

# 2024-2025 Heritage Fairs Teacher's Guide



## Get Ready for Heritage Fairs 2025!

Burnaby Village Museum is hosting a 2025 Regional BC Heritage Fair for students in grades 4-10. Teachers can get involved in this immersive, inquiry-based program encouraging students to choose a topic for exploration that excites them! Bring out your students' passion and enthusiasm for history and stories that are important to them; have them create a project about what they find fascinating.

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## **What is a Heritage Fair?**

The Heritage Fairs Program is an educational initiative designed to increase understanding and appreciation of Canadian history through project-based learning. Students are invited to research any aspect of Canadian history that interests them and then present the results in a public forum. Projects can be in French or English and some of the best projects focus on local stories and/or family history. Students decide on a big idea or question, complete research, create a display and then demonstrate their knowledge of the subject during an adjudication process. When students are encouraged to look outside the textbook, classroom learning can be much more rewarding.

The program:

- Creates an environment where students are excited to learn and share
- Provides recognition for student achievement
- Celebrates cultural diversity and examination of a topic from multiple perspectives
- Reveals connections between past and present
- Inspires students to celebrate their place in history

## **Why participate in a Heritage Fair?**

Heritage Fairs support the BC Social Studies Curriculum. Students are encouraged to explore “big, open-ended questions.” Heritage Fair projects encourage critical thinking about the past and explore historical thinking concepts including historical significance, evidence and interpretation, continuity and change, cause and consequence, historical perspective and ethical judgement.

## **What to expect at a Regional Heritage Fair?**

The 2025 Regional Heritage Fair will take place on Friday, May 23<sup>rd</sup> and Saturday, May 24<sup>th</sup> at Burnaby Village Museum. On Friday, May 23<sup>rd</sup> students will participate in a full day of workshops from 9:30am until 3:30pm. Lunch will be provided. Students will also have the opportunity to have their projects adjudicated on Friday by museum staff and volunteers.

On Saturday, May 24<sup>th</sup>, students are invited to return for a public opening from 11-3pm including a recognition ceremony from 2-3pm. Students who are invited to attend the Provincial Heritage Fair will be announced at the recognition ceremony.

## **What to expect from a Provincial Heritage Fair?**

The 2025 Provincial Heritage Fair will take place at the end of June/ beginning of July in Vancouver, BC. There is no cost for those students who go on to attend the Provincial Fair. If

students work together as a team on their Heritage Fair project, only one team member can advance to attend the Provincial Heritage Fair. The Provincial Fair is generally 3-4 days in length. Participants are housed in a secure, “closed campus” environment, which means that parents, relatives and friends will not be able to visit the students. Parents and friends may visit the one-day, Provincial Exhibition of student projects, but may not participate in any other Provincial Fair activities. For more information about the BC Heritage Fair Program please visit [www.bcheritagefairs.ca](http://www.bcheritagefairs.ca)

## **Timeline for Participating at the Regional Heritage Fair**

December 2024 – February 2025 – Contact the museum to indicate that you are interested in participating. A classroom registration form is due by Friday, February 28<sup>th</sup> – set dates for a classroom or school-based fair.

Late March – April 2025 – Host a classroom or school-based fair. Please reach out to the museum for assistance in identifying adjudicators for your classroom fair. School administrators and support staff also make good adjudicators.

Friday, May 2<sup>nd</sup> school or classroom fairs complete and student (s) chosen to attend the Regional Heritage Fair at Burnaby Village Museum.

Friday, May 9<sup>th</sup> individual student / project forms need to be completed and submitted to Burnaby Village Museum. Please submit to [andrew.hildred@burnaby.ca](mailto:andrew.hildred@burnaby.ca)

Thursday, May 22 – afterschool – students can drop off projects at the museum

Friday, May 23 – students attend workshops all day from 9:30-3:30. Lunch is provided to participants. Adjudication session will take place on Friday.

Saturday, May 24 – Heritage Fair projects are on display and available for viewing – Recognition Ceremony from 2-3pm. Provincial Fair students announced after the Regional Fair.

## **Heritage Fair Project Guidelines and Requirements**

All Heritage Fair Projects must:

- Have a Canadian theme or connection
- Include a title, credits, written summary and / or research journal and bibliography
- Ensure that photographs are properly credited
- Have the permission of any person or organization clearly identifiable in a presentation – this specifically refers to research. For example if doing an oral history interview, the student should have permission to use content from the oral history participant
- Be clearly labeled with the student’s name, school and grade
- Be free standing (no wall access), this includes all display and back boards
- Not exceed 80cm deep, 150cm wide and 100cm high – a commercially produced display board is the correct size format. Students may add to their display by expanding upward or forward as long as it is free standing and does not exceed these dimensions

- Ensure that students formulate their own topics and research questions, and conduct some of their research independently. Teachers and parents are welcome to assist with student projects, but the emphasis must remain on student's learning and understanding
- Include an oral component and explanation of the student's project
- Projects are welcome in both French and English
- Be presented by only one student at the Provincial Fair. Student may prepare projects as a group, but must select one individual to advance to the Provincial Fair
- Not contain profanity, racial/sexist remarks or other potentially offensive matter

#### Creative Component (s):

The pandemic has really changed the way we think about Heritage Fairs. During the pandemic, most projects were virtual. There's still lots of room for creativity when it comes to envisioning what a heritage fair project might look like.

Some creative components that may be included in a student's Heritage Fair project may be, but are not limited to the following:

- Archival photos – with proper credit to the museum or archives or personal collection of the person or organization lending them
- Artistic displays or artwork – made by the presenter
- Recordings – that can be played back on a computer
- Cartoons or graphic novel type illustrations
- Digital or virtual displays
- Drama and skits – live or recorded
- Maps – that illustrate an event or a theme in Canadian history
- Models or Crafts – that demonstrate some aspect of family or Canadian heritage
- Music and dance – live or recorded performance
- Oral histories – interviewing and recording relevant stories related to the topic can be done via Zoom or other video conferencing technology
- Photographs – original photographic work of the presenter
- Poetry – original written work of the presenter
- Short stories and / or fictional diary entries or journaling
- TV or movie scripts or storyboards
- Digital video recordings

### **Tips for making the most out of the Heritage Fair Experience**

Generating questions – What questions can students ask about their topic?

#### **Inquiry Question Generator**

Here are some ideas for questions your students can ask about their Heritage Fair Topic:

1. Why was this person an important figure in history?
2. Why is this event important?
3. Why is/was this event, or movement important?

4. How is this event connected to us today?
5. Why should we care about your topic?
6. What can we learn from historical evidence, research or from an object?
7. What kind of a person was your subject (based on evidence)?
8. What kind of a change resulted from your topic?
9. What changed and what stayed the same as a result of your topic?
10. Why was this a turning point?
11. Why did this happen?
12. How did this event or movement or period of change make a difference?
13. What helped or hindered your topic from making a difference? Or a change in society?
14. How has your subject changed our lives?
15. How did different individuals or groups see an event or action at the time? Can you see this topic from some else's perspective?
16. How did different individuals or groups react to this event or change?
17. How should we remember your topic?
18. How does the context of the time explain an event or an opinion or belief?
19. What lessons, if any, can we learn from an event?

### **More About Inquiry Questions**

How to get your students to think beyond the obvious?

What questions can students ask about their topic?

We want to avoid closed ended questions. We do not want students to ask questions that can be answered with a yes or a no or a factual answer.

For example:

**Christine Sinclair – Burnaby born and raised soccer star who has a Sports Complex in Burnaby named after her.**

An example of a closed ended question might be how many international goals did Christine Sinclair score in her playing career for Canada?

Some Heritage Fair organizers might not encourage a project that focuses on a sports player who might inspire only close-ended questions.

Another way to look at a topic like Christine Sinclair would be to dig deeper into what Christine Sinclair has meant to Canada and gender equality in women's sports.

Some questions might include:

What can Christine Sinclair tell us about gender equality in sports?

Is it ever justified to pay someone less for doing the exact same job based on a person's gender identity? Why or why not?

If Canada Soccer has the same amount of money to pay both men and women but men make 20 times as much in professional soccer leagues than women do? How do you justify paying both men and women the same? Male soccer players, playing for their country in international soccer competitions are going to have to take a significant pay cut. How would that make them feel?

If the FIFA World Cup prize pool for men is \$440 million and the FIFA Women's World Cup prize pool is \$150 million? How can soccer federations make up the difference to ensure that both men and women athletes are equally compensated?

Historically, how long have women been playing soccer? How did women's soccer get started in Canada?

Are women athletes treated the same as men when it comes to training and performance management? Why or why not?

These are all great questions that can be examined through a more in-depth exploration of Christine Sinclair's long career as a soccer player.

### **Investigating Sources:**

How do we find answers to our questions?

Once you have a question how will you go about answering it?

What sources will you use?

How will you know if your answer is a good one? (ie. An accurate, deep, insightful, original, thorough answer).

Here are four strategies to encourage students to deepen their research:

- Choose sources both secondary and primary (what are primary and secondary sources? What is the difference? )
- Go deeper than surface interpretation to make thoughtful inferences from primary sources.
- Consider context of an account and identify the author's position.
- Consult various sources to cross-check their conclusions.

Students can also further their research by taking a CAPES approach – superhero historians!

**Context:** What was happening at the time this source was created? How might that affect how we interpret this source?

**Audience:** Who was intended to see (or read) this? How might that affect how we interpret it?

**Purpose:** What was the author (photographer, creator) setting out to do? Why might this affect your interpretation?

**Evidence:** How does this source help answer your inquiry question?

**Support:** How does this evidence fit with any other evidence that you have?

What are the Big Ideas that we have learned?

How can we present these big ideas to a wider audience?

Encourage students to think of the Heritage Fair presentation as a mini-museum in which the students are museum curators, designers and educators.

- What big ideas or stories do I want to tell the visitors who will see my Heritage Fair Project?
- How can I get visitors to experience and understand this big idea or story?

Reflection and student self-assessment

- What did the student learn?
- How well did I tell my story or address the big idea of my project?
- What changes could the student make to improve their project?
- What was the highlight of this project? What was the hardest part?
- How has the student found this project? (easy, hard, interesting?)
- What did the student find most challenging?
- Is there anything that the student needed help with?
- What do you think you are getting better at?
- What feedback have you received and how did you respond to the feedback?

## 2024 – 2025 Classroom & School Participation Form

Thank you for participating in the Heritage Fairs Program. The Regional Heritage Fair will take place on Friday, May 23<sup>rd</sup> and Saturday, May 24<sup>th</sup> at Burnaby Village Museum. In order to help us plan the Regional Heritage Fair please complete and return this form by Friday, February 28, 2025.

### School:

No. of participating classes:

School Phone:

### Main Contact

Teacher Name:

Email:

Grade:                      No. of students in the class:    Projects will be in: ☐ English ☐ French ☐

Additional Teachers and classes participating

Teacher Name:

Email:

Grade:                      No. of students in the class:    Projects will be in: ☐ English ☐ French ☐

Teacher Name:

Email:

Grade:                      No. of students in the class:    Projects will be in: ☐ English ☐ French ☐

Teacher Name:

Email:

Grade:                      No. of students in the class:    Projects will be in: ☐ English ☐ French ☐

Teacher Name:

Email:

Grade:                      No. of students in the class:    Projects will be in: ☐ English ☐ French ☐

### Proposed Date and Time for school / classroom fair:

### Important Notes about the Regional Fair:

The Regional Fair will showcase approximately 55 projects and will include 85 student participants. Teachers will decide which students participate in the Regional Heritage Fair. Based on participation the regional fair coordinator will let you know how many projects can be included in the Regional Fair. Students must be selected by May 9<sup>th</sup>, 2025 Individual and group projects are welcome at the Regional Heritage Fair, however, if a project is chosen to go to the Provincial Heritage Fair, only one participant will be eligible to attend.

### Please return this completed form by February 28, 2025 to:

Andrew Hildred | Interpreter Lead, Heritage Fairs  
Burnaby Village Museum, 6501 Deer Lake Avenue, Burnaby BC V5G 3T6  
[andrew.hildred@burnaby.ca](mailto:andrew.hildred@burnaby.ca)



## Student Project Registration Form for Regional Heritage Fair

The Regional Heritage Fair will take place at Burnaby Village Museum on Friday, May 23<sup>rd</sup> from 9:30-3:30pm (lunch will be provided) and Saturday, May 24<sup>th</sup> from 11am-3pm. Attendance on Saturday is encouraged, but not mandatory. The Recognition Ceremony will take place from 2-3pm.

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

**Student's Name** (as it is to appear on certificates and recognition events): \_\_\_\_\_

**Project Language:** English \_\_\_\_ French \_\_\_\_

**Parent / Guardian Email Address:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

Is this a group project? Yes or No (each student should complete an individual form)

If this project is chosen to advance to the Provincial Fair the student who will represent this project at the Provincial Fair is: \_\_\_\_\_

Attendance at Provincial Fair in Vancouver: (Please check one)

☐ I give permission for my child to be considered as a delegate to the Provincial Heritage Fair held in Vancouver, BC. I understand that if chosen, my child will travel with the adult chaperone (s) to Vancouver, BC and that I will not be able to accompany my child.

☐ I do not wish my child to be considered to attend the Provincial Heritage Fair

Please indicate any dietary restrictions: \_\_\_\_\_

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date: \_\_\_\_\_

Students please return completed form to your classroom teacher.

**Completed forms need to be submitted to Burnaby Village Museum by Friday, May 9<sup>th</sup>, 2025.**

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Burnaby Village Museum

