

2023 Yukon Stikine Regional Heritage Fair Document Package

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GET READY FOR HERITAGE FAIR 2023!

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1) This Year's Fair

a) This is how the Fair will look this year:

It's a Class Project

The project is a class effort or it can be group projects with 6 or more students per group. Each school can submit 12 projects (to accommodate group projects) or 3 whole class projects. The class chooses a project, does the research, and decides how it will be presented. The presentation can be done in the form of a play, a newscast, a documentary, a visual art/model display, or any other format you can think of to convey the content of the topic and the students' learning. Once you figure out your topic, there is a job for every skill level in the class.

It's On-line

Once your project is completed, you can film it or photograph it (depending on how your project is presented), and submit it to the fair coordinator in a digital format. This will then be loaded onto a website where it can be viewed by judges.

b) FAST FACTS

Date:

- **April 21** -projects and forms due for on-line submission (via Dropbox)
- **May 4/5** – Judging interviews
- Fair is open to students in Grades 4 to 7 (can be extended to grade 9 to accommodate combined grades in rural communities)
- As the projects will be viewed on-line, students can appear in videos/photos only if they have parent permission. A form will be provided for parents to sign.
- If students' names are appearing on the projects, only the first name should be visible. The last name must not be included.

FAQs FOR SCHOOLS

1) Can projects be in French?

Yes! We welcome projects in French; we just need to know they are coming in advance as we must ensure we have enough French-speaking judges.

2) Does the project need to involve the whole class?

It can be done as a whole class project or by groups of 6 or more

3) Does the project have to be on a Yukon topic?

While there are plenty of topics available to do a project on the Yukon, if your class is inspired by something else, this can be done - as long as it's about Canadian heritage/history.

4) How long should the project presentation be?

A minimum of 3 minutes and a *maximum* of 10 minutes.

2) Forms

-Judging rubric -p.9/10

-Parent/Guardian photo release form -p.11

-School Registration form – p12

Judging and Awards

Judging

-a rubric will be provided for the teachers to help guide the process they use with the students. Judges will be using the same rubric.

-this year, the classes will not be divided into grade groups as we have in the past. Judges will take into account the age/grade levels of the students/projects and adjust their expectations appropriately.

--An oral interview is also part of the project. During the *first week of May*, you will be given an interview time to talk to the judges. Select one or two students to represent the class and be interviewed by the judges. Here are the options for how this occurs for your school:

a) the students being interviewed go into a quiet room where they will engage in a zoom call with the judges. A link would be sent to your school. An adult should accompany the students to help with technical things, but **mustn't** prompt students during the interview.

b) the students being interviewed can do this in the class via zoom with the other students being in the background.

c) the interview can be done over the phone, using the speaker phone if there are two students, in separate room/office.

Awards

-First, second, and third place will be awarded.

-as the projects will be posted on a website that others can view, people can vote on their favourite project. A **'People's Choice'** award will be given.

-there will be prize materials provided for all participating classes, as well as other awards.

Background Information

A Heritage Fair is a grand celebration of Yukon/Canadian heritage!

Program Overview

The Heritage Fairs program is a bilingual educational initiative that encourages students to explore an aspect of Yukon/ Canadian heritage in a dynamic and captivating learning environment. Students work as a class and use the media of their choice to share their learning about Yukon/Canadian heroes and legends, milestones and achievements—and then proudly share this as a photographed/videoed presentation that will be viewed on a website. Volunteer committees involving educators, heritage groups, and community associations work together to organize these enriching events. The Fairs give students a voice to tell their own stories in their own ways. Their enthusiasm, creativity, and passion make the Fairs a highlight of the school year! Working together as a class develops decision-making skills and teamwork.

Why Participate?

- ☐ The Fairs program helps teachers meet their teaching goals, provides recognition for student achievement, and satisfies curriculum requirements.
- ☐ The creation of a Fairs project requires hands-on learning, which develops research and communication skills.
- ☐ Learning becomes more meaningful when students explore topics that are personally relevant to them. They'll create connections within their communities and cultures.
- ☐ Fairs give students the chance to share their own ideas and voices, thereby building student creativity and initiative.
- ☐ Creating a Fairs project will enhance literacy skills. The emphasis on communication skills such as researching, interviewing, writing, editing, speaking, and representing will benefit all students. Many curriculum goals will be met through this process.
- ☐ Participation in a Fair engages citizenship skills. As young people develop stronger roots in their communities, they will have the confidence to become active citizens who shape the future of our country.
- ☐ Correlation studies have been conducted to determine that the Fairs program fits Canadian social studies, geography, and history curricula for grades 4 to 7.
- ☐ This program connects the classroom with the community – to valuable organizations such as historical societies, museums, archives, libraries, and multicultural groups.

Program Goals

The goals of the Fairs program are especially fitting as Canada moves well into the 21st century. This program creates an engaging learning environment for students, thereby strengthening their appreciation of Yukon/Canadian heritage. Students develop strong roots in their communities and cultures, which inspire them to participate in the shaping of Canada's future.

The Fairs program has grown remarkably since it started. It is eventually intended that every eligible student in Canada will be provided with the opportunity to participate in a Fair during his or her years at school.

Fair organizers invite community organizations and businesses to work with teachers and educators, to actively participate in the delivery of the event by joining the organizing committee, assisting students with their research, providing materials and in-kind resources, and hosting workshops or placing displays at the Fairs.

Although the format of the Fair is very different this year from years past, the following guidelines are still in effect for the Fair.

Project Guidelines: Rules and Criteria

The following guidelines apply to every class project:

- 1) The Fairs Program emphasizes the importance of the learning process, the exchange of stories, and the value of multiple perspectives.
- 2) Projects can interpret aspects of Yukon heritage or on a Canada-wide topic.
- 3) All presentations must avoid profanity, racial or sexist remarks, innuendo, negative stereotypes, or any other potentially offensive matter.
- 4) Although it is recognized that teachers or other adult supervisors need to provide assistance and guidance, the project is to be created and presented by the students.
- 5) Any person or organization clearly identifiable in a presentation must have given permission to the presenter.
- 6) As much as possible, teachers should ensure that projects are historically correct.
- 7) Heritage Fairs encourages cooperative learning and the development of Group projects at the classroom, school, community, and regional levels.
- 8) Student participants at the Regional Fair must be able to discuss their work
- 9) The project is to be completed as a class or by groups of 6 or more

- 10) The projects must be filmed or photographed (whichever method best showcases the style of the project) and submitted digitally. The projects must be between 3- 10 minutes in length. The title of the project must appear in the beginning of the presentation.

Sources of Information and Bibliography

Where to Find Information For Your Class Project

It is expected that you will use a variety of sources to deepen the students' understanding of the topic. Use of various internet sites, books, newspapers, archives, photos, films, interviews with relevant individuals, guest presenters in the class, etc. are all great sources to help you find the information you need.

<https://yukon.ca/archives> - they are very keen to help with the Heritage Projects. They also encourage students to use the services.

<https://yukon.ca/en/arts-and-culture/heritage/find-heritage-research-and-publications>

<https://yukon.ca/en/archival-reproductions>

Yukon First Nations Offices – Heritage – Kwanlin Dun; Ta'an Kwach'an Council

Rural communities: First Nation Offices; elders; Community Education Liaison Coordinators;

Yukon First Nations Education Directorate - <https://www.yfned.ca>

Search For Our Heritage - locates First Nations artifacts

https://sfoh.gov.yk.ca/fmi/webd/SFOH_Web2?fbclid=IwAR2utsxPNxgCZP46vr0LqGwFqhx3Q-SLZbCvz1qULzTZDooVcVfFqMwXTbs

Yukon First Nations Education Directorate

Museums: Dawson; McBride Museum, Transportation Museum in Whitehorse

<https://explorenorth.com>

Facebook group: 'Yukon History and Abandoned Places' - For any teachers who have Facebook accounts, you might try joining the group called 'Yukon History and Abandoned Places'. There are a lot of knowledgeable people in this group who have long memories about the Yukon's past. A lot of photos get posted on there. If you have a specific question, you could try posting it on there and seeing what response you get (teachers would need to do this, rather than having students on Facebook)

<https://yukonnuggets.com/> - these are a series of radio broadcasts narrated by Les McLaughlin. They are great to listen to and packed with information. I'd highly recommend checking these out. They might even spark some project ideas. When you click on each subject heading, there are several titles listed under that.

Similar to the Yukon Nuggets, Michael Gates' History Hunter column could be somewhere to start: <https://www.yukon-news.com/tag/history-hunter/>

Hidden Histories Society Yukon - <https://hhsy.org/>

Yukon Register of Historic Places - <http://register.yukonhistoricplaces.ca/>

Canadian register of historic places - <https://www.historicplaces.ca/en/pages/register-repertoire.aspx>

Yukon Heritage Planning - <http://yukonheritage.com/>

Sights and Sites of the Yukon (highway interpretive signs) - <https://sightsandsites.ca/>

Heritage Yukon - <https://www.heritageyukon.ca/our-heritage>

Bibliography

A bibliography is required as a part of the project. Please submit it as a document, or a picture of your bibliography digitally along with the project.

Getting Started on Your Heritage Project

1) While our intention is for the projects to be on a Yukon topic, if you have a topic that gets your students excited, it can be Canada-wide.

2) The projects are meant to involve your whole class. However, we recognize that this may not be possible in some circumstances so it can be completed by a large group within your class. The project will still be labelled by class (ie – grade 4).

3) Students who appear in the film/photos must have their media waivers signed. If they aren't allowed, then the student must do something in the back ground – ie – preparing sets, doing tech., research, art, etc.

4) Choosing a topic can be the trickiest part. A list of project ideas is attached but of course you may have another idea in mind. You want to have jobs for your whole class so if you choose a topic that is too narrow may prove difficult to make this happen. A topic that is too big may make it difficult to find a focus and to wade through too much information.

-It is helpful to come up with a couple of ideas so that if one lets you down in the planning stage, you have another waiting in the wings. Once you have a topic, you will want to go through a process of planning with your students. Asking questions, and having the students ask questions is an important part of the process. Ultimately, you want the topic to reflect Yukon (or Canada) heritage/history. For example, if you chose to do a project on Northern Tutchone beadwork, you would also need to address why this is important in Yukon/First Nation Heritage. What do we learn about the Yukon/Canada in this topic?

5) Presenting your project: This will be filmed or photographed and submitted digitally. Possibilities for your presentation:

- a newscast or documentary – different students can have turns to speak, there can be student-created models, or artifacts, or art displays to be filmed/photographed, backdrops, - all designed to support your topic and present the information.

- a play

- art/model displays

- multi-media format

- any style that your creativity comes up with to present the students research

6) A job for everyone in the class: researching, writing, poster-making, narrating, creating sets or backdrops, art – make models or displays, tech – setting up camera/tripod/video, microphone, etc. There should be something that each student can do to contribute to the project. Consider the strengths and interests of your students

Ideas for projects on the Yukon

This is a list of possible ideas for projects but is by no means the limit. You may come up with others of course!

-Yukon River – lifeline of the Yukon - could also be a way to connect two communities who live on the Yukon River. How has this river impacted the Yukon?

-the river your community is situated by: Ross River and Faro are on the Pelly River

-Various Yukon individuals:

Sam Steele, NWMP, Jim Robb, Victoria Faulkner, Keith Wolf Smarch; Dennis Shorty; Angela Sydney; Elijah Smith; Elders in our Community. Artists, musicians; Yukon politicians; George and Martha Black;

-Chilkoot Trail – following the diary of one of the prospectors (use of the Yukon Archives for this)

-White Pass – it's role in the Yukon

-the streets of Whitehorse or rural communities – who were the people they are named for?

-historic buildings in Whitehorse or rural communities.

-the connection between Carmacks, Pelly, and Dawson – Yukon River communities; comparing Yukon communities

-Family fish camps; traditional beadwork and the people who bead; changes over time in First Nation arts and crafts; traditional First Nations Toys; Drumming and drum making; First Nation life styles; traditional medicine; traditional trapping and hunting;

-Transportation in the Yukon: then and now. What were the challenges?

-Mining – yesterday and today; consider also the changes in attitude about mining.

-Teslin Snowshoes

-Comparing beadwork from different communities would allow two schools to link up.

-Trading Posts

-Yukon Sports/Yukon Olympians

-Yukoners at War – soldiers of WW1 or WW2

-The First Nations' road to settling land claims and self-government

-Paleontology in the Yukon

-Yukon place names – how they were named/how they have changed.

-How Yukon parks are managed

-The Kohklux Map

-history of Silver City or Stewart City (there are people in Dawson who could assist with this); Keno; abandoned towns;

2022 TIMELINE

Feb. – confirm class participation by contacting Fair coordinator, Maggie Leary ph. 867-334-8706 email: heritagefair.heritageyukon@gmail.com.

Choose a topic and plan with students how to present it. Even if you don't start the project until March, it is strongly suggested that you select the topic early, so you have to time to think about the topic, how it

March-April – Create projects

April 21- deadline to submit project, bibliography, and school/parent forms

May 4 – projects will go live for viewing by public and judges. People's Choice voting begins

May 4/5 -judging interviews with students

May 11 – announcements of winners.

2023 Judging Rubric

Grade/class _____

Project Name: _____

School: _____

Score Key: (1) Poor; (2) Fair; (3) Adequate; (4) Very Good; (5) Excellent

1. PROJECT DISPLAY - ORGANIZATION	SCORE
Project is organized effectively to communicate ideas and engage the audience	1 2 3 4 5
Title is visible and relevant	1 2 3 4 5
Appropriate vocabulary and key terms are used orally or visually	1 2 3 4 5
SECTION 1 TOTAL	/ 15

2. PROJECT PRESENTATION- VISUAL IMPACT	SCORE
Project design demonstrates creativity	1 2 3 4 5
Images/media, style, objects support key themes of project	1 2 3 4 5
SECTION 2 TOTAL	/ 10

3. COMMUNICATION	SCORE
Demonstrates an understanding of the topic	1 2 3 4 5
Demonstrates interest/enthusiasm for the topic	1 2 3 4 5
Expresses ideas clearly and coherently	1 2 3 4 5
Answers questions completely during interview	1 2 3 4 5

Can provide other relevant information	1 2 3 4 5
Demonstrates a connection between media sources and ideas presented in project.	1 2 3 4 5
SECTION 3 TOTAL	/ 30

CONTINUED....

4. RESEARCH & INTERPRETATION	SCORE
Project demonstrates a process of: gathering and organizing information analyzing and interpreting information	1 2 3 4 5 1 2 3 4 5
Information is accurate and relevant to the topic	1 2 3 4 5
Project indicates use of a variety of appropriate sources	1 2 3 4 5
Sources are accurately recorded (bibliography)	1 2 3 4 5
SECTION 4 TOTAL	/ 25

5. RELEVANCE	SCORE
Enhances knowledge of local, Yukon or Canadian culture, history or heritage	1 2 3 4 5
Demonstrates a personal or historical connection to the topic	1 2 3 4 5
SECTION 5 TOTAL	/ 10

OVERALL TOTAL /100

COMMENTS *The section below will be given to teacher and student.

Things I liked:

Suggestions for Improvement:

Parent/Guardian Release Form

Dear Parents/Guardians

The 2023 Yukon/Stikine Heritage Fair is organized by Yukon/Stikine Regional Heritage Fair Committee, the Yukon Historical & Museums Association (YHMA), Yukon Heritage Resources Board (YHRB), and Parks Canada, in partnership with Yukon Education. This year it is an on-line event, and the students' projects will be a class effort to be filmed or photographed and submitted digitally to the Fair Coordinator. The project will then be posted on a website for the judges and others to see. Only the students' first name and first initial of last name will appear on the film or website.

In order for your child to appear in the film on video, your permission is required. Please return to the school as soon as possible so that the teacher can ensure that your child's role in the project reflects this. Note that your child will still be participating fully in the project, even if they don't appear in the film/photos.

Check one:

_____ Yes, I give my permission for my child, _____ to appear in the
(name)
video/photographs for 2023 Yukon/Stikine Heritage Fair.

OR

_____ No, I do not give permission for my child, _____ to appear in the
(name)
video/photographs for the 2023 Yukon/Stikine Heritage Fair.

(Parent/Guardian signature)

2022 School Authorization/Registration Form

Class Form – PLEASE PRINT CLEARLY

School Name: _____

Teacher Name: _____ Phone: _____

Class/grade: _____

Project Title: _____

Official Language to be judged in: English French

School authorization is required for students to participate in the Yukon/Stikine Heritage Fair.

School Phone: _____

Principal's Signature _____

List of students (first names only and 1st initial of last name):

Important Facts at a Glance

-print or file this page so that it's handy for your quick reference. This will insure that you're not missing out key information that are embedded in the pages of the full package.

Dates

-**April 21** – deadline to submit project and school/student/parent forms onto Dropbox (link will be provided)

-**May 4** – projects will go live on the website (yukonstikineheritagefair.ca). At this time people can view project on-line and vote for their favourite for the People's Choice Award.

-**May 4/5** – judging will occur. 1 or 2 students to be interviewed via phone or Zoom.

Facts To Remember

-Only students' first name can appear on the project as it will be appearing on the website.

-Any adult not associated with the school, who appears in your video must sign a permission/release form.

-Adults must not interfere with the students' interview with the judges. They can be present but must not prompt the students.

-Number of classes/groups that can participate: 3 full classes per school or 12 projects per school created by groups of 6 or more students.

-the projects must include a visible title

-a bibliography must be included to be submitted with the forms and project.