

# NWT Heritage Fairs

## Teachers Resource Manual



Prepared by: Mindy Willett  
of **Cranberry Consulting**



A Project of:

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## **What is The Historica-Dominion Institute?**

The Historica-Dominion Institute is a national charitable organization that was launched in September 2009 through the amalgamation of two existing organizations: The Historica Foundation of Canada and The Dominion Institute. The Historica-Dominion Institute's mandate is to build active and informed citizens through a greater knowledge and appreciation of the history, heritage and stories of Canada. This is a continuation of the important work done by both Historica and The Dominion Institute. Some of its signature programs are Encounters with Canada, The Memory Project, Passages to Canada and The Canadian Encyclopedia. To find out more, visit [www.historica-dominion.ca](http://www.historica-dominion.ca).

## **What is the NWT Heritage Fairs Society?**

Heritage Fairs in the NWT are coordinated by the NWT Heritage Fairs Society. This volunteer-based organization is dedicated to encouraging young people in the NWT to explore and share the histories of their family or community, as well as the heritage of the people and places of the Northwest Territories. The society is made up of individuals from each educational region. For more information on the Society and NWT Heritage Fairs go to [www.pwnhc.ca](http://www.pwnhc.ca) and click on Heritage Fairs underneath the Educational Resources button.

## **Who is Cranberry Consulting?**

Mindy Willett owns and operates Cranberry Consulting; a Northern registered business since its establishment in 2000. Her company focuses on writing plain language resources. She develops resources in conjunction with local experts to ensure they are culturally responsive. She also provides advice to organizations on how best to communicate with the formal and informal education sectors in the north. Mindy's educational background, training and work experience provides her with well developed skills in teaching, training and workshop facilitation, curricula and resource development, communications, environmental education and cross-cultural awareness.

## **What is the Canadian Studies Program?**

The Canadian Studies Program of the Department of Canadian Heritage encourages Canadians to gain a better understanding of their country, its history, stories, people and systems of government. Specifically, the Program supports the development of learning materials and activities that contribute to increasing young Canadians' knowledge about Canada. For more information, visit [www.pch.gc.ca](http://www.pch.gc.ca).

# Preamble

Dear Teachers,

Heritage Fairs were created by the CRB Foundation in 1993 and became a signature program of its successor, the Historica Foundation of Canada. Over more than sixteen years, the program has grown exponentially and has become a cornerstone in schools across this country. Heritage Fairs have had an important impact on an entire generation of students and have benefited from the tireless efforts of thousands of volunteers across the country.

The positive impact of the Heritage Fairs have been keenly felt in Canada's North. Fairs projects enable Northern students to research and present elements of their own (often Aboriginal) heritage that interest them the most. Fairs projects encourage intergenerational dialogue and culture-based learning.

In September 2009, the Historica Foundation of Canada merged with The Dominion Institute to create the largest charitable organization in Canada devoted to history and citizenship: The Historica-Dominion Institute. We invite you to discover our programs, if you have not already done so, at [www.historica-dominion.ca](http://www.historica-dominion.ca).

In this merger, as with all institutional change, doors open and others close. As of 2009-2010, The Historica-Dominion Institute is no longer responsible for operating the Heritage Fairs program.

The Institute is very proud that the success of the Fairs has inspired a new generation to take on the leadership of the program in their communities and beyond. Heritage Fairs ([www.heritagefairs.ca](http://www.heritagefairs.ca)) are now administered at the national level by the Heritage Fairs Management Committee and Canada's National History Society. Heritage Fairs will continue to thrive in the Northwest Territories thanks to the efforts of the NWT Heritage Fairs Society, local volunteers and teachers like you.

This Educator's Guide is intended for teachers in the Northwest Territories who want to use Heritage Fairs to make history come alive for their students. It contains many classroom activities and resources, best practices and helpful tips. The Guide is useful for both new teachers planning their first Fair and for those who have organized Fairs over the years.

The Institute wishes to thank the Canadian Studies Program at the Department of Canadian Heritage and the NWT Heritage Fairs Society for providing the funding necessary to create and distribute this Guide.

We hope that your school's Heritage Fair will be a memorable project for you, your students, their families and the entire community. And we hope that this Educator's Guide can help you.

Your work as a teacher is essential in the life of your students and for our country. You can help to ignite a passion for history in your students that lasts a lifetime. We salute you.

Andrew Cohen  
President  
The Historica-Dominion Institute



In the Northwest Territories the formal education system is a fairly recent institution. Some of the earliest examples of this system were residential schools, often run by churches on behalf of the federal government. Some of these schools began as early as the 1860's and the last of them only closed in the past 20 years. Current northern educators have to work with this legacy and often struggle to engage young learners, particularly Aboriginal learners, in the activities and objectives of formal curriculum.

In the NWT there have been many efforts, which are ongoing, to integrate the community-based learning that preceded the school system with what is going on in classrooms. These efforts, combined with a very young teaching force that comes primarily from outside the North, and high turnover rates of these teachers, have rarely seemed to achieve their objectives. The NWT sees some of the lowest academic achievement and graduation rates of any jurisdiction in Canada (see CMEC (2007) *Education Indicators in Canada*). These statistics are particularly striking when the Aboriginal student population is singled out.

If student engagement is an important pre-requisite to their learning, then many 'traditional' (a term used advisedly here) approaches to classroom learning have not achieved this objective. Teachers in the NWT report widespread student passivity, lack of interest, off-task and inappropriate classroom behaviour. It can be a discouraging environment for young teachers (and students) to operate in. It is also not the reality that is often described as 'normal' in the traditional learning context which preceded the formal education system here (see *Dene Kede* (1993) Department of Education, Culture and Employment, and *Inuuqatigiit* (1996) Department of Education, Culture and Employment). A challenge remains of bringing together or creating a learning environment which builds on an older way of learning within the context of contemporary education.

In the NWT, we have some examples of this happening, and they are encouraging. The most powerful tool has been the use of project-based learning which allows student-chosen inquiry, guided by educators who are perhaps less the content experts than the facilitators of learning. This kind of learning appears to succeed the best when it has encouraged community members to come into the classroom, and moved student learning outside of the classroom. The most successful model for this kind of learning that we have experienced (for 10 years now) is that embodied in the Heritage Fairs.

Over the past 12 months, funding from the Canadian Studies Program of the Department of Canadian Heritage has allowed the NWT Heritage Fairs Society to have a researcher work with teachers and students across the NWT, and observe best (and not-so-best) practices with these project-based inquiries. The researcher was not a passive observer of what was happening in these classrooms. She was encouraged to use her own experiences, and those of others who have organized Fairs in their own communities, to help a wide range of educators begin to develop 'tool kits' of these best practices. The major part of this final report is a summary of 'what seems to work' and a guide to teachers who are involved with, or might be encouraged to become involved with, these Fairs.

In many instances the words of students and teachers seem the best way to capture key aspects of what the Heritage Fair experience has been able to achieve, and these are included within the final report. The study itself is not an empirical and statistically valid piece of research. It is intended to be a quite subjective snapshot of what has been experienced here, which has generated some suggestions to teachers for how to improve student learning in their classrooms.

It has been hugely encouraging to see, hear, and experience various parts of this snapshot over the past months. We believe that there may be important illustrations captured here that will be useful to educators here in the NWT -and elsewhere – when they are looking to bridge the gap that often seems to exist between schools and small communities (particularly Aboriginal communities), and between student interests and the formal education objectives that teachers are required to meet. The Heritage Fairs appear to have the potential to realize many of the culture-based goals of our northern education system in a way that resonates well with the skills, values, knowledge and attitudes that underlie the core school curricula. We hope that the guide to teachers below may become an important part of realizing this potential.

John Stewart  
Volunteer  
NWT Heritage Fairs Society





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## Global Project Objective

Production of a 'Teacher's Guide', which outlines how educators can promote quality history/heritage/culture-based project work in their students, especially projects that have significant personal connections to the student, and involve community members and intergenerational conversations. The research is focused on Aboriginal students, and includes an exploration of what the students learned throughout their research process, and how their teachers, community and family members may have contributed to their learning. These processes are illustrated in the Guide with visual, auditory and text-based illustrations taken of/from classrooms, students, community members and events important in the research processes. This Guide is available on the web at [www.historica-dominion.ca](http://www.historica-dominion.ca) and [www.pwnhc.ca](http://www.pwnhc.ca) and will be advertised with a short article in the NWT Teacher's Association newsletter and should be shared with a broad community of educators interested in Aboriginal learning.



## Why Heritage Fairs?

There are many reasons why Heritage Fairs provide an excellent learning opportunity for students, their teachers and families in the NWT. The following photos with narratives share just some of the stories that illustrate the power of Heritage Fairs.



(All photos by Tessa Macintosh unless otherwise stated)

- Heritage Fairs Engage Students
- Heritage Fairs Engage Families
- Heritage Fairs Encourage Intergenerational Conversations
- Heritage Fairs Help Students meet Historical “Benchmarks”
- Heritage Fairs Help Students have Pride in the Community Members and Stories
- Heritage Fairs Provide an “Authentic Audience”
- Heritage Fairs Help Students Practice Presentation Skills
- Heritage Fairs Provide the Opportunity for Students to Express Themselves Through a Variety of Mediums
- Heritage Fairs Provide the Opportunity for Cultural Exchange Within the North
- Heritage Fairs Can Have Other Benefits

## Heritage Fairs Engage Students:

*Two of my students decided to do medicines from the land. Neither of these two are usually the leaders in their class in academics. In fact, one had missed the first three weeks of school and when she returned was paired with another because it was too late to get her own project. These two surprised themselves and me as they were the first to be finished. First they read some materials that the Aboriginal language teacher had given them so they had some knowledge. They then used a tape recorder and went and spoke with both of their grandparents about the plant medicines. They collected some medicines and made a display that included recipes on how to prepare medicines and what they were used for. They feel very proud of their accomplishment.*

Grade 7-8 Teacher.

Due to lack of written material on some topics, one teacher hooked up two students with an expert from another community.

Afterwards he said,

*I've never seen the students so focused (and I mean really focused) for that long on anything! I also appreciated the offer for us to call him back in a month or two, we'll definitely be taking him up on that. Today was the highlight of the year for them, what an addition to their project!!*

Grade 8 Teacher

*We get to have fun and be independent –I like to be original. I like game shows so I wanted my project to be a game show and I don't think my teacher would have taught it that way.*

Grade 5 Student

## Heritage Fairs Engage Families:

One of the main goals of a Heritage Fair is to bridge the gap between family and the school community. For many reasons, not all parents feel comfortable in the school setting. Heritage Fairs can create an opportunity to work on this relationship between family and school.

*I've been doing Heritage Fairs for several years now. At first the parents didn't help out too much but as we worked more and more together they started to understand their role and I also got better at helping students pick projects that required their families input. When we have a Fair now our gym is full of parents. Last year the parents loved the kids' work so much they wanted to take them home to keep them. To me, it's worth all the extra work.*

Teacher



*I was really proud of our daughter and how hard she worked. I enjoyed listening to the story she wrote to go along with her project.*

Pam Lafferty, Behchoko

*It's much more fun to do a Heritage Fair project than what we do in class because we get to discover things on our own rather than the teacher talking and doing it for us.*

Kyra, Grade 5





## Heritage Fairs Encourage Intergenerational Conversations:

*We've always had Elders coming into the schools, but this time it was different. When different Elders came in as experts on each particular topic the students were prepared ahead of time with questions. They had a reason to be listening to the Elders and had some prior knowledge. They were very interested in what the Elders were saying and so the Elders got more into it too. It was very rewarding to have the Elders share their knowledge for Heritage Fairs.*

Program Support Teacher



*I loved listening to my grandfather tell me stories about the old days. I learned lots of medicines from him.*

Lisa, Grade 7

*I emailed my grandfather who lives in England about what he did during WWII. It was really neat to learn about the war from him.*

Sam, Grade 5

*My grade 3-4-5 class went on a community walking tour with the language instructor at our school. It was amazing because she remembered the days when there were only wall tents here. She showed the children the first two log homes built in town and told stories about who lived there and when. One of the children in my class was the great -grand son. We took digital pictures of all the buildings and made postcards with descriptions of each location.*

Grade 4-6 Teacher

## Heritage Fairs Help Students Meet Historical ‘Benchmarks’:

Dr. Peter Seixas from the Centre For the Study of Historical Consciousness at the University of British Columbia discusses the importance of ‘historical thinking’ to ensure students are not just memorizing historical facts, but that students are able to make meaningful connections between what they are learning and their own lives.<sup>1</sup> As such, they can be very useful tools for teachers to be aware of as they are encouraging students to pursue quality research.

The six Benchmarks of historical thinking that are useful in this process are:

- Establish *historical significance*
- Use *primary source evidence*
- Identify *continuity and change*
- Analyze *cause and consequence*
- Take *historical perspectives*, and
- 2006 Understand the *moral dimension* of historical interpretations.

The following are illustrative examples of each of the ‘Benchmarks’ being met by NWT students through Heritage Fair projects:

1. Establish historical significance (why should we care about certain events today).

*Two of my students chose residential schools and had an incredible interview with a survivor which they recorded and made into a movie. They were able to talk about the impact residential schools had on their families and on their lives today.*

*Grade 9 Teacher*



Photo Credit: Mason Mantla

*I learned about how Aboriginal women were discriminated against by the Federal Government when they lost their status when they married white men. Although that was a long time ago it affects people today because some people have different rights than their other family members.*

*Grade 8 Student*

2. Use primary source evidence (interviews, photographs).

<sup>1</sup> Seixas, Peter. (2006) Benchmarks of Historical Thinking: A Framework for Assessment in Canada. Centre for the Study of Historical Consciousness: UBC.



*Dene Hand games are an important cultural activity in many communities. One of the boys' projects included having experienced players teaching the boys the rules and sharing stories of playing in the old days as well as playing in tournaments today.*

Grade 8 Teacher

3. Identify continuity and change (what has changed and what has remained the same over time).

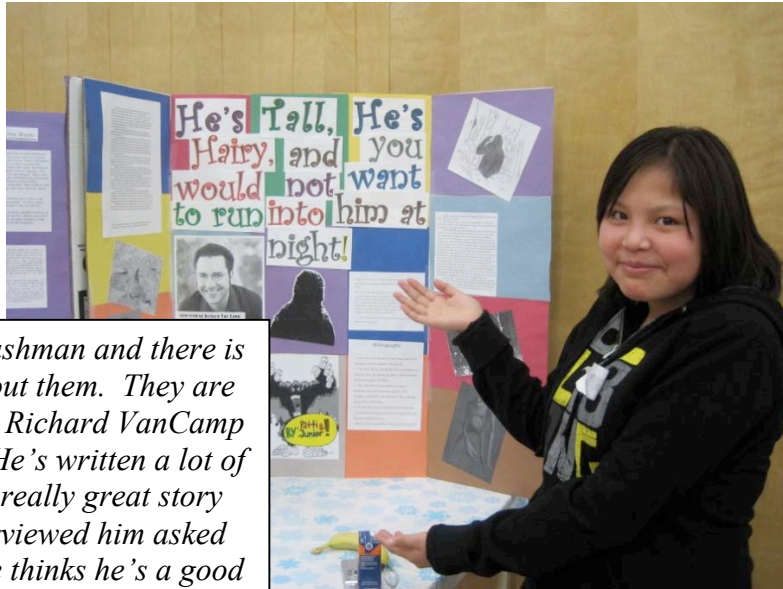


*My kindergarten class interviewed the Elders at the senior home about how they stayed warm when they were young. I photographed each student in their snow pants when we were sliding. Their project consisted of three panels; one with their own photo in which they labelled their clothes in English and this panel was labelled 'now'. The second panel was a photo the student took of the particular Elder they interviewed and the third panel was a drawing of the Elder wearing the clothes they described to the student. This one we labelled 'then' and written in South Slavey.*

Kindergarten Teacher.



others) .



*We did our project on the bushman and there is hardly anything written about them. They are pretty interesting but scary. Richard VanCamp is a famous Tlicho author. He's written a lot of books and he also wrote a really great story about the bushman. I interviewed him asked him how he got so good. He thinks he's a good author because he grew up around great story tellers.*

Grade 8 Student

Photo Credit: Mason Mantla

5. Take historical perspectives (show understanding of the past and the various social, cultural, intellectual, and even emotional contexts that have shaped people's lives and actions).



*The Firth sisters are my heroes. I'm a skier so I know how hard they must have worked to accomplish what they did. I read their book, Guts and Glory and it must have been so hard back then to train in the dark and away from their families but because they'd been raised on the land they really knew how to work really, really hard. They are both still so active in sport and set an example for young people like me*

6. Understand the moral dimension of historical interpretations (show understanding of how the same event may be viewed differently by different people).



One student discussed how the decline of the caribou and the ban imposed by the Government of the Northwest Territories is causing conflict in the communities. He attended meetings and made a movie. He was able to describe the different perspectives of different people.



## Heritage Fairs Help Students Have Pride in Their Community Members and Stories:

In a project-based setting, teachers act more as facilitators than lecturers. The teacher's job is to help frame worthwhile questions, to assist in where and how to find answers to their students' questions, to provide clear guidelines and to assess. Teachers do not need to know, and in fact often don't know, the content the students are learning. When students have the opportunity to meet and learn directly from the talented people in their community, it can help them gain a sense of pride.



*I liked learning about Yamoozha and how his stories connect us as Dene. I liked painting our Dene Nation logo and learning what all the symbols mean.*

Student

*Our project was on the northern lights. We learned about the legends around the north but we also learned about an artist from our town, Ray McSwain. He's made books. He came and helped us paint our backdrop so that it looks like the pictures in his books. That was really cool.*

Student



## Heritage Fairs Provide an “Authentic Audience”:

Heritage Fairs provide a relevant purpose for their work. We all invest our energies more when we understand and value the purpose in what we are doing. In Teaching Essentials by Regie Routman, she says that students too often see writing as a ‘school thing’ and typical writing examples from Grade four look like second-grade work.<sup>2</sup> However, they are much more likely to take it seriously and to put in their best effort when they have an authentic audience. The power of having an authentic audience is a concept much explored in ELA curricula in the NWT.



*I want it to look good because other people are going to see it.*

Grade 8 Student

*My friend went to the Territorials last year in Inuvik and said it was really fun. I want to go so I'm trying hard.*

Grade 4 Student



<sup>2</sup> Routman, Regie. (2008). Teaching Essentials. Expecting the Most and Getting the Best from Every Learner, K-8. Portsmouth, NH: Heinemann.

## Heritage Fairs Help Students Practice Presentation Skills:

Presentation skills are important learning objectives in English Language Arts, Social Studies and other curricula. Throughout the research many teachers stated that ‘my students don’t talk that much’ or ‘my students don’t answer questions’, or, ‘my students are too shy to speak to the judges’. Through practice students gain skills that will help them in many other areas of their life.



*I've been pulling my teeth out over the last two years with my students to get them to improve their presentation skills and although little by little they've been getting better they took a big leap when preparing for the Heritage Fair. I want them to be proficient speakers and through all the work I've given them this [Heritage Fair] was probably the biggest boost to my crusade and what they learned here will definitely pay off in other subjects.*

Grade 9 Teacher





**Heritage Fairs Provide the Opportunity for Students to Express Themselves through a Variety of Mediums:**



Photo Credit: NWT Heritage Fair Society

*Heritage Fairs provide the space for 'project-based learning'. This type of learning is better because it's hands on engagement and more self directed. I know it takes more time for the teachers but the students seem to be having success. In schools where they've been doing it for a couple of years, you see the students and the teachers get really good at it, and you'll see a variety of mediums including models students have built, taped interviews, dances, PowerPoint presentations and even edited videos.*

Program Support Teacher



Photo Credit: NWT Heritage Fair Society



Photo Credit: Mason Mantla

**Heritage Fairs Provide the Opportunity for Cultural Exchange Within the North:**





*Heritage Fairs provide an opportunity for this type of exchange between communities. A lot of our kids from the smaller communities haven't been to the larger centres and the kids from the larger centres have not been to the smaller ones. The cultural exchange that happens within the North is very important for all of us to understand each other. We have 11 official languages so we're a diverse place. Getting together and learning each other's traditions, dances, food, community amenities...it is such an eye-opener... a way of developing children's empathy towards the local stuff.*

Heritage Fair Society Member



## Heritage Fairs Can Have Other Benefits:



The organizing committee in Behchoko asked a Grade 11 student to write an article for the local newspaper. When she came into the gymnasium to interview the participating students and visiting family members she said,

*Sometimes I feel like our culture is dying, but when I came in here I got excited because it's just like our culture is alive.*

Grade 11 student, Behchoko



# Behchoko celebrates Tlicho heritage

58 projects showcase tradition and culture

by Chelsea Migwi

Northern News Services

Special to Northern News Services

Chelsea Migwi is a Grade 11 student at Chief Jimmy Bruneau Regional High School in Behchoko.

On Wednesday, March 3, Behchoko's Chief Jimmy Bruneau School held its first annual Heritage Fair. Students from kindergarten to Grade 10 created projects that revolved around Tlicho culture including everything from traditional values and beliefs to modern ideas on nationalism.

"We try to do heritage fairs because it directly relates to what we (in the Tlicho region) are doing" said Tammy Steinwand, one of the key organizers of the event. "I'm really impressed with the projects today, and I just know over time they'll get better and better."

The students spent the last two months preparing the 58 projects that made up the fair, and the CJBS gymnasium was filled with the results of their hard work.

Students themselves were on hand to present their research and creativity to judges, elders, parents and other members of the community.

Shawn Gon, a Grade 11 student at the school, was one of the judges selected for the event. "I think most of it's fascinating," he said. "The youth are talking about Dene Games, the (Dene) law, the (Dene) constitution, handgames, the bush, and the (Tlicho) life and every-

thing about it." He found judging the different projects to be no easy task.

Family members were equally impressed.

"I think it's great," Joyce Rabesca said of the fair. "This should definitely (happen) every year because things change."

Rabesca's grandson, Oliver Weyallon, presented a highly acclaimed project on the decline of the caribou in the Northwest Territories.

Winners in the Grade 4-5 category were Jamie Wettrade-Stevenson and Deidre Lafferty with their project on Tlicho artists.

"My uncle's an artist," said Wettrade-Stevenson when asked about the inspiration behind her project. In addition to her own personal experience, she and Lafferty also researched other famous Dene artists on the Internet.

In the Grade 6-7 category, Rhonda Apples, Shannon Dryneck, and Arianna Steinwand's project on traditional medicine was singled out by the judges. The largest group, grades 8-10, consisted of over 30 projects and was very difficult to judge. At the end of the day, Rodney Arrowmaker's presentation on the Tlicho community of Wekweti (Snare Lake) came out on top.

Principal James Robinson was also proud of the students' work.

"It's absolutely wonderful," he said. "It was the opportunity for our kids in all the grades to



Chelsea Migwi, a Grade 11 student at Chief Jimmy Bruneau School in Behchoko, poses with her heritage project.

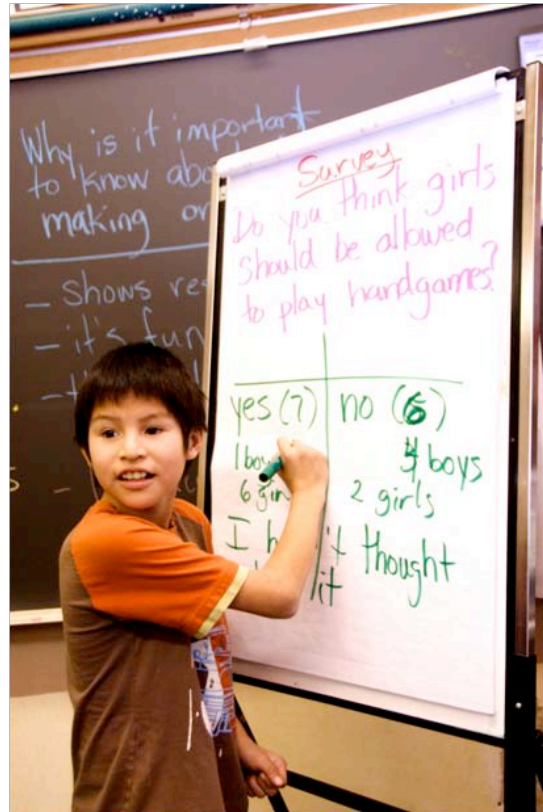
work on projects that they're interested in and that they can relate to. To me the real special part is that we have kids, generally, who are shy and do not like to talk about what they're learning and they're thrilled to get up and talk

about different topics."

The winners will all go on to compete in the Regional Heritage Fair on March 25. Students from five schools in the Tlicho region will be sent to CJBS to present their projects.



## Heritage Fairs Teacher's Guide



## **Background for Teacher's Guide**

Heritage Fairs in the NWT are coordinated by the NWT Heritage Fairs Society. This volunteer-based organization is dedicated to encouraging young people in the NWT to explore and share the histories of their family or community, as well as the heritage of the people and places of the Northwest Territories and Canada.

Heritage Fair projects encourage students to develop good research skills using a variety of sources. Projects are intended to encourage students to pursue topics that have a meaningful connection to their lives. Research that goes beyond the use of books and the Internet is encouraged, and this kind of research may involve other skills such as interviewing, collecting artefacts, photography and the use of multi-media technology. Heritage Fairs are not an 'extra' or an 'add on' to what teachers are already doing in their classroom. Rather, they provide practical ways to teach much of the curricula for which they are responsible.

## **Suggestions for Bringing Heritage Fairs to Life**

While there are many paths to a successful Heritage Fair in your school community this Teacher's Guide is a collection of the wisdom of many teachers who have participated in Fairs in the Northwest Territories over the last 10 years. A growing body of research and experience in the North suggests that for projects to successfully explore 'heritage', there are certain approaches that offer helpful starting points. This Teacher's Guide will outline how you can promote quality heritage-based project work in your students, especially projects which have significant personal connections.

## Activity 1: What is 'Heritage'?

Background:

For projects to successfully explore 'heritage' it is important that students understand the term. This will help them to focus their topics on areas that have personal meaning.

Goal:

- Students will understand the term 'heritage'.

Materials:

- Chart paper and markers or board

Time:

- 15 minutes

Procedure:

1. Write the word 'heritage' on the board or chart paper and circle it. Ask students what the word 'heritage' means and put all their ideas around the word. You may need to prompt but together come up with phrases such as: where you come from, who you are, race, community, gender, generational experiences, birthplace, parents' birth place, what we like to do, traditions, culture, etc.



2. Share a definition such as, ‘Heritage is the combination of all those things that make us, as individuals, the people we are and, on a larger scale, make us the community we are, the territory we are and the nation we are.’

Depending on the age and stage of your students you could discuss ‘heritage’ in greater detail. ‘Heritage’ includes, but is much more than ‘just old things’ as one student put it. It is both tangible and intangible and can include the learning of songs, recipes, language, dances, activities and many other elements of who we are and how we identify ourselves. It also includes our buildings, archaeological sites and stories. Learning our collective heritage gives us all a better sense of who we are as individuals.

3. Tell your students that they will be doing a project and participating in a Fair where they will get to explore and learn about their own heritage, that of their classmates, the rest of the Territory and Canada as a whole.

## Activity 2: What is a Heritage Fair?

### Background:

It can be challenging for students to ‘see’ what they are supposed to do if it is their first time participating in Heritage Fairs. Teachers from schools that have participated in Heritage Fairs in recurring years reported that students learn from their peers and each year the projects are of higher academic quality. Both of these cohorts can learn from previous exemplary projects. It is also important that students understand, right from the outset, that they will have an authentic audience for their projects.

### Goal:

- Students will understand what Heritage Fairs are

### Materials:

- Internet ([www.pwnhc.ca](http://www.pwnhc.ca))
- Projects from previous years
- Model of project
- Student who enjoyed a Fair in a previous year

### Time:

- 30 minutes

### Procedure:

1. For students and teachers who have not participated in, or even seen a Heritage Fair it is important to show many examples. For students who have participated, these are reminders of what is possible. For examples, complete the following:
  - Share with your students the slide show of past projects that can be found on the Prince of Wales Heritage Centre website at <http://www.pwnhc.ca/teach/teachers/heritagefairs.asp>
  - If possible, keep projects each year and then share exemplary projects from the year before with your class. Perhaps have one of the older students share their own project and describe how it felt to be standing next to work they were proud of.
  - If no projects are available from previous years make a model of one yourself. The Prince of Wales Northern Heritage Centre repository of pictures of old projects should really help.



Grade 5 Students completed their project on how their ancestors survived in a harsh climate.

2. Tell students what to expect in the Heritage Fair process.
  - Tell them that they will be researching a topic of their choice and learning from their parents, grandparents or other family members. Some teachers have hyped it up by telling the students that they will get to be the teachers. You, the teacher are not the knowledge holder; the students' families are. For some children, this suggestion can be a motivator.
  - Tell them how much of their classroom time they will have to work on their projects.
  - Describe what (if any) is expected to be done as homework.
  - Tell them the day of the local Fair and post this date on a large calendar in the classroom. Describe what will happen on that day and that their parents and other community members will be invited to come and see their work.
  - Ensure they know they are going to have to stand next to their project and talk about it.
  - Discuss how they will be assessed and that it is part of their regular school work.
  - Describe the prizes and/ or opportunities for travel for the regional and territorial Fairs.

Students enjoyed the beach at the National Fair in Saskatchewan in 2001.



### Activity 3: Topic Selection

#### Background:

Observations and feedback from teachers in the NWT has shown that the more open the selection process, the more engaged the students are in their topic and the better the project. Research supports exactly these responses.<sup>3</sup>

When asked about project selection, the students were clear: time and time again they said being able to have the freedom to pick their topic was what allowed them to really get into it and enjoy it.

*My Heritage Fair project wasn't work at all. It was fun!*

Grade 6 Student

Ideally, the Heritage Fair project has a personal connection to the individual student and is also historically significant. Remember, they are exploring their heritage. If they are new to the North, ensure you are open to whatever their heritage background might be. If they are long time Northerners it is easier to find a connection to the people and place you live. Complete the following to help students find a topic they will be excited about.

#### Goal:

- Students will select a topic that has personal meaning and that they are excited about.

#### Materials:

- Student Hand-out: Heritage Fair Project: Questions for Family Member

#### Time:

- 30 minutes in- class explanation
- Homework

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<sup>3</sup> Case, Roland and Clark, Penney, eds. (2008) The Anthology of Social Studies. Vancouver: Pacific Educational Press. (See the pieces by Gini-Newman and Clark.)

Bennett, Barrie and Rolheiser, Carol (2006) Beyond Monet: The Artful Science of Instructional Integration. Toronto: Bookation Inc.

Wilhelm, Jeffrey D., (2007) Engaging Readers and Writers with Inquiry. Toronto: Scholastic.



Procedure:

1. Kindergarten to Grade 3 classes should complete a group project. For topic ideas see Appendix B.
2. For students from Grade 4 and up the students should work either on their own or in pairs.
3. Following the discussion of what is 'heritage' and what is a Heritage Fair, students should start to think about their own projects. Helping students find a topic that interests them can be a challenge but choice is critical to stimulate and deepen learning as well as to increase student engagement. Initially, brainstorm possible topics with the class. As a group they may come up with general topics such as: local heroes, events, place names, cultural traditions etc.
4. Ask students to think about what they are interested in and what they like to do. Perhaps there is a link between something they enjoy and a topic.
5. One of the goals of Heritage Fairs is to increase 'intergenerational conversations' or simply put, to have families more engaged in their children's education. These intergenerational conversations are a key part of the transmission of learning and are a source of motivation for students.

*We start our project selection by insisting the students do an interview with a family member. This usually helps them to come up with a topic that is both of interest to them and is historically significant. For example, one student of Chinese heritage found out about her families involvement with the Canadian National railway. She interviewed her uncle to discover this history.*

Teacher, Norman Wells

*When students interview their parents they find out a lot of interesting things. Too often our kids don't talk to their parents or grandparents. For example, when one girl talked to her grandmother about what she did when she was her age she discovered that her grandmother had lived in a hospital for years because she had TB. The student did her project on the Charles Camsel Hospital where many Northerners spent many years.*

Teacher, Fort Simpson

To ensure there is a personal connection, have students begin their topic selection process by interviewing a family member. Hand out the assignment titled, Heritage Fair Project: Questions for Family Member to each student and ask them to take it home to fill out with any family member they choose.

6. For some students it may be difficult for them to bring the homework sheet back. Some teachers found they needed to call the parents or another relative to get this completed. These same teachers stated that although it was difficult to get all papers returned, the extra work was worth it. If parents can be engaged early in the process they are more likely to help with the rest of the project.
7. Once students bring their forms back to school use the answers to help narrow a topic. For topics that have a larger scope such as Dene Games, try to narrow the topic down to a specific game, tournament or event that someone in the family attended.



(Handout)

## **Heritage Fair Project: Questions for Family Member**

**Name:**

**Date:**

1. Where were you born?
  
  
  
  
  
  
  
  
  
  
2. Where were your parents / grandparents born?
  
  
  
  
  
  
  
  
  
  
3. What types of jobs have you had in your life?
  
  
  
  
  
  
  
  
  
  
4. When you were my age what did you do for fun?
  
  
  
  
  
  
  
  
  
  
5. What tradition/s from your family do you hope I know?

6. Tell me a story about something you're proud of.

7. Did you go to school? If not, how did you learn? If yes, where and to what grade?

8. Tell me a story about your grandfather/grandmother.

9. In 100 years, what do you hope stays the same as today?

10. In 100 years, what do you hope is different than today?

Signature of Guardian: \_\_\_\_\_

## Activity 4: Keeping on Track

### Background:

Heritage Fair projects have many components. Often students lose materials and waste time re-doing things they've already done. Often there is a rush the week prior to the Fair if the majority of the work is done at the last minute. To avoid the panic the week prior to a Heritage Fair it is important to provide structure for the students.

### Goal:

- Students will complete their Heritage Fair project on time

### Materials:

- Student Hand-out: Heritage Fairs Task Sheet

### Time:

- On-going

### Procedure:

1. Hand out a separate folder or binder for each student. Get them to put their names on them and decorate them if they want to. When it is time to work on their projects they should have all their materials in one place.



Student work should be kept in one organized place.

2. Provide paper-clips, staples or elastics to help organize their materials in their folder. For example, if using cue cards for the list of sources, keep these separate in a Ziploc bag or with a clip.
3. Break down the tasks into small pieces that they can accomplish. Evaluate and assign marks for each stage so that even a student who may not get the entire project finished will have accomplished part of it.
4. Agree on and then assign due dates as a class.
5. Hand out a checklist called Heritage Fair Task Sheet and go through each of the tasks with the students. A sample of one is provided and a word document that can be edited can be found at [www.pwnhc.ca](http://www.pwnhc.ca).
6. As each due date approaches and passes check each student's list to ensure they are on track.

(Handout)

## **Heritage Fair Task Sheet**

**Name:**

<b>Task</b>	<b>Due Date</b>	<b>Comments</b>
Select a topic.		
Brainstorm graphic.		
Select sources (at least three including interview)		
Summarize information from each resource		
Design a 'hook' (a quote, something you've made, a model, a story, a picture?)		
Read Evaluation Rubric form to see how else to improve project.		
First draft of writing (self edit).		
Second draft (peer edit).		
Third draft (teacher edit).		
Bibliography.		
Design display board.		
Practice presentation with peer.		
Practice presentation with parent.		



## Activity 5: Note-Taking

### Background:

As students work on their projects, they need to be taught how to take notes from different sources to effectively report their research findings. Too often students copy and paste entire paragraphs from the Internet without really understanding what they are writing. Using multiple sources, especially interviews, will help students make their report their own.

This activity is appropriate for students in Grades 4 and up if they have already studied the Fur Trade. If students have used this Historical Timeline Essay in previous years, simply practice note-taking on another set of essays from the timeline.

### Goal:

- Students will learn to take notes from several sources and summarize the information into their own words.

### Materials:

- Internet ([www.pwnhc.ca](http://www.pwnhc.ca))
- Student Hand-out: Fur Trade Reading
  - 1700's Northern Métis
  - 1783-84 The Northwest Company
  - The White Fox Fur Trade
  - The Modern Fur Trade 1970

### Time:

- 60 minutes

### Procedure:

1. Photocopy a class set of the Fur Trade Readings. Each student will only need one of the readings.
2. Ask students, 'what does it mean to take notes?' and 'why would you take notes?' They should use the word 'summarize' in their answer. If not, tell them that being able to summarize what is in a text or what someone says is an important skill, which will become essential in high school.
3. Make sure students know that summarizing means that they are differentiating what is important from what is not, and that they then write these ideas in their own words. Introduce the word, 'plagiarism' and state that this is a form of cheating.
4. Tell the students that they will be summarizing information from different pieces of text and reporting that information to their peers. Each piece of text is about the fur trade. Ask students, 'what is the fur trade?' Since this is part of the Grade 4 NWT Social Studies curricula, students should already have prior background knowledge. Write on the board a list of the things that they already know about the fur trade. This is part of 'taking notes'.
5. Hand out the four different pieces of text randomly.

6. Instruct them to read through the text and pick out 5 important parts that relate to the topic and take notes. Tell them they will need these notes because when they are finished reading, they will have to put the text away and answer questions based only on their notes.

**Modification:** for classes that might need extra practice, start off with one reading and complete the summary objective as an entire group first. Read the text to the class and pick out the important parts as a group before having them try it on their own. This is an activity you should repeat several times over the weeks prior to introducing the Heritage Fair so that when it is time to do the research, they are familiar with the note-taking process.

**Alternative activity:** To practice selecting the most important parts of a text, ask the class to write the most important notes on a large cue card or large sticky note. They should fill the card. Then, give them a second sticky note or cue card that is a bit smaller. Tell them they have to fill the card again but because the card is smaller they need to eliminate some of what they wrote (it's important they use the same size writing). Finally, give them a smaller sticky note and ask them to summarize their text again. This should help them to practice eliminating information that is not important and boiling it down to the most essential items.



(Handout)

## **Fur Trade Reading:**

(The following excerpts are from the *Historical Timeline of the Northwest Territories*)<sup>4</sup>

### **1700's Northern Métis**

The Métis Heritage Association of the Northwest Territories defined 'Northern Métis' as people who early in the history of the Northwest Territories had family ties to Quebec or the Manitoba Red River Settlement or, in later years, anyone of mixed Aboriginal and non-Aboriginal background who chose to call themselves Métis.

The early history of the fur trade in the Northwest Territories and the early history of the Northern Métis are inseparable. The Métis were the *coureurs de bois* (runners of the wood) of the fur trade, an integral part of a water transportation system that stretched from the Great Lakes and the valley of the St. Lawrence River thousands of kilometres northwest to the Athabasca and Mackenzie rivers.

The first Métis to cross the height of land dividing waters flowing to Hudson Bay from those flowing to the Arctic Ocean are believed to have been *coureurs de bois* employed by the Company of the Sioux. This New France fur trade company established trading posts in present-day northern Saskatchewan in the mid-1700's. When these posts closed in 1760 these employees, instead of returning to Quebec, crossed the Methy Portage onto the Clearwater and Athabasca rivers and moved downstream as far as Great Slave Lake. These 'free men' carried the family names Beaulieu, Poitras, Cayen, Mandeville, Lafleur and Tourangeau, names that are still well known in today's Northwest Territories.

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<sup>4</sup> *Historical Timeline of the Northwest Territories*. <http://www.pwnhc.ca/timeline/index.asp>.

(Handout)

### **1783-84 The North West Company**

For the twenty years following the 1763 surrender of French Territory in North America the fur trade in the Saint Lawrence valley and around the Great Lakes was in turmoil. From their base in Montreal Scottish businessmen, using French manpower, had taken over the trade. This trade was divided and intensely fought over by many small companies and partnerships that were continually grouping and regrouping.

Over the winter of 1783-84 nine of these small companies merged – under the direction of Simon McTavish, one of the most powerful of the Scottish businessmen – to form the North West Company. Their principal rival was the equally powerful Gregory, MacLeod and Company.

After the 1776 American War of Independence it became increasingly difficult for Montreal-based fur traders to conduct business south of the Great Lake. They turned their attention to the northwest and by the late summer of 1786 had penetrated into what is today the Northwest Territories. It was in that year that Cuthbert Grant, for the North West Company and Laurent Leroux of Gregory, Macleod and Company, built rival fur trading posts on the south shore Great Slave Lake .

In 1787 these rival companies merged and the new, stronger North West Company went on to establish Fort Providence (now Old Fort Providence) in 1789 near the mouth of Yellowknife Bay; Fort of the Forks (now Fort Simpson) at the junction of the Liard and Mackenzie rivers in 1804; Fort Liard in 1807 and Fort Norman in 1810.

Very early in the 19th century the Hudson's Bay Company became the North West Company's main competition in the Northwest Territories. During the first two decades of the 19th century these companies often built trading posts adjacent to each other and the competition for furs would, from time to time, erupt into violence.

By the late 1810s this rivalry became so intense that the British government stepped in and in 1821 forced the North West Company and the Hudson's Bay Company to merge. The new company retained the name Hudson's Bay Company but for the most part it was made up of people previously employed by the old North West Company.

(Handout)

## **The White Fox Fur Trade**

From 1670 - 1930, the fur trade in the central area of the NWT thrived on beaver, mink, marten and lynx. From 1909 - 1970, the Inuvialuit in the north prospered from a fur trade which consisted almost entirely of white fox.

The roots of the white fox fur trade reach back to the Mackenzie Delta whalers in the 1880's. The American whaling ships were also interested in trading for furs. Aklavik and Herschel Island quickly became centres for this new trade and the profits available soon became evident.

Finally recognizing the value of the white fox trade, the Hudson's Bay Company opened its first new post in 72 years at Aklavik in 1912.

By 1924, the wealth of the white fox trade had produced a fleet of 39 privately owned schooners and had revitalized the economy in the region. Using their new schooners, the Inuvialuit were easily able to expand the trapping and trading of white fox beyond the Mackenzie Delta region .

In 1928, several families moved to Banks Island and recorded huge harvests of white fox. The island was designated a game preserve for the Inuvialuit and it continued to be a productive trapping area. Eventually, less demand and lower prices led to the decline of the white fox trade, and the fur trade in general.

(Handout)

## **1970 The Modern Fur Trade**

Trapping fur-bearing animals, processing their hides and trading these for manufactured goods was the dominant factor in the economy of the Northwest Territories throughout much of the 19th century and early 20th century. For many Dene, Métis and Inuvialuit it was a way-of-life, as traditional as hunting and fishing.

While today the economy of the Northwest Territories is largely wage-based, trapping remains an important part of a northern traditional lifestyle, especially in the smaller, mostly Aboriginal communities. Over the past hundred years the value of furs has fluctuated greatly and with these fluctuations the people of the Northwest Territories have seen both good times and hardship.

Over the past thirty years modern trapping and the fur trade has been seriously affected by the animal rights movement. The dramatic drop in the value of furs has meant that it was no longer possible to make a living trapping and forced many Dene and Inuvialuit into the wage based economy. The hardship this has caused in northern communities was immeasurable. Over the past few years a steady increase in the price of furs sold in southern auction houses has sparked a renewed interest in the trapping industry in the Northwest Territories. While it's unlikely trapping will ever recover to a point where it will once again dominate the economy it's still possible that this renewed interest will have a positive effect on many of our isolated northern communities.

## Activity 6: Using Primary Sources

### Background:

Primary sources are original source materials or first-hand accounts usually created during the period of time being studied. Primary source documents have not already been summarized or interpreted by someone else. Examples of primary sources include letters, records or some other documents such as diaries, newspaper clippings, notices, posters, old maps, photographs and handmade items like clothing or tools. These are the kinds of sources that historical analysis is based upon.

### Goal:

- Students will learn to describe a primary source and use it in context

### Materials:

- Internet ([www.pwnhc.ca](http://www.pwnhc.ca))
- Assets from the Historical Timeline of the Northwest Territories
- Student Hand-out: Sources: Primary and Secondary
- Student Hand-out: Asset Analysis

### Time:

- 60 minutes

### Procedure:

1. Ask the students if they know what a ‘primary source material’ is before moving on ensure comprehension. Have a class discussion about the value of primary source evidence when completing research. Should they always trust some else’s interpretation of an event? How does someone’s perspective influence what they might write about an object?

For example, in reference to the fur trade, how would the image of the gun below be written about from the perspective of the Dene who needed to trap enough furs to reach the top of the muzzle to trade for one gun? How would the image be described from the perspective of the Hudson’s Bay Company manager who was doing the trading?



Prince of Wales Northern Heritage Centre

2. Ask students if they know what ‘secondary sources’ are. These are sources that include some sort of interpretation or opinion, such as a book or a magazine article. To see if students understand, hand out the sheet, Sources: Primary or Secondary. Have a class discussion around the sources that may be both primary sources and secondary sources. For example, if the newspaper article was written 100 years ago is it now a primary source? If the photograph was ‘photoshopped’ is it a secondary source?
3. In the last activity, students summarized 4 pieces of written text regarding the fur trade. On the *Historical Timeline of the Northwest Territories* website, each of the ‘essays’ can be found along with photographs, documents and maps. Have students go to <http://www.pwnhc.ca/timeline/index.asp> to access the *Timeline* and select at least one of the assets associated with the fur trade.
4. Hand out a copy of the assignment called, Asset Analysis and ask each student to fill it out using the asset they found on the timeline.

(Handout)

## **Sources: Primary or Secondary**

There are different types of sources including primary sources and secondary sources.

Read the description of each source below and in the blank provided put “P” for Primary or “S” for Secondary.

- \_\_\_\_\_ 1. A letter written during WWII from a soldier home to his mother.
- \_\_\_\_\_ 2. A paragraph from a book describing how soldiers felt being away from home.
- \_\_\_\_\_ 3. An old motor.
- \_\_\_\_\_ 4. A page from a telephone book.
- \_\_\_\_\_ 5. An article on Wikipedia.
- \_\_\_\_\_ 6. A photograph.
- \_\_\_\_\_ 7. A map.
- \_\_\_\_\_ 8. A song.
- \_\_\_\_\_ 9. The dictionary.
- \_\_\_\_\_ 10. A newspaper article

Which of these could be both primary and secondary? Why?

(Handout)

### Asset analysis:

Study the asset (photograph, letter, etc) from the *Historical Timeline of the Northwest Territories* (<http://www.pwnhc.ca/timeline/index.asp>) for a couple of minutes.

1. Pick 3 adjectives to describe what you see.
2. What does this asset tell you about the fur trade?
3. What questions does this asset raise in your mind?
4. Where could you go to get the answer to your new questions?



## Activity 7: Interviews

### Background:

An interview can be one of the central components of many Heritage Fairs. It is important to ensure the experience is positive for both your students and the person being interviewed. For this to happen, it is necessary for students to practice interviewing ahead of time. This will ensure that when they are in the formal setting, students will be more comfortable with the mechanics of holding the interview itself. Completing an interview can be harder than it first appears, especially if students are relying on a tape recorder which runs out of batteries part way through, or if they have not learned the skills of listening to responses and asking follow-up questions. Although some interviews will be recorded, students should also practice their note-taking skills wherever feasible. To practice interviewing, students will work with a partner and a ‘personal asset’.<sup>5</sup>

### Goal:

- Students will learn to conduct an interview which will elicit new information for their Heritage Fair project.

### Materials:

- Special object or photograph from home
- Student Hand-out: My own asset
- Student Hand-out: Questions: Fact-based or open-ended
- Interview questions prepared ahead of time
- Digital camera (optional)
- Video recorder (optional)
- Interview checklist
- Written/oral/photo release form

### Time:

- Will vary

### Procedure:

1. Have students bring a special photograph or special object to class.
2. Distribute a copy of the handout called My Own Asset to each student and have them follow the directions on the sheet. This hand-out will take the techniques they learned in the activity on primary sources and expand on it by practicing an interview with their peers using a personal asset.
3. As a group, take up the final question on the My Own Asset which asks:  
‘Are there things your partner observed about your photo/object that you had never noticed before? Are there stories behind the photo/object that go beneath the surface of the image? Do you have a special perspective on your photo/object that gives it meaning?’

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<sup>5</sup> Some material and ideas for this activity are from <http://www.louisianavoices.org> and are used with permission.

Think back to the assets from the fur trade, do you have any new thoughts on the importance of those items to the people who owned them or were in the photographs?

4. To model the 'good' and the 'ugly' of interviews, ask for two students to act out the roles of 'reporter' and 'guest'. Have the students sit at the front of the room. Hand out a copy of the script called, 'The Ugly' and have them read it out at the front of the class. When finished, ask the class what was wrong with this interview and how could it be improved.
5. There are different types of interview questions. It is important that students learn to recognize these differences and learn how to get deeper into a topic. Prior to the students interviewing someone for their project, have them complete the hand-out called, Questions: Fact-Based or Open-Ended.
6. To practice listening skills, record or listen over the internet to The Trailbreaker on CBC news or any other radio program that is in interview format. Have the students close their eyes while you play the recording. Start with only a 1 or 2 minute interview. Ask students to summarize who was talking, and what were they talking about. Stop the interview part way through and get them to think about what 'next question' they would ask had they been doing the interview. Play it through and see if their question was asked by the reporter.
7. Students should now be ready to conduct an interview specifically for their project. However, it is important that they be prepared with a plan, and know ahead of time what types of questions they are going to ask. Have each student use the Checklist provided to ensure they are getting the most out of their interview.
8. A release form is also included. It is a good idea to get a formal permission form signed when conducting an interview to ensure the person being interviewed knows that their photo or quotes may be used and in what way.

(Handout)

## **My Own Asset**

Name \_\_\_\_\_ My Partner's Name \_\_\_\_\_

### **Part 1 -- Your Photo or Object**

1. Observation: What do you see? Draw a small sketch of your own special photograph or object in the space below:



2. Describe the photo/object. Questions to consider: Who is in it? What is in it? What is the time period? What is happening?
3. Why is this photo/object important to you? Why did you choose this one to bring to class? In 50 years, if someone found this, what would it tell them about you?

## Part 2 -- Your Partner's Turn

1. Look at your partner's photo/object and analyze it *without talking to your partner*. Who is in it? What is in it? What is the time period? What is happening?
2. Why do you think this object is important to your partner?
3. Write three questions about the photo/object that you'd like to know.
4. Interview your partner by asking these three questions. As he or she answers, write down keywords and ideas that are important.
5. After you both have completed the interviews, discuss what you learned from one another. Are there things your partner observed about your photo/object that you had never noticed before? Are there stories behind the photo/object that go beneath the surface of the image? Do you have a special perspective on your photo/object that gives it meaning?

(Handout)

## **The Ugly:**

Reporter: What's your name?

Guest: Tammy.

Reporter: Really? Tammy? What a plain name you have. Hey... where are you from?

Guest: Norman Wells.

Reporter: Are you married?

Guest: No.

Reporter: What's your husband's name?

Guest: I said I'm NOT married.

Reporter: Oh. Sorry

Guest: That's okay.

Reporter: Where are you from?

Guest: As I said, I'm from Norman Wells.

Reporter: Norman Wells...hmmm. . . that's on the ocean right?

Guest: No, that's Inuvik...Norman Wells is on the Big River.

Reporter: Is your husband from Inuvik?

Guest: Norman Wells, ... and no, I'm not married.

Reporter: Geesh...don't get so mad. Okay...so, tell me about Norman Wells.

Guest: Well, Norman Wells is the regional centre for the Sahtu region and is on the north side of the Mackenzie River. Oil was discovered here and that is how most of us make our money.

Reporter: I think that's bad...haven't you heard of climate change?

Guest: Well, it does provide a lot of jobs for many Northerners. Hmmm, I didn't know I was going to get lectured. I think this interview is over.

Reporter: Whatever. Okay, I'm done anyway, you can go.

(Handout)

## **Questions: Fact-Based or Open-Ended**

There are different types of questions. Some just require a simple fact (what is your name?). These are called 'fact-based' questions. Others are called 'open-ended' and require the person being interviewed to explain in some detail.

Read and label each question below in the blank provided. For Fact-Based questions, write "FB" and for Open-Ended questions, write "OE."

- \_\_\_\_\_ 1. What was it like when you were on the trapline?
- \_\_\_\_\_ 2. When were you born?
- \_\_\_\_\_ 3. You said earlier that you used to listen to stories in the tent and that you enjoyed that very much. What did you enjoy about it?
- \_\_\_\_\_ 4. Would you tell me about your memories of beading with your grandmother?
- \_\_\_\_\_ 5. What is your address and phone number?

### **PART 2: Listening for Follow-Up Questions**

Sometimes the answer you get isn't enough and requires a follow-up question. It is important to learn how to ask a follow-up question to make the interview experience richer. For each question below think about two follow-up questions that you could ask. One should be a fact-based question and the other, an open-ended question.

1. I was named after the Grand Chief.

1: \_\_\_\_\_

2: \_\_\_\_\_

2. My favourite food is drymeat.

1: \_\_\_\_\_

2: \_\_\_\_\_

3. When I was little I lived in the hospital for awhile.

1: \_\_\_\_\_

2: \_\_\_\_\_

4. My favourite sport is hockey.

1: \_\_\_\_\_

2: \_\_\_\_\_

5. I really enjoy drum-dancing.

1: \_\_\_\_\_

2: \_\_\_\_\_

6. My auntie is teaching me how to tan hides.

1: \_\_\_\_\_

2: \_\_\_\_\_

7. My parents came to the North when I was a baby.

1: \_\_\_\_\_

2: \_\_\_\_\_

(Handout)

## **Checklist for doing an Interview:**

- \_\_\_\_\_ Locate a quiet place to set up and test the recorder.
- \_\_\_\_\_ If the person being interviewed is more comfortable in another language, then ensure you've planned for a translator.
- \_\_\_\_\_ Introduce yourself.
- \_\_\_\_\_ Begin by recording the person's name, the date of interview, and the location.
- \_\_\_\_\_ Explain the purpose of the interview and how you will use the information.
- \_\_\_\_\_ Have them sign a release form.
- \_\_\_\_\_ If you are using a tape recorder, pause early-on in the interview to check that your recorder is working.
- \_\_\_\_\_ Do more listening than talking.
- \_\_\_\_\_ Take necessary notes in your Journal. Ask for clarification of special language and terms.
- \_\_\_\_\_ Take pictures of the Interviewee.
- \_\_\_\_\_ If you take pictures, have the interviewee sign a photo release form.
- \_\_\_\_\_ Write follow-up notes about your impressions, ideas, and questions you still need to ask.
- \_\_\_\_\_ If you recorded the interview, start transcribing as soon as possible. Sometimes you won't be able to hear answers from the tape and it's better to transcribe while you can still remember the conversation.
- \_\_\_\_\_ Analyze your findings to identify the important points. Decide if any follow-up is needed.
- \_\_\_\_\_ Send your Interviewee a thank-you note.



(Handout)

## **Written/Oral/Photo Release Form:**

Full Name of Person Interviewed (print): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: (    ) \_\_\_\_\_

Place of Interview: \_\_\_\_\_

Name of Interviewer (print): \_\_\_\_\_

Date of Interview: \_\_\_\_\_

I understand that this interview and any photographs, tape recording, or video recording are part of scholarly research by students at \_\_\_\_\_ school. I give permission for the following (check all that apply):

- \_\_\_\_\_ May be used for educational purposes and research at the above school.
- \_\_\_\_\_ May include my name.
- \_\_\_\_\_ May be included in a school publication or exhibit.
- \_\_\_\_\_ May be included in another educational, non-profit publication or exhibit.
- \_\_\_\_\_ May be used but DO NOT include my name.
- \_\_\_\_\_ May be deposited in a school or archive.
- \_\_\_\_\_ Other (explain)

\_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Guardian if  
Interviewee is a Minor

\_\_\_\_\_  
Date

## Activity 8: Check for ‘Benchmarks’

Background:

Dr. Peter Seixas from the Centre For the Study of Historical Consciousness at the University of British Columbia discusses the importance of ‘historical thinking’ to ensure students are not just memorizing historical facts, but that students are able to make meaningful connections between what they are learning and their own lives.<sup>6</sup> As such, they can be very useful tools for teachers to be aware of as they are encouraging students to pursue quality research.

Researchers have identified concepts that provide the basis of historical thinking. The Benchmarks Project follows this approach, and works with six distinct but closely interrelated historical thinking concepts. To think historically, students need to be able to:<sup>7</sup>

- Establish historical significance
- Use primary source evidence
- Identify continuity and change
- Analyze cause and consequence
- Take historical perspectives
- Understand the moral dimension of historical interpretations.

Heritage Fairs offer an excellent opportunity for students to become engaged in their own personal, communal, territorial and national collective history.

For example, a pair of Grade 5 students chose to do the history of the name changes in the NWT. The project included a large map of the NWT with titles for then and now. They highlighted the different communities where name changes had occurred and included community flags. The two girls wanted their project to be unique and selected to do a game show to quiz their audience on how much they knew about the name changes. It was visually stunning and the children were very proud of their work and they had learned a great deal. However, filtering their projects through the Benchmarks would have created many opportunities for a deeper and a more meaningful learning experience. The following will attempt to illustrate how the Benchmarks can be used.

Example of how using the six Benchmarks include:

- **Establish historical significance:** The girls did describe how it must have felt for the Dene and Inuvialuit to have their community names changed to English names. They talked about how previously they hadn’t thought about what it must have felt like to have someone else name your home. They were however, unable to describe why this would be important for other Canadians to learn about. Using the Benchmark filter of

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<sup>6</sup> Seixas, Peter. Benchmarks of Historical Thinking: A Framework for Assessment in Canada.

<sup>7</sup> [www.historybenchmarks.ca](http://www.historybenchmarks.ca)

‘establishing historical significance,’ the teacher could have helped them understand that many places in Canada had names prior to the arrival of European colonists and could have helped them gain a national perspective.

- **Use primary source evidence:** The use of primary sources could have significantly strengthened this project. For example, there are many old maps available at the Prince of Wales Heritage Centre showing the older community names. It would have been interesting to interpret some older documents. The students could have interviewed someone from a community who had recently experienced a name change. They could have counted how many English names are still being used.
- **Identify continuity and change:** The students were able to identify old names and now the new names but that’s where it ended. When asked about other names that still remain in English they hadn’t thought about that. If the teacher had asked, ‘in ten years what do you think will the map of the NWT look like?’ they might have thought about all the other names (such as the capital of the NWT) that are still in English. They could have been encouraged to think about the names of the lakes, rivers and territory itself to record all the changes there. Using the Benchmark to ‘identify continuity and change’ could have nudged the students to think deeper about what has changed and what has stayed the same.
- **Analyze cause and consequence:** Using sources that would have encouraged the students to think about the consequence of the loss of control over naming their own lands could deepen their learning experience. These bright young girls could have also been asked what led to the changes. They might have learned in general about land claims and treaties that give people more power to assert their own autonomy using sources including the book, Look Mom, I’ve been Discovered or the ‘Aboriginal Official Languages’ document. These describe how the Dene felt about the change of the name of their great river and how having community names in one’s own language promotes language retention. Both resources are accessible to a Grade 5 reading level.
- **Take historical perspectives:** A historical perspective encourages students to enter into the views and ideas of historical individuals and groups. In the context of this project, using this Benchmark might have opened up the question, ‘how does a name get changed anyway?’ To date, name changes have to be approved by a federal committee called the Geographical Names Board of Canada. It would be interesting for them to have looked at how a name can be changed and how that process worked in the past and how it works today. Why is that the process? It would have been interesting for students to think about their community name (which is still in English) and make a cartoon drawing from the perspective of a Dene person in the past who witnessed their traditional camp name being changed over time. Another cartoon could show what the colonists were thinking and then perhaps they could ‘fast forward’ to today and draw a cartoon stating what they think.
- **Understand the moral dimensions of historical interpretations:** This Benchmark asks learners to draw ethical conclusions about historical actions. In this community naming project the Benchmark could be used to open up the issue of ‘Is the process by which community names were/are changed right? Should the process be different? Were Europeans right to name things after themselves and did this take into account the interests of others? What does this tell us about how they saw the world?’

Goal:

- Students will use guided questions to filter their projects through Historical Benchmarks. These questions will help students deepen their understanding of the historical significance of their project topic.

Materials:

- Benchmark materials
- Website: [www.historybenchmarks.ca](http://www.historybenchmarks.ca)

Time:

- On-going

Procedure:

1. It is not necessary for students to understand the jargon associated with Benchmarks. However, a few simple questions from the teacher can help to deepen students' learning. During the selection of project topics in particular, use Seixas' work to guide students' ideas through these filters or 'Benchmarks'. Using these Benchmarks will help students develop some of the skills important to social studies learning, and will help the projects they build be powerful and meaningful to them. The questions will differ with each project. Use the following as a guideline:
  - Can the student identify what has changed since the event they studied happened? What has stayed the same over time?
  - What caused this event to happen? Or, why do people do this activity?
  - Could they picture themselves during this time with an understanding of the past? What were kids their age wearing, thinking, talking about, playing with, etc. at this particular period in history?
  - Can they imagine doing the same?
  - What impact does the event/activity they studied have on them today?
  - What impact does the event/activity they studied have on other Northerners?
  - What impact does the event/activity they studied have on other Canadians?
2. By continuing to ask the questions from the early stages of topic selection through to the preparation for presentations the students will be urged to think more deeply about their topic rather than simply stating what it is. The goal is to take them from the lower level of Blooms taxonomy of stating facts to the higher level processing skills, where they can answer the 'why' questions.

## Activity 9: Demand Their Very Best

### Background:

When interviewing students at the Territorial Fair in Inuvik, they said that having the opportunity to share their work at the Fair made them want to do their very best. Students didn't want work displayed for the community that was done poorly. This 'authentic audience' supports the research done by Dr. Peter Seixas mentioned in Activity 8. Capitalize on this to raise the bar and ask the very best of them. It is a fine balance of knowing how far to push to help them do their very best without giving up.

One teacher described how students' learning develops from year to year, stating:

*When one student does something one year that is really great, the next year others will try that too such as an improved display board or costumes or something extra in their presentations. But, for this to work you have to give the students time to visit all the other projects.*

Teacher, Fort Simpson

It is also important to share the judging forms with the students early on in the process. This will allow them to plan and to know what the judges will be looking for.

### Goal:

- Students will understand how they are being evaluated and will work to the best of their ability.

### Materials:

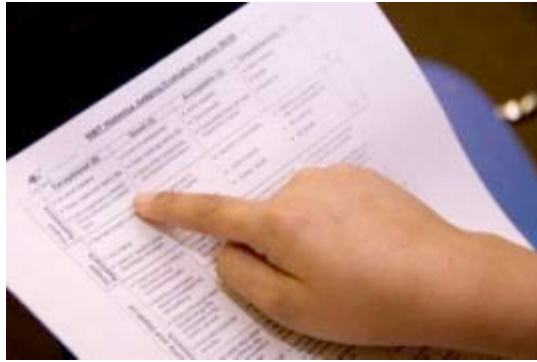
- Judging Rubric (found under the 'Heritage Fairs' section at [www.NWThistory.ca](http://www.NWThistory.ca))

### Time:

- 15 minutes to go over rubric
- On going

### Procedure:

1. Hand out a copy of the judging rubric. The Heritage Fair committee updates the judging rubric regularly so check back each year.
2. Go through each of the major components with the students emphasizing each major section including:
  - Project appearance
  - Unique approach
  - Quality and depth of research
  - Speaker presentation
  - Response to questions
  - Personal connection to topic



3. Go over the judging rubric describing what is expected on the display board. Share exemplary projects that are visually stunning. What do they have in common?
4. Highlight the hands-on material that some students add to their projects and have them think about what they could add to their projects including: models, artwork, examples of technology, their own attempt at beading or tool making, photographs, computers to share videos, PowerPoint presentations, etc.
5. Model the editing process by sharing some of your own experiences. Ask students to self edit first, peer edit second and then come to you as the teacher for final edit. Require students to type their work. Use the checklist and give credit for each stage in the editing process.





## Activity 10: Bibliography

### Background:

It is important for students to learn how to write a bibliography for several reasons. First, they are (hopefully) using primary sources and the bibliography will help to differentiate these sources from other sources. Second, this visual reference on their display boards is helpful when they are asked to describe their research process by the judges. Lastly, these are research skills that they will need to develop from K-12.

### Goal:

- Students will complete a bibliography and include it with their project.

### Materials:

- Student Hand-out: How to Write a Bibliography

### Time:

- 30 minutes in class explanation
- On-going record keeping

### Procedure:

1. Prior to having student complete a bibliography for their Heritage Fair project, teach a separate lesson on how to write one by completing the following steps.
2. Photocopy and distribute the How to Write a Bibliography student handout.
3. Go to the library and have students practice on 5 separate sources, including at least two books, one magazine, one website and one personal interview.
4. Mark their assignment separately from their Heritage Fair project as part of their language arts class. If you are not the language arts teacher, ask the appropriate teacher to incorporate this lesson.
5. Hand out recipe cards and either a paper clip or a Ziploc bag for the students to keep track of their sources. When they are ready to write their final copy they should put their sources in alphabetical order and include them on their final Heritage Fair poster layout.



Grade 7 student completing her bibliography.

(Handout)

## **How to Write a Bibliography**

A bibliography is a list of the sources you used to get information for your project. It should be included on your Heritage Fair project. It will help you when you present to the judges.

Tips:

1. Keep track of all your sources (books, articles, websites and people you've interviewed as you go along). Keep a draft.
2. You could write each source on a separate piece of paper such as on a cue card. Then, when you're ready to do the final copy you can put all your separate pieces of paper in alphabetical order.
3. Each source needs the full title, author, place of publication, publisher and date.
4. Use the 'General Guide' attached and complete fill in the following:

Book 1

Book 2

Website

Personal Interview

Magazine

(Handout)

## **General Guide to Formatting a Bibliography**

### **1. For a book:**

Author [last name first]. (Date) Title of the book City: Publisher.

EXAMPLE:

Blondin, George. (1997) Yamoria The Law Maker: Stories of the Dene. Edmonton: New West Press.

### **2. For a magazine:**

Author [last name first], "Article Title." Name of magazine. Volume number [if available], (Date): page numbers.

EXAMPLE:

Katz, Helena, "Appreciating the History of the North. Pitseolak Featured in the New Museum Exhibit." Above and Beyond Magazine. (September/October 2008): pg. 15.

### **3. For a person interviewed:**

Full name [last name first]. Occupation. Date of interview followed by 'In Person Interview'.

EXAMPLE:

Zoe, Philip. Tlicho Elder. January 25, 2007. In Person Interview.

### **4. For a film:**

Title, Director, Distributor, Year.

EXAMPLE:

Staking the Claim, Marianne Demner, Enthios Productions, 2005.

### **5. CD-ROM:**

Disc title: Version, Date. "Article title," page number [if given]. Publisher.

EXAMPLE:

People and Caribou: A Shared Future: PC and Macintosh version, 2010. "Populations have always cycled," Government of the Northwest Territories.

### **6. World Wide Web:**

Author. URL (Uniform Resource Locator or WWW address). *Title* [if mentioned]. Date accessed, Date on the page [if given].

EXAMPLE:

Prince of Wales Northern Heritage Centre. <http://www.pwnhc.ca/timeline/index.asp>. *Historical Timeline of the Northwest Territories*. Accessed March 22, 2010

## Activity 11: Practice Makes Perfect!

Background: When interviewing teachers for this project one of the main concerns was that, ‘our students don’t talk’ or, ‘we should not put so much emphasis on the speaking presentation as it is hard for my students to do and not fair when they get to the bigger centres.’ Since one of the biggest challenges for students is to effectively speak about their projects it is important to practice. Students may know their material well, have done an excellent job with their written report, but if they cannot describe what they’ve learned to the judges they are not going to do well. Preparing students for speaking will not only assist them with their Heritage Fair project it will give them a skill that is transferable to many other areas of their life.

Goal:

- Students will be able to effectively speak about their project and research.

Materials:

- Student Hand-out: Peer Assessment of Presentation Skills
- Student Hand-out : Parental Assessment of Presentation Skills
- Role playing props: clip board with judging form, ball cap, MP3 player
- List of Top 10 Tips for Presenting

Time:

- 15 minutes role-play
- 2 hours for practicing project minimum

Procedure:

Students will likely need more than one audience to practice their presentation. Complete several of the following:

1. **The Good the Bad and the Ugly:** Students need to be taught how to speak to the judges. One way to do this is to role play three different presentations. Ask a student to ‘be the judge’ and provide a clip board with the judging form as a prop. Place one project on a table at the front of the room with a chair beside. Role play, ‘the ugly’ first. Ask the ‘judge’ to approach you and you act out the following ‘ugly’ behaviours:
  - Remain seated in your chair
  - Wear a hoody and have an MP3 player in your ears playing loudly
  - Chew gum and remain slumped in your chair until the judge has to tap you on the shoulders
  - Say, ‘what’ or ‘huh’ to the judge when they talk to you.

Ask students what you did wrong and try to elicit from them what the proper behaviour would look like. Ask for volunteers to role play the ‘good’ which would include students standing up when judges approached looking keen and interested with their ears clear of technology and mouths free of gum. They should also put their hands out to shake the judge’s hands and introduce themselves, ideally in two languages.

After students understand how they should look and what behaviour is expected for introductions role play ‘the ugly’ of an unprepared presentation. Have the student -actor judge ask some predetermined questions and each time say ‘I don’t know’ or ‘huh’ or simply remain silent. Give questions to the students that you can feel fairly confident the judges will ask and tell them that they need to prepare these answers and to practice them.

Finally, role play the conclusion of their time with the judge. Make sure students know to ask the judges if they have any more questions and that they should have a summary sentence for the judges ready. They should also thank the judges for speaking with them and perhaps shake their hands again.

## **2. Top 10 Tips for Presenting:**

Share the following 10 tips with students as a reminder of what they should be practicing.



1. Stand up when the judge approaches you.
2. Introduce yourself to the judge. Even better, introduce yourself to the judge in the language of the land you live on.
3. Tell the judge what your topic is.
4. Look clean and tidy.
5. Take your hat off.
6. Don't chew gum.
7. Be electronic free (no headsets, cell phones ringing etc.).
8. Speak clearly and loud enough they can hear you.
9. Show through your body language and voice that you are proud of your work.
10. Smile!



3. **Perfect Practice Makes Perfect:** When two students (or pairs) have their project completed, pair them up to practice their presentation. Provide a quiet space in the library or somewhere away from the regular distractions of the classroom.
  - Provide the student hand-out titled Peer Assessment of Presentation Skills which includes a list of typical questions so that they can act out being the judge and act out answering likely questions.
  - Have each partner evaluate their peer and record comments so they take it seriously. Include a peer presentation practice as part of the checklist.





4. **Family Engagement:** Send the Parental Assessment of Presentation Skills sheet home for their parents. The note includes questions the parents can ask their child about their project and requires a signature. This will ensure the students have shared their project with their family members.
5. **Peer Evaluations:** If possible, work together as a school to have the Heritage Fair set up one day prior to the formal presentation. There are several outcomes if prepared ahead of time:
  - a) Students will be able to learn the content their peers have reported on.
  - b) Students will gain an appreciation for different types of reporting and perhaps learn for next year on how to improve their project.
  - c) Students will have time to practice their presentations in the environment they will be judged in. Ideally the peer evaluations will be taken into consideration for a prize. For example, there could be one prize awarded as judged by their peers.

There are several ways to complete a peer evaluation including:

- **Grade by Grade:** Assign each grade a time in the location where the projects are. Split the grade into two groups (A and B). Put the name of all Group A projects into a hat 2 times. Have Group A stand beside their projects. Ask Group B students to walk past and look at each of the Group A projects. They should be looking for general appearance and for what interests them. Give them time to ask a few questions of their peers. Then, have Group B students draw a project from the Group A 'hat' and using a list of questions have the students judge two projects. Switch the groups so that Group B students are standing beside their projects and the process is repeated.
- **Grade Groupings:** Using a similar process to the grade by grade process described above but this time, have a full grade being judged by another grade.

(Handout)

## **Peer Assessment of Presentation Skills**

Student Name: \_\_\_\_\_ Peer Reviewer Name: \_\_\_\_\_

Ask your partner the following questions and think about what they could do to improve their presentation.

1. Tell me about what you learned. What is your project about?
2. How did you do your research?
3. What did you enjoy about doing your project?
4. Why is it important that people in (insert name of town) know about this topic?
5. Why is it important that people in the rest of the NWT and Canada know about this topic?

<b>Presentation</b>	<b>What to look for...</b>	<b>Comments for improvement</b>
Introduction	<ul style="list-style-type: none"><li>• Standing</li><li>• Shook hands</li><li>• Stated name and project title</li><li>• Looked clean and tidy</li></ul>	
Question 1: Project Description	<ul style="list-style-type: none"><li>• Stated what they did</li><li>• Could say a few things they learned</li></ul>	
Question 2: Research	<ul style="list-style-type: none"><li>• Shared bibliography</li><li>• Stated steps</li><li>• Clearly student's work and not teacher's</li></ul>	
Question 3: Enjoyment	<ul style="list-style-type: none"><li>• Showed personal connection</li><li>• Stated what they liked</li></ul>	
Question 4:	<ul style="list-style-type: none"><li>• Stated at least one reason</li></ul>	
Questions 5:	<ul style="list-style-type: none"><li>• Stated at least one reason</li></ul>	
Conclusion	<ul style="list-style-type: none"><li>• Asks judge if they have any more questions</li><li>• Summarizes project and says thank you</li></ul>	

(Handout)

## **Parental Assessment of Presentation Skills**

Dear \_\_\_\_\_,

\_\_\_\_\_ has been working on a Heritage Fair project. One goal is to help students learn to do a presentation to a judge. Please ask them the following questions and comment on how they answered. This practice will make it easier when it is time for them to talk with the judges.

**Project Title:** \_\_\_\_\_

**1. What is your project about?**

ANSWERED

PARTIALLY ANSWERED

NOT ANSWERED

**2. Tell me how you collected your information.**

ANSWERED

PARTIALLY ANSWERED

NOT ANSWERED

**3. Tell me, why should anyone care about your project topic?**

ANSWERED

PARTIALLY ANSWERED

NOT ANSWERED

**4. What was the most challenging or most difficult for you as you worked on this project? Why?**

ANSWERED

PARTIALLY ANSWERED

NOT ANSWERED

**5. What was the easiest for you to do as you worked on this project? Why?**

ANSWERED

PARTIALLY ANSWERED

NOT ANSWERED

**6. If you had more time to work on your project, what would you do to make it even better?**

ANSWERED

PARTIALLY ANSWERED

NOT ANSWERED

Comments:

Signature: \_\_\_\_\_

## Appendix A: 10 Best Practices for Successful Heritage Fairs

Through discussions with many teachers, the following 10 best practice tips for successful Heritage Fair projects were developed.

1. **Work together as a school community!** It is best if everyone in the school is on-board for your school Fair. Develop a committee of staff and parents who, if possible, will work together. This group should include language specialists at the school, as they are usually the educators who are most connected with the community.
  - The schools that have the most success with Heritage Fairs are the schools that implement the program from a very early age and develop the skills progressively through the years. For example, in several communities all students from K-9 complete a project. Students in K-3 may complete projects as a group while beginning in Grade 4, they could complete a project on their own or in pairs.
  - Share experiences as educators. Help new teachers so they know how and where to get resources.
  - Connect with your regional Heritage Fair representative so that you are kept up to date about the Heritage Fairs program from a regional and territorial perspective.
2. **Provide a quiet space after school.** Provide after school ‘work/study’ time for students who need extra help but are not getting it at home. If it is a full school effort there may be enough teachers in the school so each teacher may only need to volunteer for study hall once or twice.
3. **Plan ahead.** Starting in the beginning of the year include project-based learning such as Heritage Fairs in your year plan. ‘Talk it up’ with your class to get them thinking early. Discuss the Fairs at your parents’ meeting at the beginning of the year and include it on your calendar.
  - Select a date as a committee for the local Fair. Post it on a school calendar along with regional and territorial Fair dates.
4. **Get students excited!** There are many reasons why students enjoy doing Heritage Fair projects and there are many ways to get them excited including:
  - Make picture displays of the Heritage Fairs and have them on display in the hallways for kids to get inspired.
5. **Engage families.** Encourage parent, grandparent and community involvement. Conversations between generations are some of the most valuable. If necessary, provide funding for community members to come into school or for telephone bills in case students want to interview someone from another community. Ask for family members to be part of the organizing committee and/or to be judges.

6. **Dedicate a section of school library to Northern resources.** Heritage Fairs can be stressful if students don't know where to begin their research process. Having a dedicated section in the library where all Northern resources are located can be helpful. Keep track of topics that are short of resources and attempt to add resources during budget discussions. Keep the resources in a central place so that all teachers have access.
7. **Find a diversity of judges.** During the school Fairs ensure there are Aboriginal and French-language judges where appropriate. Ensure both genders and a variety of ages are also judging. Students should see their communities reflected in the judges.



8. **Train the judges.** It is important that the judges have enough time to go over the forms. Ask all judges to arrive early and have a session on how to judge so that there is as much consistency as possible. Provide food and drinks. Make it fun for the judges as well as for the students. Before students enter the Fair area do a complete walk through with the judges. Discuss each project and have them practice on the project appearance section.
9. **Have one head judge.** Not all judges will have the same set of standards. What is a rating of three for one judge may be a five for another. It is important to have one head judge that will go around and observe each of the projects and to have a check on whether an excellent project may have been missed. Agree ahead of time on a process where if the head judge has a concern they may go back to the group and open the discussion. Don't rely completely on the numbers on the form unless each student is judged by more than 4 judges.
10. **Celebrate as a school community!**  
After the Fair ensure have a class party. Acknowledge the hard work and dedication and give students time to reflect on their own performance and effort.

## Appendix B: Topic Suggestions

K-1 Projects should be full class.

- Find out where the Elders meet. For example, if there is a seniors' home ask if they want to participate. Prepare the children ahead of time by talking to them about what life was like in their community 50 years ago. If possible, share some pictures of the community from past years and talk about what people did, how they lived, what they ate, what they wore, etc.
- Teach the students the word 'interview.' Mock an 'interview' in the class by selecting one student to sit on a chair at the front and ask them what their name is and what they like to do.
- Teach the students how to use a digital camera so they can take a picture of the adult or Elder they are interviewing.
- Work with the students to prepare a few questions they will ask the Elders in their own interview. Only ask three questions and keep them simple such as:
  - What did you do when you were 5?
  - Did you go to school? (If not, how did you learn?)
  - What was their favourite thing when you were little?
- On the day of the visit to the centre or when Elders come into your school, try and have other volunteers to help. Have the volunteers do an activity with the larger group and work one-on-one with each child as they interview an Elder.
- Although the students are doing similar projects, they each have their own version. For example, purchase inexpensive frames that have room for three pictures (or make your own). Include a picture the student took of the Elder in the centre, a drawing the children did of something the Elder told them in one of the other panels and a few sentences typed up or printed in the other panel. It could be as simple as 'Mary Rose sewed dolls with her Mom.'
- Examples of the three story panels done by children are as follows:
  - One Elder described what that was like while she lived in the hospital until age 7 because she had TB. The child who interviewed her drew the picture of young child in hospital. Another talked about life on the trapline so the child drew a picture of the woods and a young boy walking in the woods with animals in the woods.

- Another idea would be to link with winter clothing. Focus the questions on what clothes Elders wore in the olden days when it was cold. Go outside sliding and take pictures of the children wearing their clothes 'today'. In the same three panel frames each child could then include the picture of the Elder, a drawing of what they wore in the olden days and a photo of what they wear today. Label the drawing from the olden days in the Aboriginal language and the photo of what they wear today in English. Their write-up could also include a list of what was the same and what was different. Label the pictures, 'then' and 'now'.

## Grade 2 Ideas

- By Grade 2 it is ideal to get the families more involved. Student can interview a parent, auntie or uncle or someone older at home. Give each student an 11 X 17 paper and ask them to draw a picture of themselves and whoever they are interviewing. Help students to add lines on the paper indicating where they are to put the two names, two birthdates, and favourite foods when they were the same age, favourite games when they were the same age, etc. Compare then and now with the person they interview. This links to family and tradition units in the Grade 2 curriculum. Although it may seem daunting to get family participation, teachers who have tried this state after that it is well worth the effort. This effort might require phone calls to some families.
- Illustrate and act out a traditional story. There are many children's books sharing stories from the NWT. Select a story as a group and assign a page to each student. They can illustrate the page in a similar way to the published version or they could make up their own drawing to match the text. They should write out the text for their assigned page. When it is time to present to the judges, each student does their own page (see picture below where the Grade 2 class from Chief Jimmy Bruneau School in Behchoko illustrated *How the Fox Got His Legs Crossed*).





## Grade 3 Ideas

1. By Grade 3, children can do more. For example, an interesting project is to learn about the historical sites around town (or just old buildings and who lived where or the old school, etc.). Teach the students how to use the digital camera and then go out for a walk of the town. Ask someone from the community to give a walking tour. For example, in Gameti, the language teacher remembers the time when only wall tents existed. The students learned about the two log homes built in the community and it turned out that one student was the great-grandchild of the original owner. Even though it is a group project, each child can do their own selected building. After they have taken a photo each child can complete research on that particular building. They can write a couple of sentences about that building and turn it into a postcard using a simple computer program. As an extension the class could make a 'to scale' walking map of town, learn how to use a GPS and make way points on the map or send the postcards to local and territorial leaders including the MP, MLA, etc.
2. One Grade 3 class decided to do the Dene laws as a group. They used modelling clay in a similar manner as famous author/illustrator, Barbara Reid. Each child worked on a different Dene legend and made a book out of his or her artwork and displayed that in the school-wide Fair.
3. Another Grade 3 class that learned about the Dene laws decided to do their project as a play. They acted out each of the laws and turned it into a video. For the school-wide Fair they set up a tipi with their class and had the video playing. Class groups could come into the tipi and watch their video. This worked well as some children wanted to work the camera, some had the job of putting up the tipi, others wrote the laws, directed, etc. They could find something for each child to participate in the full group project and feel a part of the Heritage Fair.

NOTE: If you're worried that Heritage Fairs are an 'extra' and that you have so much content to deliver and not enough time it is possible to pick something from your curriculum. For example, in Grade 4 select the fur trade as a major theme. Within the fur trade theme, students can learn about a specific historical figure, furs, traps, about a company, a post, the modern day fur trade, etc. That way each project is adding to the full class learning on the specific curricular content as well as the other research skills. For this type of project it is still important that students find someone they can interview and a means of engaging them with their family and the community and not just do book/internet research.