. **Conclusion:** Again, a student should *briefly* explain the historical significance of their topic and discuss how it fits into a Christian Perspective of History.
5. **Pictures:** At least one-third of a student's backboard should be covered in pictures. This attracts people's attention, tells important information, and makes a student's topic come alive. Pictures should be captioned for clarity.
6. **Bibliography:** A small bibliography should be included on the backboard (*APA format*)

Additional 3-Dimensional Display Information:

- Words on the backboard should be large and easy to read.
- Students should use no smaller than size 16 font if they are typing their information. As a result of this, students must not simply split up their research paper and glue it to their backboard.
- The information on your written report must be summarized and sifted through, with students lifting out the most important and interesting information for their backboards.

**For ideas or more information
please visit this website:**

[https://heritagefairssk.ca/pub/toolkits/
Heritage-Fairs-Toolkit-2018edition.pdf](https://heritagefairssk.ca/pub/toolkits/Heritage-Fairs-Toolkit-2018edition.pdf)

DUE DATES

DATES	WHAT MUST BE DONE?
Friday December 22, 2023	The students <i>must</i> have a topic chosen.
Thursday February 8, 2024	Research paper completed and submitted (<i>bonus marks for the project will be added for any students who submit their research paper early</i>)
Wednesday February 28, 2024	The entire backboard must be finished and set up in the small gym.
Thursday February 29, 2024	Students will be interviewed by judges during the school day.

Note:

- 1) This timeline provides deadlines for certain parts of the project; however, students may work ahead if they complete a part early.
- 2) In-class work periods will be limited, and only be given to students who have brought their resources/research to school and who show a willingness to work quietly and respectfully.
- 3) Students can use their remaining time if they've finished work in other classes to work on their history fair project, with permission from their teacher.



Judging Form A: Research Report

CRITERIA	POSSIBLE MARKS					Score
	Excellent	Good	Reasonable	Poor	Not Demonstrated	
Title Page:						
<input type="checkbox"/> The title page is clear and eye catching (<i>title should not simply state the topic, but have a creative title; must include student number and word count</i>)	2	1.5	1	0.5	0	
Introduction:						
<input type="checkbox"/> The context / big picture surrounding the topic is clearly established.	4	3	2	1	0	
<input type="checkbox"/> The topic is clearly stated.	2	1.5	1	0.5	0	
<input type="checkbox"/> The importance of the topic is briefly stated.	2	1.5	1	0.5	0	
Body:						
<input type="checkbox"/> The key facts about the topic are relayed.	8	6	4	2	0	
<input type="checkbox"/> The key facts are presented in an organized and logical fashion (<i>sub-titles are allowed, but should <u>not</u> be written as an introduction, body, or conclusion</i>)	4	3	2	1	0	
<input type="checkbox"/> The key facts are presented in an interesting and compelling manner.	8	6	4	2	0	
Conclusion:						
<input type="checkbox"/> The historical significance of the topic is clearly explained.	4	3	2	1	0	
Reflections: (A Christian perspective on the topic is thoughtfully discussed)						
<input type="checkbox"/> Does the student use a variety of reflections?	4	3	2	1	0	
<input type="checkbox"/> Are these discussed properly? (<i>Natural – not forced</i>)	8	6	4	2	0	
Bibliography/Works Cited						
<input type="checkbox"/> The bibliography is properly formatted - Author, Date, <u>Title</u> , Publisher / URL (<i>must have a minimum of 3 sources one of which must be a hard copy source e.g., book, article, magazine etc.</i>)	2	1.5	1	0.5	0	
Communication:						
<input type="checkbox"/> The main topic remains central and clear in the entire report, giving the report cohesion and unity. (<i>In addition, the report should be ~ 2-4 pages / 750-1500 words</i>)	8	6	4	2	0	
Mechanics:						
<input type="checkbox"/> The writer avoids grammatical mistakes.	2	1.5	1	0.5	0	
<input type="checkbox"/> The writer avoids spelling mistakes and typos.	2	1.5	1	0.5	0	
TOTAL	60					

Divide by 2 = _____ = (_____ /30)

Judging Form B: 3-D Display/Extra Elements

CRITERIA	POSSIBLE MARKS					Score
	Excellent	Good	Reasonable	Poor	Not Demonstrated	
Impact: Does the display catch your attention?	4	3	2	1	0	
Title: Is the title large, clear, and attractive? Does it go beyond a simple statement of the topic?	2	1.5	1	0.5	0	
Balance: Does the display make good use of the space allowed?	2	1.5	1	0.5	0	
Neatness: Is care and attention to detail obvious on the display?	4	3	2	1	0	
Organization: Is the display self-explanatory, easy to follow, and understand?	4	3	2	1	0	
Lettering: Is the lettering on the display (both words processed and otherwise) large enough to read, appropriately spaced, attractive, and clear?	2	1.5	1	0.5	0	
Content: Does the display contain an Introduction, Conclusion, Information Section(s)?	2	1.5	1	0.5	0	
Information: Is the information on the display concise, relevant, interesting, and sufficient to gain an understanding of the key points about the topic.	8	6	4	2	0	
Illustrations / Models: Are the illustrations and/or models appropriate for the topic and clearly presented?	4	3	2	1	0	
Creativity: Does the display present its contents in an original and clever manner?	4	3	2	1	0	
Effort: Does the display indicate a high level of effort by the student, extending beyond the basic requirements? This may involve the incorporation of additional 3-D elements, such as models, maps, slideshows, hand drawings, historical writings, or the like?	8	6	4	2	0	
Overall Impression: After thinking carefully about the display, how would you rate its appearance and content?	4	3	2	1	0	
TOTAL	48					

Divide by 1.6 = _____ = (_____/30)

Judging Form – Mark Summary

Category	Marker	Possible Marks
1. Essay	<i>Judges</i>	30
2. Three-Dimensional Display	<i>Judges</i>	30
3. Interview Responses	<i>Judges</i>	20
4. Classwork * / Work Submitted on time**	<i>Teacher</i>	20
TOTAL		/100

** Teacher(s) will also evaluate how well the student uses their class time when it is allowed/assigned
 **Bonus 5 marks if the report is submitted earlier than the deadline.*

----- ✂ ----- ✂ -----

PARENT SIGNATURE

Parents, this handout contains the information you need to help your child be successful in this project. Please go through it and sign below indicating that you have read it. Please have your child (ren) return this slip by this week **Friday, December 22**.

I _____ (*parent/s name*) have read and gone through this package with my child (ren).

Name of child:	Grade
_____	_____
_____	_____
_____	_____
_____	_____

Parent Signature

If there are any questions, feel free to contact me on the details below.

Sincerely,

Mr. Diek