

Ontario Heritage Fairs Association



Creating a Great Heritage Fair Project

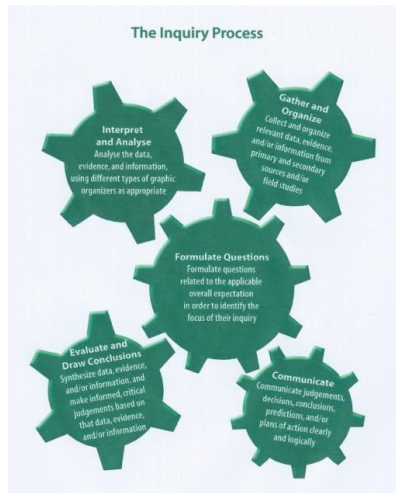
Using the Inquiry Model





Contents

The Five Components of The inquiry process.....	3
Applying the Inquiry Model to Heritage Fairs.....	4
Getting Ready.....	4
Setting The Stage	4
Choosing A Topic.....	5
Formulate Questions	6
Gather and Organize Research Sources.....	7
Interpret and Analysis.....	7
Evaluate and Draw Conclusions.....	8
Final Communication	8
Appendix A: Guidelines For Heritage Fair Projects	9
Appendix B: A Heritage Fair Project - The Teacher’s Plan	10
Appendix C: Learning From the Inquiry Process	11
Appendix D: A Heritage Fair Project - Sample Task	13
Appendix E: Choosing A Topic.....	14
Appendix F: Social Studies, Historical & Geographic Thinking Prompts	15
Appendix G: Sample Research Organizer.....	17
Appendix H: Drawing Conclusions With Evidence Organizer	18
Appendix I: Final Communication Planning Sheet.....	19
Appendix J: Presentation/Display Checklist.....	20
Appendix K: Heritage Fair Self-Assessment	21
Appendix L: Sample Project Interview Assessment Rubric.....	22



Creating a Great Heritage Fair Project

Using the Inquiry Model

Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge... The knowledge is usually presented to others. ("Focus on Inquiry"¹)

Although there are differences in focus, concepts, and the types of questions asked, the inquiry processes for social studies, history, and geography are based on the same general model. This model represents a process that students use to investigate events, developments, and issues; solve problems; and reach supportable conclusions. (Ontario Social Studies, History and Geography Curriculum)²

The Five Components of The inquiry process

- formulating questions
- gathering and organizing information, evidence, and/or data
- interpreting and analysing information, evidence, and/or data
- evaluating information, evidence, and/or data and drawing conclusions
- communicating findings

It is important to understand that

- the inquiry process is not necessarily implemented in a linear fashion;
 - not all investigations will involve all five components;
 - there are different entry points within the process;
 - student inquiries will not always result in one “right answer”;
 - students need to be taught the skills to continually reflect on their work;
 - students need to be engaged in aspects of communication throughout the inquiry process.
- (Adapted from Ontario Social Studies, History and Geography Curriculum)³*

¹ Available on-line from Alberta Learning at <http://education.alberta.ca/teachers/aisi/themes/inquiry.aspx>

² Available online at <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

³ *Ibid*



Applying the Inquiry Model to Heritage Fairs

Getting Ready

A heritage fair is a showcase of projects on some aspect of Canadian history created by students from grades 4 to 10.

1. Check with your local heritage fair committee to find out dates, program guidelines, assessment rubrics and any special circumstances that apply for participation.
2. Find out the project requirements for all Ontario produced heritage fair projects. (**Appendix A**)
3. Decide what learning experiences you want to provide for your students and what curriculum expectations and assessments you want to incorporate into the process. (**Appendix B** provides a sample teacher plan – **You are encouraged to adjust this guide to accommodate your objectives plus the age and experience level of your students**).
4. Decide how much of the project you want completed in class time and book computer labs and the library as required.
5. Reflection is an extremely important part of the inquiry process and should be built into every stage of the project development. A sample final project self-assessment form is included in **Appendix K** and sample reflections are included throughout the guide.

“..to assess the effectiveness of their investigations, students must develop the ability to reflect on their work throughout the inquiry process..” (Ontario Social Studies, History and Geography Curriculum)⁴

Sample Reflection Aids

- Have students keep a journal or log to record their feelings and strategies throughout the inquiry process;
- Have students write about or share with a group of peers their successes and frustrations at various phases of the process;
- Have students develop strategies as part of their reflections to overcome their frustrations.

Setting the Stage

The entry points into the inquiry process may depend on student readiness. Prior knowledge, resources, and time may also be factors. (Ontario Social Studies, History and Geography Curriculum)⁵

A heritage fair inquiry begins with an initial stimulus to create interest and give context to the project. Your stimulus could start with examples of projects. You can find excellent examples on the Ontario website at www.ohhfa.ca. Each Regional Fair has a profile page that includes photos of projects from

⁴ Available online at <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

⁵ Ibid



previous fairs. If videos are an option for final communication examples of student produced videos can be found at Canada's History website at <http://www.canadashistory.ca/Kids/YoungCitizens>.

Students should be informed of the purpose of the project, expectations, how they will be assessed and deadlines for completion. A sample project task outline is included in **Appendix C**.

Appendix D (2 pages) reinforces the basic requirements of the Inquiry Model. Students can assess where they are in their understanding of the inquiry model before they begin and then where they are after they have completed their heritage fair project.

****Please note that the appendices are provided as samples. You are encouraged to adapt them freely to accommodate the age and readiness of your students.**

Choosing a Topic

Histories are the stories we tell about the past. Historical thinking is the creative process that historians go through to interpret the evidence of the past and generate these stories⁶.

Heritage Fair projects are usually initiated in social studies or history classes so historical thinking is a natural complement. Geographical thinking skills can easily be incorporated as well.

Historical and Spatial Significance are popular choices for incorporation into heritage fair projects. Consideration should be given to what you want to accomplish and/or what students are already familiar with before you decide which skills to include.

Options for Choosing Topics

Option One - Assign topics to students (a broad theme, a specific one, or a list of topics) connected to your curriculum in social studies, history or geography. Incorporate the specific interdisciplinary thinking skills emphasized for the unit in the new curriculum document into your project requirements.

Option Two - Determine a time period or geographical location for the project and have students choose their own topic. Assign a specific historical or geographical thinking skill (or choice of several) to incorporate into their inquiry. E.g. the 19th century, New France, Confederation (Historical Perspective or Historical Significance), the Canadian Shield (Patterns and Trends), Canada in the Global Community (Interrelationships), etc.).

Option Three - Allow students to choose a topic of their choice but assign a specific interdisciplinary thinking skill (or a choice of several) to incorporate into their (e.g. What/Who was the most significant event/person during X time period? How has X changed or stayed the same since X time period? How does X compare with Y? What impact does X have on Canada today?)

⁶ Seixas, P. and Morton, T. *The Big Six Historical Thinking Concepts*. (2013) Toronto: Nelson



Appendix E provides a sample organizer that you can use with students to help them choose an appropriate topic. As an alternative to using the criteria provided, the class can develop a set of criteria. As students gain more experience developing criteria they can come up with their own individually or in small groups.

Formulate Questions

The inquiry question provides purpose and direction to the students' inquiries.

Questions are used throughout the inquiry process as students develop criteria for analyzing their research and reflect on the quality and quantity of their research sources and data.

Prior work in creating good questions will greatly benefit students in developing their inquiry questions. This especially applies to distinguishing between close-ended and open-ended questions. Open-ended questions are essential to effective inquiries. Developing and posting a set of rules to help students create effective questions will also generate better inquiry or focus questions.

Sample Set of Rules

- Generate as many questions as possible;
- Refine and Improve questions – change any statements to questions;
- Rank order the questions you have generated;
- Choose one main question to focus your research, analysis or reflection but keep one or two more questions handy in case your focus changes.

*Even if the students are using different topics it is sometimes useful to have them share their list of questions within a small group and have group members help refine and improve the questions.

*If you want to focus on a particular concept in social studies, historical thinking or in geographical thinking, **Appendix F** (2 pages) provides some prompts to help create inquiry questions.

Sample Reflection Questions

- How do you know you have a good question? Would this question lead to a good Heritage Fair project?
- Where can you look to find answers to this question? Will you be able to find enough appropriate sources to help you answer this question?
- What conclusions do you think you will be able to make after researching answers to this question?
- What type of evidence will you be looking for to support your conclusions?

*More experienced students should be able to develop their own criteria (either individually or in a small group) to help them choose their final inquiry question and criteria for analysis and reflection.



Gather and Organize Research Sources

It is important to be aware that inquiries will not always result in one “right answer”. Rather, to assess the effectiveness of their investigations, students must develop the ability to reflect on their work throughout the inquiry process. (Ontario Social Studies, History and Geography Curriculum⁷

Students should be encouraged to use a variety of sources (text, reliable internet sites, interviews, etc.) for their inquiries and understand that sources sometimes show a bias towards one side of an issue or question and often present the personal view of the author that is not necessarily accurate or impartial. Making decisions about the accuracy and relevance of a source is an important component of the inquiry process.

Research Tools

Practice in skim reading is a very useful tool for students to utilize while gathering sources for their inquiries. Skimming a potential source can determine whether the source is reliable and whether or not it will be useful to them as they make inferences and draw conclusions about their inquiry questions.

Another important skill is utilizing jot notes or other point form note taking techniques to ensure their communications are written in their own words and not plagiarized.

A third important skill is the proper form for creating a bibliography or in the case of younger students a list of sources.

Interpret and Analysis

... Such reflection requires the ability to develop criteria that can be used, for example, to evaluate the relevance of their questions, the accuracy and strength of their evidence, the depth and logic of their analysis, and the strength of the support for their interpretation and conclusion. Teachers need to demonstrate the skills needed for reflection, and provide opportunities for students to practise them, while encouraging students to continually reflect on their work. (Ontario Social Studies, History and Geography Curriculum)⁸

Initially you may wish to give your students a set organizer to help them keep track of their data and sources and to guide them in their interpretation and analysis of their sources. Reflection of their work should be built into each organizer. As students become more experienced they can develop their own organizers. A sample organizer is included in **Appendix G** but should be adapted as needed for the experience and age level of your students.

⁷ Available online at <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>

⁸ Ibid



Evaluate and Draw Conclusions

Drawing conclusions and providing evidence (primary sources) to validate and back up their conclusions should go hand in hand. Once again, inexperienced researchers will benefit from using an organizer to guide them. **A sample organizer is included in Appendix H.**

Sharing their conclusions and evidence with a small group of peers will help students look critically at their work to see if changes are needed or if they need to more depth to their inquiry.

Final Communication

“..The final communication of a student’s findings should take the form most suited to the nature of the inquiry, as well as to the intended audience, and should take the student’s learning style and strengths into account”. (Ontario History, Geography and Social Science Curriculum)⁹

Before students begin the final communication phase of their project they need to consider:

- Who is my audience? At a heritage fair some visitors will know a great deal about the topic whereas others will know nothing.
- What do I want my visitors to get out of my display or project? What big idea or story do I want to share?
- How can I best get my visitors to understand my story or big idea?

Whether they are completing a 3 Dimensional Display using a poster board or creating a power point or video they need to plan out their communication.

*A sample planning sheet for the student’s final communication or presentation is included in **Appendix I.**

Most students will present their project using a 3 dimensional display board. A sample checklist for students to make sure they have included everything for their display is included in **Appendix J.**

Viewing projects from previous fairs at www.ohhfa.ca in the Regional Fairs section will provide students with layout and design ideas. Ideas for organization of their videos can be found at <http://www.canadashistory.ca/Kids/YoungCitizens>.

Appendix K (adapted from BC Heritage Society Self-Assessment) provides a self-assessment rubric that students can use to assess how well they did.

Appendix L provides an interview rubric that students can use to practice for their in-class presentation.

⁹ Available online at <http://www.edu.gov.on.ca/eng/curriculum/elementary/sshg18curr2013.pdf>



Appendix A: Guidelines for Heritage Fair Projects

- All projects must have a Canadian theme;
- An individual, a group or a whole class may complete a project;
- If it is the project that is chosen for Provincial Fair recognition – only one person can represent that project at the Provincial event;
- Projects may be done in either official language, English or French;

Projects may take any of the following forms:

3-Dimensional Projects and Displays

These projects could include models, posters, maps, collections, and original artistic displays. Any project proceeding to the Provincial Fair must not be larger than 80 cm depth, 150 cm width, 100 cm height.

Performance

These projects could include music, drama or dance (these should be presented live for the School Showcase) and if possible for the Regional Showcase. A tape of the performance would be sent to the Provincial if that project is selected.

Creative Writing

These projects could include short stories or poetry. They can be part of a larger display, illustrated or be a performed by the author.

Multi-Media Displays

These projects could include electronic projects such as Videos, Power point presentations or web pages saved on CD or Flash drive. **Please note that presenters need to provide their own audio-visual equipment.

***Heritage Fair projects are often a combination of two or more forms.**



Appendix B: A Heritage Fair Project - The Teacher's Plan

1. What essential learning (s) from the Social Studies, History and Geography documents do I want to achieve e.g. choosing and collecting resources, analysing sources, drawing conclusion, supporting conclusions with evidence, reflection.
2. What historical/geographical thinking skills do I want to emphasize during the process?
3. How can I Integrate or combine expectations from various subjects? (e.g. build in creative writing, mapping skills, charts and graphs, drama, music, art, etc.)
4. What is the purpose and audience for this learning? (e.g. in class presentation, Regional Heritage Fair)
5. How will topics be chosen? (Choice of options outlined in guide)
6. How will questions be generated? (e.g. individually, groups, teacher-directed)
7. What methods of communication should I encourage throughout the research process? (e.g. jot notes, précis writing, research organizers, etc.)
8. What tasks will be assessed in class?
9. How do I present the task and assessment expectations to the students?
10. How do I present tips for achieving success?
11. How do I present opportunities for the students to reflect upon their thinking and learning? (e.g. daily journals, research log, collaborate reflection with peers, etc.)



Appendix C: Learning From the Inquiry Process

Instructions: You are about to begin your work on creating a great heritage fair project using the Inquiry Model. The skills that you will use in each of the five stages of the model are listed in the charts below.

First Task: Read through the chart and highlight any words, phrases, skills that you don't completely understand. As you are going through the inquiry process make sure that you find the meaning of each of your highlights.

Second Task: Read each skill a second time and rank between **1 and 5** how well you think you can effectively use this skill before you begin your inquiry with 1 indicating a skill you don't understand or don't think you presently do well and 5 indicating a skill you are already super at.

Third Task: Keep this appendix handy and check it regularly to remind yourself which skills you need to work on as you complete your inquiry. Once you have completed your project go back and rank each skill again and use the reflection section to record your improvements and what you need to work on for your next inquiry.

Inquiry Process	Before My Inquiry	After My Inquiry
How Well do I Formulate Questions?		
I can formulate good questions, by myself or with some guidance from my teacher, by myself and in a group		
I can create questions that explore an event, development, and/or issue to help me focus my inquiry		
I can create questions to help me determine which key concepts of thinking are relevant to my inquiry		
I can formulate questions that reflect the concepts of thinking that I am working with		
I can formulate questions to develop criteria that can help me evaluate evidence and information, make judgements or decisions and/or reach conclusions		

How Well do I Research to gather and Organize information that will help me in my Inquiry?		
I can collect relevant data, evidence and/or information from primary sources including letters, interviews, photos, newspapers..., secondary sources and/field studies		
I can determine if their sources are accurate and reliable		
I can identify the points of view in the sources I have gathered		
I use a variety of methods to organize the data, evidence and information I am using		
I record the sources of the data, evidence and information I am using		
I can decide whether I have collected enough data, evidence, and/or information for my inquiry		

How Well do I interpret and analyse the sources I have collected for my inquiry?		
I record the sources of the data, evidence and information I am using		
I can analyse data, evidence, and information, applying the relevant concept of thinking I am		



emphasizing		
I can use different types of graphic organizers to help me interpret and/or analyse my data, evidence, and/or information		
I can identify the key points or ideas in each source		
I can extract information from graphs, charts, diagrams, and/or maps		
I can construct graphs, charts, diagrams, and/or maps to help me analyse events, developments, and/or issues		
I can analyse my sources to determine the importance of an event, development, or issue for individuals and/or groups		
I can identify biases in individual sources		

How well do I evaluate my research and draw conclusions?		
I can synthesize data, evidence, and/or information, and make informed, critical judgements based on that data, evidence, and/or information		
I can make connections between the past and the present		
I can predict outcomes		
I can determine the impact of events, developments, and/or issues on people and/or places		
I can take a position and support it with evidence		

How well can I communicate the results of my inquiry?		
I can use proper forms (e.g. oral, visual, written, kinaesthetic) for different audiences and purposes		
I can communicate judgements, decisions, conclusions, predictions, and/or plans of action clearly and logically		
I can use terminology and concepts correctly and effectively		
I can site sources using appropriate forms of documentation		

Reflection (to be completed once your inquiry is completed)	
<p>Are there any words, phrases, or skills do you still not completely understand? If yes - what steps will you take to make sure you understand them for your next inquiry? If no – what steps did you take to improve your understanding?</p>	<p>Which stage(s) of your inquiry did you do well in? What are you particularly proud of?</p>
<p>In what stage of the inquiry model do you need to improve the most? What steps will you take in your next inquiry to help you improve?</p>	



Appendix D: A Heritage Fair Project - Sample Task

The Task:

You will complete a research project that will be presented to the class and possibly chosen to present at a school or regional heritage fair. Your presentation must include written, visual and oral communication. You will be expected to answer questions about your project at the end of your presentation.

Deadlines: Class Presentation
School Fair
Regional Fair

Content Requirements (what you want all students to include – examples provided below)

- How topic will be chosen
- Interdisciplinary Thinking Skills that will be emphasized
- Skills that will be incorporated from other subject areas (e.g. use of colour and design, creative writing – historical fiction, original or computer generated graphics, illustrations, etc.)
- A research journal or log that includes: (research notes, conclusions, reflections made throughout the research process, list of resources or Bibliography)
- A final communication that includes: Title and Sub-titles, Focus or Introduction (Could be Inquiry Question), Background of Topic (secondary and/or primary sources plus labels), Evidence to back up conclusion (primary sources), Your Personal Perspective

Final Presentation Options

- 3 Dimensional Projects and Displays
- Performance
- Media (power point, video)
- Combination of the above

Assessment

Self-Assessment: Reflection will be very important throughout your inquiry through:

- regular journal writing about your research experience
- opportunities to share your work and obtain feedback from your peers
- self-Assessment at different stages of the inquiry process
- final Reflection on the Project

Peer Assessment:

- Feedback from peers at various stages of the inquiry process
- Feedback from peers after presentation in class

Teacher Assessment:

- In-class analysis of at least one of your sources
- In-class conclusion development
- In-class final communication plan
- In-class oral and visual presentation of your inquiry findings



Appendix E: Choosing a Topic

Task One: Brainstorm at least eight possible topics for your heritage fair project using a list or brainstorming web.

Task Two: Look over your list/web and choose three topics to look at more carefully.

Task Three: Examine your three choices using the criteria in the chart below. Rate your choices 1-3 with 3 being the highest rank for each criteria included in the chart and then add up your points total for each choice.

Criteria	Choice A	Choice B	Choice 3
Does it have a Canadian theme?			
Is it important or significant in the history of your family or your community or Ontario or Canada?			
Will you be able to find lots of information about the topic from more than one source (e.g. library, internet, a primary source such as a real person, artefact, letter, diary, newspaper, etc.)?			
Will you be able to find pictures, costumes, maps, etc. or be able to make something (model, artwork) that will help you explain your research to other people?			
Will you be able to go beyond the facts with this topic? E.g. be able to make a comparison, draw conclusions and/or explain why your topic is significant?			
Total Points			

Task Four: If you have one or more choices with equal value add one or more criteria to the list to break the tie and help you choose the most appropriate topic.

Task Five: Reflect on your choice by answering the following questions.

1. Are you happy with this choice? Why or why not?

2. If you decide to choose a different topic, explain why you are doing so.



Appendix F - 1: Social Studies, Historical & Geographic Thinking Prompts

Historical Significance:

Why is X (person, event, development) important?
What impact did X have at the time and how widely was it felt?
How long did this impact last?
What did X reveal about the community, the region or the country?
Is X still remembered today? Why or why not?

Spatial Significance:

Why is this place important?
What are the key physical characteristics of this location?
What are the advantages and disadvantages of this location?
How have humans used this place and how are they using it today?
What affects are they having on the environment?

Continuity and Change:

What changed with X and what stayed the same?
To what degree (or How much) did things change with X?
In what ways were the changes positive and negative for different people?
To what degree was this event a turning point?

Cause and Consequence:

Why did X happen? [or What were some of the possible reasons that X happened?]
How did X make a difference in the short term? In the long term?
Were the consequences intended or unintended?
Who had power at the time and who did not? Who took action and who did not and why?
How has X changed our lives?

Perspective:

How did different individuals or groups see X (event, action) at the time?
How did different individuals or groups react to X (event, action)?
Why did different individuals or groups have different points of view?

Patterns and Trends:

What characteristics are similar between X and Y?
What trends or patterns exist in X over the past Y years?
What trends or patterns exist between Canada's relationship with Y over the years?

Interrelationships:

How has settlement in X region affected the environment?
How did X adapt to the physical environment they lived in?



Appendix F - 2: Historical Thinking Prompts, Grades 7 - 10

Historical Significance: Why is X (person, event, development) important?

What impact did X have at the time and how widely was it felt?

How long did this impact last?

What did X reveal about the community, the region or the country?

Is X still remembered today?

Continuity and Change:

What changed with X and what stayed the same?

To what degree (or How much) did things change with X?

In what ways were the changes positive and negative for different people?

To what degree was this event a turning point?

Cause and Consequence:

Why did X happen? [or What were some of the possible reasons that X happened?]

How did X make a difference in the short term? In the long term?

What were the intended consequences?

What were the unintended consequences?

Who had power at the time and who did not?

Who took action and who did not and why?

How has X changed our times and lives?

Historical Perspective:

How did different individuals or groups see X (event, action) at the time?

How did different individuals or groups react to X (event, action)?

Why did different individuals or groups have different points of view?

Ethical Judgment

Who had the power in this situation?

What things did they choose to do and not do?

How did they justify their attitudes and actions?

What other people were affected and how did they react?

To what degree was this seen as fair or unfair at the time?

How do historians view this person, event, development?



Appendix G: Sample Research Organizer

Inquiry Question:		
Information About the Source What is the title of the source?	What kind of a source is it (photo, letter, etc)?	Where can I find this source again in case I need to find it again or want to list it as one of my sources?
Who created this source? What are the point of view and/or main idea expressed in this source?		
How Does This Source Help Me? How will it help me answer my inquiry question? What evidence does it provide that I can use to back up my conclusions?	What useful background information (if any) does this source give me? The key points are:	
How does this source support what I already know about my topic?	What questions do I still have?	
How can I organize the information I have found most effectively in my final communication? e.g. text, as is with caption, chart, diagram, map, etc.	Reflection: How close am I to drawing a good conclusion about my inquiry topic? How strong is the evidence I have to support my conclusion? Where do I go from here? Do I need to make changes to my inquiry question?	



Appendix H: Drawing Conclusions with Evidence Organizer

Inquiry Question:

Based on the evidence I have collected what conclusion(s) have I reached about my inquiry question(s)?

Main Conclusion	Evidence
Other Conclusions (that support the main conclusion or suggest more research is needed)	Evidence
<p>Reflection: How well have I/we answered our inquiry question? How satisfied am I/are we that we have drawn a good conclusion about our inquiry?</p> <p>Do I/we have sufficient evidence to back up my/our conclusion(s)? If not what do I/we do next?</p> <p>My/Our Personal Perspective: Why should people today care about my/our topic? How has the inquiry changed my/our perspective of the topic?</p>	



Appendix I: Final Communication Planning Sheet

Task: Create a diagram/road map/plan for your final presentation showing the design or layout of your display, power point or video.

Important Reminders before you Begin

- Your presentation/final communication should be broken down into segments or sections. Each segment tells a different part of the story and uses a sub-title to guide the visitor through your display, video, power point, etc.
- Labels/captions add your interpretation of the secondary and primary sources and connect them to your big idea or thesis statement

Important Design Elements That Should Be Included

Segment or Section of Project	Criteria
Title of Presentation	interesting, gives hints about your big idea or thesis statement (could be your inquiry question)
Introduction and Conclusion	sets the context of your inquiry, states the big idea or main conclusion, is concise (usually one sentence); instead of a sub-title could be enclosed in a large, colourful label
Secondary Sources plus labels (e.g. text, graphs, maps, timelines, charts)	adds interesting facts, data to the big idea – provides background information to help the visitor understand the big idea. Labels give your interpretation of the text, data, timeline, etc. and explain how the secondary source adds to the story
Primary Sources (e.g. photos, letters, interviews, newspapers, artefacts, original documents)	provides evidence to back up your conclusion(s) or thesis statement, includes labels that show the connection to your
Personal Perspective	Answers questions like: Why is this topic relevant today? Why should we care about this topic?
Enhancements (models, props, costumes, computer displays)	Adds interest to your presentation, should add and not detract from your big idea
Other Things to Consider	
How will I organized my project to make sure my visitor can easily navigate through the various segments of my presentation?	How will I use other design elements such as shape, color, use of space, font size to help add interest and understanding to my big idea?



Appendix J: Presentation/Display Checklist

Design and Layout	
My title is easy to read, stands out, and is larger than other text (could be my inquiry question)	
I have created a focal point for my display that gives the main or big idea of my display – my introduction to my project	
My display is neat and tidy and well-organized	
I have used shapes and colours for my borders and backgrounds to organize and draw attention but not distract from the various sections of my display	
Each section/segment tells a different part of my story	
Written Work	
My text is typed; font is between 12 and 18	
My text is mounted with a border	
I have used sub-titles well to identify the different parts of my work	
The focus of my project (inquiry question) is clearly stated and easy to identify	
My written work clearly shows that I have analyzed and evaluated my research work rather than just told facts (e.g. includes evidence, charts, graphs, comparisons, etc.)	
I have a bibliography or list of my research sources	
Visuals – Pictures, Diagrams, Maps, Charts	
I have included primary documents (pictures, interviews, documents) that are interesting and provide evidence for my inquiry findings	
My visuals are mounted with borders	
A description (label) accompanies each visual with an explanation of the visual and an acknowledgement of its source	
All my visuals (labels) [support the message(story or big idea) I am trying to tell	
Props and Costumes (if used to enhance my presentation)	
I have used props, artifacts, primary documents and costumes that enhance my presentation	
I have made a card to accompany each prop/costume, food item, artifact to explain what it is and its connection to my story	
I have not included any family heirlooms that could be lost or damaged or any dangerous items in my display – I have used a model or photograph or photocopy to substitute for such items	
Additional Items	
I have arranged for any media equipment, including an extension cord, that will be needed to properly present my project	



Appendix K: Heritage Fair Self-Assessment

Name: _____ Date: _____

Criteria	Always	Mostly	Sometimes	Rarely
Inquiry Question				
I understood my main inquiry question before beginning my project, and considered it while I completed my research.				
Collection and Organization of Research Sources				
I identified research sources that helped answer my inquiry.				
I recognized when I needed more information and looked for sources to find it.				
I recorded the sources of my information.				
Analysis of Sources				
I described all of the key details from my sources.				
I analyzed the possible purpose and values of the authors (writer, photographer, etc.).				
I reflected about how the sources answered my questions and what they did not tell me.				
I wrote notes in my own words and did not copy directly unless I quoted the source.				
Conclusions				
I drew thoughtful conclusions about my inquiry question based on a review of my research findings and found evidence to support my conclusions.				
Communication				
My exhibit/video/power point title communicates the big ideas of my project and captures attention.				
I included labels (captions and explanations) for all of the primary sources I provided as evidence.				
Each of my sections draws the attention of viewers to key elements of my topic and helps them understand the big ideas of my exhibit.				
My text engages viewers because it is not too long and not too short and is connected to the big ideas of my exhibit.				
Final Reflection:				
Things I did well during this inquiry process:	How completing this project has changed my thinking about this topic:			



Appendix L: Sample Project Interview Assessment Rubric

Project Title: _____ #: _____

Category	Question Prompts	Comments
<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> demonstrates broad knowledge of facts related to topic demonstrates deep understanding of concepts related to the topic, including: cause and consequence, continuity and change or perspectives 	<ul style="list-style-type: none"> <i>What can you tell me about your topic? (Who? What? Where? When? Why? How?)</i> <i>What new terms and concepts did you learn doing this project?</i> 	
<p>Thinking</p> <ul style="list-style-type: none"> thorough use of the inquiry process including: formulating questions, gathering evidence, interpreting and analyzing evidence, and drawing conclusions uses the concepts of discipline thinking including: continuity and change cause and consequence, or perspectives conclusions demonstrate critical thinking about the topic 	<ul style="list-style-type: none"> <i>What questions did you ask and what makes your focus question a good one?</i> <i>What primary sources did you use? How did they help?</i> <i>What evidence helped you to understand this topic the most?</i> <i>What changed and what stayed the same? Was this a turning point?</i> <i>Why did X happen?</i> <i>What were the intended and unintended consequences?</i> <i>What do you now think in response to your question? Why? Do you think others would agree with you?</i> 	
<p>Communication</p> <ul style="list-style-type: none"> presentation is organized effectively to communicate ideas and engage intended audience speaker communicates ideas clearly and coherently 	<ul style="list-style-type: none"> <i>Why have you organized your information in such a way (specify)?</i> <i>How have you tried to make your presentation appealing to the audience?</i> <i>What do you think is the most engaging aspect of your project?</i> 	
<p>Application</p> <ul style="list-style-type: none"> applies thinking concepts appropriately project contributes to deeper understanding of Ontario or Canadian heritage clearly demonstrates the historical significance of the topic 	<ul style="list-style-type: none"> <i>What were the different perspectives of people you researched in this topic?</i> <i>How were their perspectives different from and similar to ours on these issues?</i> <i>How were the lives of Canadians impacted by this topic? What does this reveal about Canada's past?</i> <i>What makes this an important topic for Canadians to know about today?</i> 	
<p>Notes:</p>		