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## Section One: Project/Lesson Overview

**Grade:** 8

**Subject:** Social Studies

**Lesson Title:** “The Life of the Stanley Fair”

**Lesson Description:** students will engage in an analysis of the history of the longest-running agricultural fair in Canada and develop an interpretation of fairs as gathering places

**Time Required:** 2-3 periods (45 minutes each)

**Specific Curriculum Outcomes:** 2.1.6: recognize that culture is dynamic and shaped by many forces.

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## Section Two: Project/Lesson Implementation

**Equipment/Materials Required:** Smart board/In-focus projector; Images from NB Museum virtual exhibition: “Gatherings” - StanleyFair-pg93.jpg through StanleyFair-pg110-111.jpg; computer and library access; Bristol board and markers

### Lesson Procedures/Teaching Strategies:

1. **Warm-up:** Remind students of the upcoming field trip to the Stanley Fair next week. Ask the question: why are we going on this field trip? (Answers will vary – for fun, to see the animals, etc...) Ask a second question: what does the Stanley Fair have to do with Social Studies? (Answers will vary – to celebrate our heritage, to learn about the past, etc.) Guide the students toward the one common theme: FAIRS ARE A UNIFYING ASPECT OF CULTURE FOR MANY RURAL AREAS.
2. **Introduction:** View the images of the Stanley Fair. As students are viewing, explain how the fair is a ‘gathering place’ for many of the village’s citizens.
3. **Main Activity:** Invite students to investigate the history of the Stanley Fair further. Students might work in groups of 3-4 on focused research topics such as Stanley Fair:
  - cuisine
  - exhibits / festivals (musical, agricultural, etc.)
  - music / art
  - history
  - family names
  - communities (*A History of Stanley contains excerpts on many outlying settlements where students come from and could explore*)

Challenge each group to find as much information as they can on the topic. Arrange a class trip to the school library / computer lab. Students might organize their information on bristle board or list their factual information on sheets of chart paper (a different colour for each group).

4. **Closure:** Groups might present their information orally or you might post the Bristol board / chart paper on the classroom walls and invite students to circulate and read about each topic.

Suggested Assessment Strategies:

- Individual students may submit a one-page report (after the field trip) on how the Stanley Fair is a symbol of culture for the Village of Stanley and their interpretation of the forces that shape it.
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### **Section Three: Project/Lesson Resources**

**Teacher Generated Resources:** All of the teacher generated resources contributed to support this lesson are available for download by clicking on the link(s) below:

**Supplementary Resources:**

**Web-Based Resources:**

<http://www.nbm-mnb.ca/>  
<http://stanleyfair.com/>

**Disclaimer:** The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

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### **Section Four: Additional Information**

**Modifications:**

**Additional Comments:**

**Credits:**

**Contact Information Including Name, Email, School and District:**  
Craig Clarkson – [craig.clarkson@nbed.nb.ca](mailto:craig.clarkson@nbed.nb.ca)  
Stanley High School, District #18

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