

# Socials Studies - Grade 8



**Xavier Jr. High  
Deer Lake  
Western School District**

**Mr. Adey**  
Heritage Fair Booklet

**2/18/2010**



# Heritage Fair 2009-2010 Research Topics

This year's theme is "Digging for Our Stories"

History of Deer Lake or Western Newfoundland  
The Confederation Debate

Newfoundland Native Peoples & Culture  
Newfoundland's Role in World War I or WWII  
Hibernia Oil Development  
The Newfoundland Rangers  
Red Bay Settlement in Labrador  
Power Plant in Deer Lake  
Local War Veteran's and their role  
Seal Fishery  
French Shore  
NL Marine Disaster (\*\*no Titanic)  
The Merchant Marines  
Bullet)  
The Sinking of the Truxton and the Pollux  
Great Newfoundland Sealing Disaster (1914)  
French Settlement in Newfoundland  
Role of Women in Fishery  
John Cabot & The Matthew Voyage of 1497  
The Role of Newfoundlanders/Labradoreans  
and their role in Afghanistan.

Moravians History in Labrador  
Traditional Newfoundland Cuisine

Newfoundland's role in 9-11  
Famous Newfoundland Schooners  
Outport Resettlement  
Colony of Avalon  
Historic Sites of Newfoundland  
U-Boat Attacks in Conception Bay  
Newfoundland War Heroes  
Labrador Fishery  
The Portuguese White Fleet  
Traditional Newfoundland Music  
The Newfoundland Railway (Newfie

History of Mining in Newfoundland  
Newfoundland Men Lost at Sea  
Women's Patriotic Association  
Vinland Vikings  
Legends and Lore of Olde  
Beaumont Hamel

## Famous Newfoundlanders in History:

Captian Bob Bartlett  
E.J. Pratt  
Dr. Grenfell  
William Coaker  
Joseph R. Smallwood

Cluney McPherson  
Mary Pratt  
Peter Easton  
Craig Dobbin  
Myra Bennett

Tommy Ricketts  
Helena Squires  
Richard Squires  
Mina Hubbard  
Dr. Wilfred Grenfell

**Social Studies Grade 8**  
**Heritage Fair Topic Selection 2009-2010**

Student Name: \_\_\_\_\_

Student Homeroom: \_\_\_\_\_

**Topic:** You will select a topic from the approved list given to you by your teacher. You will select a first choice and an alternate. Only two projects of the same topic will be accepted. In the advent several students wish to do the same topic as their first choice then a random draw will take place. Those not selected will do their alternate topic.

First Choice Topic: \_\_\_\_\_

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

Once you have chosen a topic you must be prepared to look for the information necessary to complete your backboard. All students will use the LRC and computer lab here at Xavier for their research. There will be two research periods and students will complete an outline to help guide their research that will be checked by their teacher. Presentations will start \_\_\_\_\_.

**Socials Studies - Grade 8**  
**Heritage Fair - Backboard Outline 2009-2010**

**Name:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

**Introduction (Main Points) - What elements about your topic will your backboard contain.**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

**Point One:**

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

**Point Two:** \_\_\_\_\_

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_

**Point Three:** \_\_\_\_\_

1)

\_\_\_\_\_

2)

\_\_\_\_\_

3)

\_\_\_\_\_

**Point Four:** \_\_\_\_\_

1)

\_\_\_\_\_

2)

\_\_\_\_\_

3)

\_\_\_\_\_

**Point Five:** \_\_\_\_\_

1)

\_\_\_\_\_

2)

\_\_\_\_\_

3)

\_\_\_\_\_

**Conclusion:**

\_\_\_\_\_

\_\_\_\_\_

Whenever you write a report you will have to go to books, magazines, encyclopedia, vertical files, newspapers, or electronic media such as the Internet, CD-ROM, or online encyclopedia for information to support the points in your report. All of the information obtained must be credited to the **source** from which it came. There are many reasons for this. Taking credit for work or ideas gotten from others is not only unfair, but illegal (**plagiarism**). The person reading your report should be able to check your references for accuracy so you must provide the name of your source. In case the person reading your report wants to find more information about your topic, you must give the list of your sources so that the person can access **all** of the material instead of the section that you used.

APA is not the only style of recording sources of information—there are others but this is the standardized format that we are using at Villanova.

Your list of sources will appear on a page at the **end** of your report—it will be the **last page**. The heading “Reference” should appear centred at the top of the page (do not underline). Your list will be **alphabetically** arranged and they will not be numbered. Reference page should be double-spaced like all APA formatting.

## *Examples of Bibliographic Citations*

### BOOKS

#### **1. A book with one (1) author:**

Author. (Copyright date). *Title*. Place of publication: Publisher.

Service, R. (1988). *The shooting of Dan McGrew*. Toronto: Kids Can Press Ltd.

#### **2. A book with two (2) authors:**

Author. & Author. (Copyright date). *Title*. Place of publication: Publisher.

Romain, J. & Duplacey, J. (1991). *Hockey superstars*. London, England: W H Smith Publishers, Canada.

### 3. A book with no author:

Editor. (Copyright date). *Title*. Place of publication: Publisher.

Smith, A. (Ed.) (1992). *Junior High Energy*. Princeton, N. J. : College Board Publications.

## ENCYCLOPEDIAS

### 4. Encyclopedia (reference work) article with author listed:

Author. (Date). Title/Subject looked up. In *Name of Encyclopedia*. (Vol., page number). Place of publication: Publisher.

Klein, P.S. (1991). Polk, James K. In *The new book of knowledge*. (Vol.15, p.374). Danbury, Connecticut: Grolier Incorporated.

### 5. Encyclopedia (reference work) article with no author listed:

Title of article. (Copyright date). In *Name of Encyclopedia*. (Vol., page number). Place of publication: Publisher.

Hertz, Heinrich Rudolph. (1979). In *Compton's encyclopedia*. (Vol.12. p. 149). Chicago: F. E. Compton Company.

## MAGAZINES

### 6. Magazine with author, and with volume and edition numbers:

Author, (Date). Title of article. *Name of magazine*, Volume (number), page.

Phillips, A. (2000, April 17). Gun smarts. *Maclean's*, 113 (16), pp. 18-21.

### 7. Magazine with no author, and with the volume and edition numbers:

Cross-cultural connections. (2000, April/May). *Scholastic Art*, 30 (6), pp. 6-7.

### 8. Magazine with author, and with date published:

Hammond, C. (Winter, 2000). Images of Newfoundland and Labrador today. *Newfoundland Quarterly*, pp.12-17.



## ELECTRONIC SOURCES

### **9. E-Mail:**

E-mails are not included in the list of references, though you parenthetically cite them in your main text: (D. Smith, personal communication, December 11, 2007).

### **10. Web Site with author:**

Author. (Last date updated or revised [if known]). *Title*. Date retrieved, URL

Ignatius. (July 12, 1996). *Science experiments for geeks*. Retrieved May 3, 2002, from <http://www.stv.nf.ca>

### **11. Web Site with no author:**

*Title of page*. (Last date updated or revised [if known]). Date Retrieved, URL

*Tibetan musical instruments*. (1996-2000). Retrieved April 25, 2000, from <http://www.tibet.gc.ti>

## NEWSPAPER

### **12. Newspaper article with author:**

Author. (Date). Title of article. *Name of Newspaper*, page.

Kennedy, M. (2000, May 2). Tobin says tough choices needed on medicine. *The Evening Telegram*, p.5.

### **13. Newspaper article with no author:**

Black man burned in racial attack, police say. (2000, May 2). *The Evening Telegram*, p.7.

## PAMPHLET [BROCHURE]:

### **14. Pamphlet with author:**

Author. (Date). *Title*. [Brochure]. Place of publication: Publisher.

Wright, B. S. (1996). *Black Duck*. [Brochure]. Ottawa: Environment Canada.

### **15. Pamphlet with no author:**

*Title*. [Brochure]. (Date). Place of publication: Publisher.

*Growing up: A wonderful experience*. [Brochure]. (1991). Montréal, Québec: Johnson & Johnson.

### **16. Government Publication:**

Organization name. (Date). *Title* (publication number). Place of publication: Publisher.

Department of Health. (1996). *Challenge the myths about alcohol and other Drugs*. St. John's, Newfoundland: Government of Newfoundland and Labrador.

## Bibliography

This is the information from your source cards. These were to be completed as you gathered your research. You can go back to the LRC to fill them out if they are incomplete. You need at least two source cards. The purpose of this section is so that someone can find your research easily. Students must follow the APA format. Samples of the APA format can be found on my website. **Your Heritage Fair will lose sufficient marks if submitted without a bibliography.**

For this page

- ☐ It should have the title "References" and this should be centered.
- ☐ Include all the sources of information you used
- ☐ All entries go in alphabetical order
- ☐ Entries are not numbered
- ☐ It must be double spaced (between entries)
- ☐ Use a hanging indent

Sample :

### References

Ignatius. (July 12, 1996). *Science experiments for geeks*.  
Retrieved May 3, 2002, from <http://www.stv.nf.ca>

Klein, P.S. (1991). Polk, James K. In *The new book of knowledge*. (Vol.15, p.374). Danbury, Connecticut:  
Grolier Incorporated.

Service, R. (1988). *The shooting of Dan McGrew*. Toronto:  
Kids Can Press Ltd.

Smith, A. (Ed.)(1992). *Junior High Energy*. Princeton, N. J. :  
College Board Publications.

*Tibetan musical instruments*. (1996-2000). Retrieved Nov.  
22,2008 from <http://www.tibet.gc.ti>

## **HERITAGE FAIR: SAMPLE Selection Criterion School Rubric**

**Student Name:** \_\_\_\_\_

**Project ID #:** \_\_\_\_\_

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

**Recommend project to participate in Regional Heritage Fair**     ☐ YES     ☐ NO

**PART ONE:     Clarity and Organization:** \_\_\_\_\_/10

Topic unclear and not well organized. Communication of ideas unclear.					Topic somewhat clear and connected to Heritage ideas Communication of ideas somewhat unclear.		Topic clear and relevant to Canadian Heritage. All ideas well connected.		Topic clear and extremely connected. Excellent organization and communication of ideas.		
1	2	3	4	5	6	6.5	7	7.5	8	9	10

**PART TWO:     Originality:** \_\_\_\_\_/10

Little originality, thought design or creativity.					Some originality, thought, design or creativity.		Good originality, thought, design or creativity.		Exceptional originality, thought, design or creativity.		
1	2	3	4	5	6	6.5	7	7.5	8	9	10

**PART THREE:     Interview:** \_\_\_\_\_/10

Has difficulty answering questions about topics. Very little understanding of topic.					Has some difficulty answering questions. Shows some understanding of topic.		Has a little difficulty answering questions. Show a good understanding of the topic.		Answers questions expertly and confidently. Shows excellent understanding of topic.		
1	2	3	4	5	6	6.5	7	7.5	8	9	10

**PART FOUR:     Research:** \_\_\_\_\_/10

Only one source used for research. Little evidence of research in essay.					Two sources used for research. Some evidence of research in essay.		Three or more sources used for research. Good evidence of research in essay.		Excellent selection of sources. Well-chosen research data. Excellent and well written essay.		
1	2	3	4	5	6	6.5	7	7.5	8	9	10

**PART FIVE:     Overall Impression:** \_\_\_\_\_/10

A beginning effort. Project shows very little attempt to be interesting and visual.					Work is in progress. Project and presentation are somewhat engaging and interesting.		Demonstrates good work. Project and presentation are often engaging and inspiring.		An exemplary project. Project and presentation are inspiring and leave a lasting impression.		
1	2	3	4	5	6	6.5	7	7.5	8	9	10

**TOTAL SCORE:** \_\_\_\_\_/50

*Rubric originally created by Darlene Sexton of Our Lady of Mercy Elementary*