



Inquiry in Action: a Heritage Fairs Teachers' Guide

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About Heritage Fairs

In 2003, the British Columbia Heritage Fairs Society (BCHFS) was formed. Its mandate is

- to promote an awareness and understanding of Canadian history and heritage among students and adults in the province of British Columbia.
- to support, facilitate and implement a Heritage Fairs Program in British Columbia.
- to work closely with other organizations and agencies in the province whose goals and activities complement and support the goals of the Society.
- to undertake initiatives to raise funds and revenue in support of the Society's programs.
- to disseminate information about the programs of the society.

In simpler language, the BCHFS is about bringing people together to make history come alive and have meaning for students. Each year some 6,000 students participate and 700 volunteers work with them, their teachers, and community museum staff.

The Society is under the Distinguished Patronage of the Honourable Judith Guichon, OBC, Lieutenant Governor of British Columbia. It is a formal partner with THEN/HiER (The History Education Network/ Histoire et éducation en réseau) and is affiliated with Canada's History Society and Heritage BC.

Historical Inquiry Unit for Grades 4 to 10

The BC Heritage Fairs Society has designed this Teacher's Guide to support teachers who want their students to engage in an historical inquiry and present their work at a Heritage Fair. The package includes an overall unit plan, lesson plans, and teaching resources with examples from past Heritage Fair projects. This package, which includes topic selection, crafting a powerful focus question, historical research, and finally, putting together a project board, should make participating in a Heritage Fair inquiry "do-able" and enjoyable for both teachers and students.

This unit plan is based on the big ideas, curricular competencies, and content outlined in the new, 2015 BC Social Studies Curriculum for grades 4 to 10. Heritage Fair projects are essentially inquiry projects related to Canadian history. Consequently, students are using almost all of the curricular competencies prescribed in the revised BC curriculum, such as "asking questions, gathering information, interpreting, and communicating." Depending on the topic that students chose, they also give an opportunity for a deeper understanding of historical thinking concepts such as : significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgement.

The Heritage Fair project is an adaptable assignment – adaptable to what the teacher decides on curriculum links, student choice, skill development, and group vs individual projects. To pursue the "Big Ideas" in the curriculum, teachers can assign a theme for topic selection. To help students find personal meaning in Canadian history and appreciate diversity in history, students can also choose their own

topic. Furthermore, teachers can choose to focus on a variety of different skills. Depending on the differentiated needs of students, teachers can develop research skills, writing skills, synthesizing skills, and/or oral presentation skills, all through the Heritage Fair project.

Well planned group projects can enhance learning. However, only one student per project may attend the Provincial Heritage Fair in June/July. Some Regional Fairs also have this requirement. Of course, even for individual projects, students may work with others to share ideas and resources, check writing, and practise presentations.

The following series of lessons are suggestions for how to introduce and complete a Heritage Fair project with your students. Feel free to adapt them to the specific needs of your class. Depending on the level of your class, the unit will take approximately 12-14 classes.

For more information on the Heritage Fairs program, or the BC Heritage Fair Society, visit www.bcheritagefairs.ca

For more information on the new BC curriculum visit www.curriculum.gov.bc.ca

Preparing your class for a Heritage Fair:

Many teachers let students choose their own topics, but others ask their students to follow the curriculum content of their grade. Many of the big ideas, however, lend themselves to an inquiry.

Big Idea(s) from the BC Curriculum that fit an inquiry approach:

Grade 4

Pursuit of valuable resources has played a key role in changing the land, people, and communities of Canada

Grade 5

Immigration and multiculturalism continue to shape Canadian society and identity

Grade 6

Economic self-interest can be a significant cause of conflict among peoples and governments.

Grade 7

Geographic conditions shaped the emergence of civilizations

Grade 8

Exploration, expansion, and colonization had varying consequences for different groups.

Grade 9

Collective identity is constructed and can change over time.

Above all, Heritage Fairs meet the curricular competencies.

Curricular Competencies: [What students will DO](#)

- Use Social Studies inquiry processes and skills to: ask questions gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending significance of individuals/groups, places, events and developments (*significance*)
- Ask Questions, corroborate inferences, and draw conclusions about the content and origins of different sources (*evidence*)
- Sequence objects images, and events, and determine continuities and changes between different time periods and places (*continuity and change*)
- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (*cause and consequence*)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at times at different times and places (*perspective*)
- Make ethical judgements about events, decisions, and actions that consider the conditions of a particular time and place (*ethical judgement*)

Possible Concepts & Content: What students will KNOW

The only essential criterion for participation in the Heritage Fairs program is that the content be connected to Canadian history.

Beyond this there are several options:

1. The teacher assigns topics to students (a time period, a broad theme or a specific one or a list of different topics).
 2. The teacher asks a question that all students attempt to answer with their project (for example, what was the most significant event/person/invention during X time period? Or how has our town changed and stayed the same since year X?).
 3. Students choose whatever topic from Canadian history that they wish.
- Each of these options has benefits and drawbacks. For example, assigning a topic means that the teacher can ensure that adequate sources are available or a certain skill such as interviewing is required. The second choice would lead students to grapple with historical thinking but miss out on generating their own research questions. The third option requires teacher support for those unsure what to choose but may generate more student ownership of the assignment.

In all these cases, the teacher will need to work with students to be sure that the topic choice is doable and significant. Most of this feedback, however, may be left for after students generate questions.

Lessons / Recommended Timeline

Lesson 1: Choose a Topic

- How do you activate your historical imagination?

Lesson 2: Develop a Question

- What makes a good inquiry question?

Lesson 3: Narrow topic

Lesson 4: How will the Project be Assessed? (In preparation)

Lesson 5: Collect Resources

- What is the difference between primary and secondary sources?
- Where can you locate resources?

Lesson 6: Museum/Library visit (No Lesson plan included)

Lesson 7: Research Day (No lesson plan included)

Lesson 8: Research Day (No lesson plan included)

Lesson 9: Interpret Resources - Photographs

- How do you read a photograph?
- How does the photograph help answer your inquiry question?

Lesson 10: Interpreting Resources – Documents (In Preparation)

- How do you read a historical document?
- How does the document help answer your inquiry question?

Lesson 11: Presentng the research – Written presentation (In Preparation)

- How will you present your findings?
(This will vary based on teacher preference, grade level, time, and student ability)

Lesson 12: Writing Day (No Lesson plan included)

Lesson 13: Writing / Catch up Day (No Lesson plan included)

Lesson 14: Presenting the research – Oral Presentation (In preparation)

- How will you tell the “story” of your research?
- What does it take to “ace” the interview?

Lesson 15: Display Board: Putting together the project (In preparation)

- What should your project look like?
- How should your research be organized?

Lesson 16: Creative Component (OPTIONAL) (No Lesson plan included)

- How will you represent your research artistically?

Materials & Technologies

- All attached Appendices
- Computer Lab / iPads/ Laptops for Research
- Powerpoint projector & Screen
- Library, Museum, or Archives visit for research (?)
- 3-Panel Board

Resources & References

Assessment/Evaluation

In Preparation

<p>www.curriculum.gov.bc.ca www.bcheritagefairs.ca http://historicalthinking.ca/historical-thinking-concepts</p>	<ul style="list-style-type: none"> · Research and findings will be showcased on a project board · Students will be evaluated based on research, evidence, creativity, and oral presentation. · See attached rubric for details.
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Extensions/ Possible Cross-Curricular Connections

<ul style="list-style-type: none"> · At the intermediate level, the Heritage Fair project is a great way to make cross-curricular connections. For instance, subjects including Language Arts, Fine Arts, Geography, and even Science, can be easily combined within this unit. <ul style="list-style-type: none"> ○ Language Arts <ul style="list-style-type: none"> § Paragraph writing (topic sentence, supporting detail) § Note-taking § Summarizing information § Bibliography writing ○ Fine Arts <ul style="list-style-type: none"> § Create a model, painting, script, poem, movie or cartoon to illustrate historical findings. ○ Geography <ul style="list-style-type: none"> § Include maps with legends that help represent the concepts within your heritage Fair topic. § Explain how your historical topic or question changed the patterns of populations in Canada. ○ Media Arts <ul style="list-style-type: none"> § Create a film, podcast, or radio show that helps illustrate the significance of your heritage fair topic.

<p>Lesson 1: Choose a Topic</p>	
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Objectives

- To introduce students to the Heritage Fair program (class fair, regional fair, provincial fair)
- To excite students about the opportunity to participate in Heritage Fair
- To activate students’ curiosity about a historical topic
- To explore the topic that interests them.

Questions that will be answered by the end of the lesson:

- What is a Heritage Fair?

- How to spark curiosity about the past; how to inspire students to go beyond the textbook and dig deeper?

Preparation/Materials:

- Appendix 1: “What is Heritage Fair” PPT
- Appendix 2: “Investigation into History” PPT
- Appendix 3: “Investigating a Topic” WORKSHEET
- Projector and Screen
- iPads or Laptops (Text books / interesting books/librarian)

Time	Teacher	Students
<p>Introduction/ Hook (10 min.)</p>	<ul style="list-style-type: none"> • Appendix 1: “What is Heritage Fair” PPT <ul style="list-style-type: none"> ○ Teacher will explain what the Heritage Fair program is, and show pictures of past participants. • Teacher will try to inspire excitement and interest among students. 	
<p>Input/ Modeling (10 min.)</p>	<ul style="list-style-type: none"> • Appendix 2: “Journey into Mystery” PPT <ul style="list-style-type: none"> ○ Teacher will show power point on strategies for activating one’s historical imagination. 	
<p>Independent Practice (20 min)</p>	<p>Teacher monitors students.</p> <p>-As an extension activity, teachers may choose to organize a field trip to a Museum to look at artifacts and view documents. This would also help inspire student curiosity!</p>	<ul style="list-style-type: none"> • Students will use laptops/iPads/ library books or textbooks to browse through Canadian history topics that they are passionate about. - -

<p>Check for Understanding (15 min.)</p>	<ul style="list-style-type: none"> · Appendix 3: “Investigating a Topic” WORKSHEET ● Students will use the worksheet to record information about three Canadian history topics they are interested in. ● An optional but useful step would be to have students share their research with other students. ● By the end of the class, students should have a more informed idea of what their topic will be. ● If they don’t have a topic by the end of the class, they can use strategies outlined in the powerpoint (i.e Grandma’s closet) to look for inspiration at home.
<p>Closure / Extension (5 min.)</p>	<ul style="list-style-type: none"> ● Teacher may conclude the class by sharing some of the topics students explored. ● Teacher may want to extend this activity by allowing students time at home to narrow their topic selection. ● An optional and inspiring example of how a student “Journeyed into Mystery” : https://www.youtube.com/watch?v=OGYz17R0yz8

<p>Lesson 1: Choose a Topic</p>	<p>APPENDIX 1: What is a Heritage Fair? PPT</p>
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What is a Heritage Fair?

What is Heritage Fair ?

In a Heritage Fair project students learn the many ways how the past shapes our lives today.

The day of the Fair is a celebration of student learning.



Who Participates?

Students from grades 4-10 follow their curiosity, actually do history, and present their learning to an authentic audience.



How do you Participate?

- Students choose a topic in Canadian history, develop a research question and then find sources to answer it.
- They then organize a display board, video or other medium to present their learning to their peers, the public and their teachers!



PROJECT EXAMPLES



People in the Past



Mary Ann Shedd, anti-slavery activist, teacher, lawyer

Todd Hamison, pioneer of the people and landscape of the

Local Buildings or Monuments



The history of the Stanley Theatre

Personal Interest



CANADA KNITS

When the Knitters of Canada Knit a Man They Knit a Nation

Family History



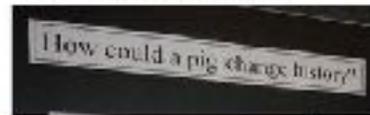
National History



Social Justice Topics



Puzzling Questions



The Process



Awards & Opportunities

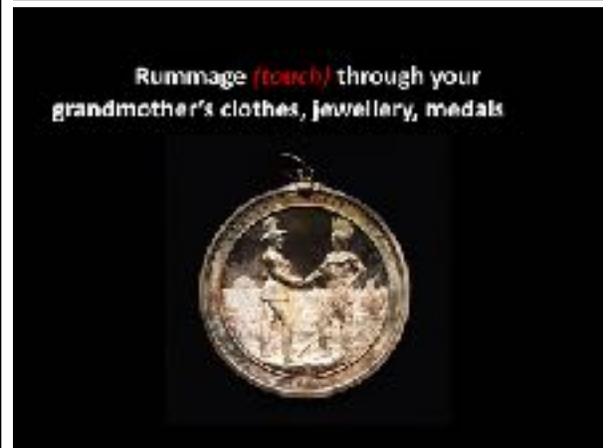
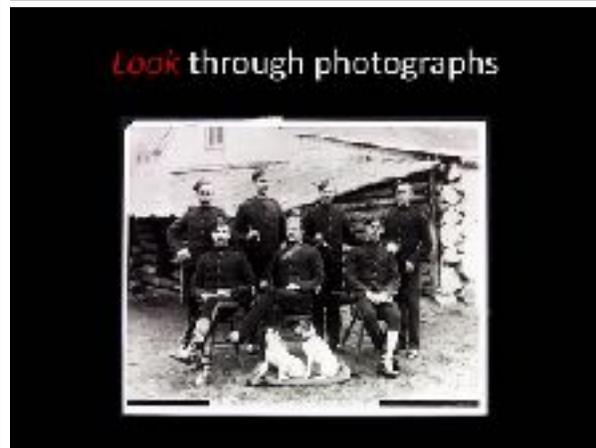
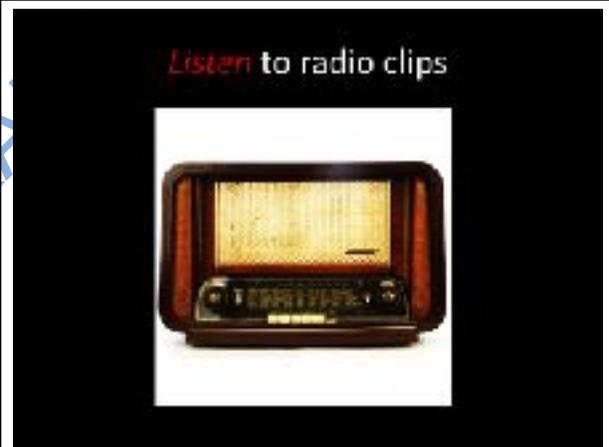


- Students receive awards at the regional level.
- Top projects at the Regional Fair are selected to attend the BC Provincial Fair.
- BC Provincial fair is an overnight history camp.
- Heritage Fair is a great opportunity to build communication skills and leadership skills.

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Lesson 1: Choose a Topic

APPENDIX 2:
Journey into Mystery PPT



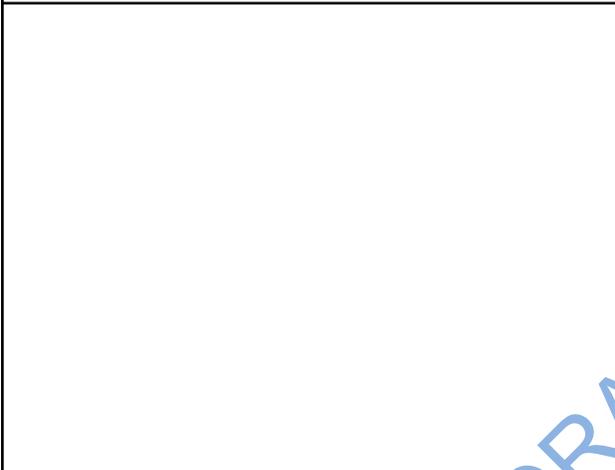




Photo Credits for “Journey into Mystery” powerpoint

Slide 1: Photo credit : North Vancouver Museum and Archives - <http://nvma.ca/wp-content/uploads/2016/02/05.RavenGrenier.jpg>

Slide 2: Photo Credit: Wikipedia: <https://upload.wikimedia.org/wikipedia/en/7/71/Jim083.jpg>

Slide 3: Photo Credit: Clipartof: <http://www.clipartof.com/portfolio/picsburg/illustration/retro-awkward-teenage-couple-thinking-under-a-full-moon-in-black-and-white-1216071.html>

Slide 4: photo credit : https://i.ytimg.com/vi/GK_Taw3VpUJo/maxresdefault.jpg

Slide 5 : photo credit: collections Canada: <http://data2.collectionscanada.gc.ca/e/e326/e008128871-v6.jpg>

Slide 6: photo credit: museeheritage: <http://museeheritage.ca/wp-content/uploads/2011/08/4-Treaty-Medal-presented-to-Michel-Callihoc-commemorating-the-1876-signing-of-Treaty-No.-6-e1314723460302.jpg>

(New Photo) Slide 7, 8 : photo credit: <http://kozmicrodreams.com/images/Home%20and%20Collections/antiques%20shelf%204a.jpg>

(New Photo) Slide 9 : Photo credit: <https://s-media-cache-ak0.pinimg.com/736x/c7/3e/39/c73e3944060d55907735628a7aa74895.jpg>

Slide 10: Photo credit: Wikipedia: https://upload.wikimedia.org/wikipedia/commons/6/63/British_Museum's_Entrance.jpg

Slide 12: photo credit: <http://cstmuseum.techno-science.ca/img/artifacts/cstm/artifact-1985-0916-last-spike.jpg>

Slide 13: photo credit: <http://hersteria.com/wp-content/uploads/2014/12/vintage-hearing-aid.jpg>

Lesson 1: Choose a Topic	APPENDIX 3: Topic Investigation Worksheet
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The first step in designing a Heritage Fair project is to select a topic. This can be an overwhelming process! After activating your historical imagination and browsing through Canadian history topics that you are passionate about, **narrow your ideas down to three topics. Do some preliminary research on each topic:**

	<i>Topic 1:</i>	<i>Topic 2:</i>	<i>Topic 3:</i>
<i>What?</i>			
<i>Who?</i>			
<i>When?</i>			
<i>Where?</i>			
<i>How?</i>			
<i>Why?</i>			
<i>Extra Interesting Facts</i>			

After doing some preliminary research, decide which topic was the most interesting, or the topic that caused you to be the most curious. **Circle that topic.**

Lesson 2: What Makes a Good Inquiry Question?	
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Developing an inquiry question for a Heritage Fair project is easier if you have spent the preceding months modelling inquiry questions for your lessons or units and having students generate their own questions.

The lesson uses the BC Gold Rush as an example because it features prominently in the curriculum across grades and may be familiar to most students.

Objectives

Students will be able to

- explain why an inquiry question is important for a research project
- use criteria to choose good inquiry questions

Questions that will be answered by the end of the lesson:

- Why is starting with a good inquiry question so important?
- What makes a good inquiry question?

Preparation/Materials:

Time	Teacher	Students
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Check for Understanding (15 min.)	<i>Ask students to rewrite the No questions as Yeses. Take answers from students.</i> If students finish the rewriting early, they should practise writing their own inquiry questions for their topic.	Students rewrite the No questions as Yeses and share with the class.
Closure / Extension (5 min.)	<i>Review the reasons why it is important to start an inquiry with a good question. Suggest that they look at the BC Heritage Fairs website for examples of good project questions.</i> <i>If any students have already got a question, they could present them to the class.</i>	

Lesson 2: What Makes a Good Inquiry Question?	APPENDIX 4: Worksheet
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An inquiry question is one that requires you to make a reasoned judgement or conclusion supported by evidence. Here are some criteria for a good inquiry question.

A good inquiry question for history:

- invites thinking (not just description or detail). You can't find the answer through a simple internet search.
- comes from curiosity and puzzlement (enough to keep you motivated through the tough parts of research).
- is open-ended (does not have a simple yes or no answer).
- points towards a big idea in history.
- requires support and justification.
- makes you think about something in a way that you never considered before.
- leads to more good questions.

Instructions: Which of the following are good inquiry questions? On your own, read the following and put a **Yes** beside the ones that fit the criteria, a **No** beside those that do not, and a **?** beside the ones that you are not sure about. When you have finished, compare your answers with a partner and try to reach a consensus answer.

1. Which gold rush had the most influence on Canada: the Fraser River, Cariboo, or Klondike Gold Rush?
2. Would you want to be a gold rush miner?
3. Who was Billy Barker?
4. Was Matthew Baillie Begbie an effective judge?

5. If most of the miners were coming from the violent California Gold Rush, how did Governor Douglas manage to keep the peace in BC?
6. How many people came to British Columbia for the gold rush?
7. Did the Cariboo Gold Rush make people rich?
8. Who were the winners and losers in British Columbia's gold rushes?
9. What was life like for the gold miners?
10. Was it fair for the BC government to place the First Nations on to reserves?
11. How did they mine gold during the Cariboo Gold Rush?
12. Were the gold rush years a time of progress for British Columbia?
13. The Chinese in the gold rush: is their story one of peace and friendliness or prejudice and misunderstanding?
14. What roles did women play in the gold rush?
15. Among all the many women who took part in the Fraser River and Cariboo Gold Rushes, why are the Hurdy-Gurdy girls the women that we know best?
16. Why did James Douglas make treaties with the First Nations?
17. Why did British Columbia stop making treaties with First Nations after James Douglas was gone?
18. Did the settlers treat the First Nations badly?
19. How has gold mining changed over time?
20. Why did the Chinese miners stay so much longer on the gold mining sites than the white miners who left after a few years?

**Lesson 2: What Makes
a Good Inquiry
Question?**

**APPENDIX 5:
Teacher Notes on Inquiry Questions Worksheet**

1. This is a Yes: it is a clearly defined question that requires establishing criteria for influencing Canada, finding evidence, and making a choice.
2. This is a No: it asks for a personal opinion, not a response based on informed judgement.
3. No: although students might be curious to learn about the man who gave his name to Barkerville, the question does not ask for an informed judgement; the answer would likely be descriptive.
4. Yes: this question is open-ended and asks for a judgement based on evidence.
5. Yes: this is an open-ended inquiry question that invites a study of various causes; it also has some sense of a puzzle or paradox.
6. No: it is a factual question.
7. Yes: this requires judgement based on evidence and would encourage consideration of diversity; however, it may be too broad.
8. Yes: this requires judgement based on knowledge and criteria; it would encourage consideration of diversity; however, it may be too broad.
9. No: it is a worthwhile question to answer, but not a good inquiry question; the answer would likely be descriptive.
10. Yes: this involves a judgement based on criteria; however, it invites students to make the judgement based on their present day values rather than understand the perspective of the people of the past. Some teacher guidance is needed.
11. No: the answer to this would likely be descriptive and not lead to understanding historical thinking concepts.
12. Yes: it is an open-ended question that requires establishing criteria about what progress means, looking at evidence and making a judgement.

13. Yes: this requires judgement based on evidence and criteria; it would also encourage consideration of diversity.
14. No: the answer to this would likely be descriptive; it is a good question, but not a good inquiry question.
15. Yes: this question is open-ended and requires students to consider historical significance.
16. Yes: this should generate an answer that involves a thoughtful consideration of causes.
17. Yes: this should generate an answer that involves a thoughtful consideration of causes.
18. No: this question involves informed judgement but it also invites students to make that judgement based on their present day values rather than understand the perspective of the people of the past.
19. Maybe: this is an open-ended question but it is very broad and does not clearly require judgement. The answer may be only descriptive.
20. Yes: this is an open-ended and somewhat puzzling question although there are not many readily available sources so it would only be do-able for a determined student. .

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Lesson 3: How Can I Help Students Create Their Own Inquiry Questions?	
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Introduction

There are three requirements for students to develop a good inquiry question for their Heritage Fair project:

- Knowledge of the topic (featured in lesson 1);
- Understanding what makes a good question (featured in lesson 2);
- Generating questions and lots of them (the more that students generate, the better the chance that one will be worth answering).

The steps below are a refinement on the common Know-Wonder-Learn (KWL). Two pitfalls of KWL are that in the Know stage students may give misinformation or pose factual questions, rather than open-ended questions suited for inquiry. In response, the Visible Thinking project of Harvard University developed TPE: Think-Puzzle-Explore on which this lesson is based.

Questions that will be answered by the end of the lesson:

- What inquiry question should I follow for my Heritage Fair project?

Objective

Students will be able to

- select and refine one or more good inquiry questions for their Heritage Fair project;

Preparation/Materials:

- Access to a projector and the internet
- Appendix 3.1 (one for each student)

Time	Teacher	Students
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<p>Introduction/ Hook (15 min.)</p>	<ol style="list-style-type: none"> 1. Review briefly the reasons why starting with a good inquiry question is an important first step for their Heritage Fair research. 2. Have posted the criteria for a good question. Show some examples of questions from the BCHF website portfolio as examples of the kind of project questions that they might create and explain how they meet the criteria. 3. Divide students into pairs. 	<p>Students listen</p>
<p>Input/ Modeling (25 min.)</p>	<ol style="list-style-type: none"> 1. Ask students, "What do you <i>think</i> you know at this point about your topic?" This labels students' knowledge as still tentative and something to be developed further. Use a Think-Pair-Share structure to have them share with their partner. 2. Ask, "What questions or puzzles do you have about the topic?" to lead students to open-ended questions suitable for inquiry. You might also ask, "What makes you curious about your topic? " Give them time to think and write at least five before sharing with their partner. 3. Have students work as a team to use the criteria developed in lesson 2 to decide on one or two questions that would be personally interesting and important enough to spend the next few weeks exploring. Have them write these on post-it notes or other paper and put on the wall. 4. Take a few strong examples and explain why they are strong. 	<p>Students take turns sharing their knowledge of their Heritage Fair topic.</p> <p>Students follow the steps of Think-Write-Pair-Share to generate inquiry questions.</p> <p>In pairs students decide which of their questions they should use to begin their project, then write them on paper and post them on the wall.</p> <p>Students listen.</p>
<p>Independent Practice (10 min)</p>	<p>Distribute Appendix 3.1 and ask students to complete it and submit.</p>	<p>Students complete Appendix individually and submit it to the teacher.</p>
<p>Check for Understanding (5 min.)</p>	<p>Collect the completed Appendices so that you can check for understanding and give feedback the next class.</p>	

Closure / Extension (5 min.)	Tell students that as they research, their question is likely to change and grow. Defining questions is not a lock step process. Their focus question will give direction to their research but the results of the inquiry will refine that question. They will learn something new (hopefully), which will lead to a whole new interesting topic and new questions.
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Lesson 3: How Can I Help Students Create Their Own Inquiry Questions?	APPENDIX 6: Worksheet
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Name: _____ Date: _____

My inquiry question:
Has your inquiry question been <ul style="list-style-type: none"> <input type="checkbox"/> checked by another student? <input type="checkbox"/> checked by your teacher? <input type="checkbox"/> revised based on the feedback?
Does your final draft of your inquiry question: <ul style="list-style-type: none"> <input type="checkbox"/> invite thinking (not just description or detail). In other words, you can't find the answer through a simple internet search. It doesn't have a simple yes or no answer. <input type="checkbox"/> come from curiosity or puzzlement (with enough interest to keep you motivated through the tough parts of research). <input type="checkbox"/> point towards a big idea in history (e.g., historical significance, cause and consequence). <input type="checkbox"/> look "do-able" (not too broad and not too narrow – a Goldilocks question). <input type="checkbox"/> Interest you personally. <input type="checkbox"/> require support and justification. <input type="checkbox"/> make you think about something in a way that you never considered before. <input type="checkbox"/> lead to more good questions. <input type="checkbox"/> Other (anything else that you like about your question):

What other questions will you have to answer as you do your research?

On a scale of 1 (unhappy) to 10 (happy) how happy are you with your inquiry question?

Lesson 5: Collecting and Analyzing Resources

A student may have a powerful inquiry question but if he or she cannot gather a number of rich and reliable sources, the Heritage Fairs project will not reach its potential for student learning. A thoughtful answer to the inquiry question must be supported by evidence. Without this, the conclusion will be opinion not historical thinking.

To be sure that students locate diverse, useful, reliable resources, it is essential to know your class and adapt your requirements accordingly. Here are some ways to do so:

- Provide students with trustworthy sources rather than let them loose on Google (See list in Appendix w "Trustworthy Websites")
- Plan for research time in class to be able to monitor progress
- Devote time for reflection and feedback
- Teach some of the elements of historical thinking about evidence (See Appendix z "Teacher Notes on Reading Like an Historian" for ideas)
- Scaffold (Appendices x and y)

Your most useful ally in guiding students in finding and analyzing sources will be your librarian. This is especially the case if you want students to use various data sources like World Book or EBSCO Host.

Objectives

Students will be able to

- recognize primary and secondary sources
- describe the usefulness of both
- analyze primary sources with increasing sophistication
- begin to collect resources

Questions that will be answered by the end of the lesson:

- What sources do I need to answer my inquiry question?
- Where can I find good sources to answer my questions?
- How can I tell if a source is a good one?

Preparation/Materials:

- "Let the Search Begin" PowerPoint
- Appendix w "Trustworthy Websites"
- Appendix x "Data Collection Form"
- Appendix y "SOURCE"
- Appendix z "Teacher Notes on Reading Like an Historian"

Time	Teacher	Students
<p>Introduction/ Hook (10 min.)</p>	<ul style="list-style-type: none"> • Show "Let the Search Begin" Ppt • Explain the difference between primary and secondary sources using the photographs from the Ppt. • Discuss the advantages and limits of each. For example, primary sources are an important source of evidence but some may be hard to interpret and be limited. Secondary sources can give you the big picture of a time period but miss the thoughts and feelings of the people. • Lead students in a quiz using the Ppt. • Use the Ppt video link: BBC Spaghetti Hoax • Discuss what makes this source seem credible: Black and white, voice tone and English accent give an air of authenticity; BBC has reputation for being reliable. 	<p>Students participate in the quiz by responding to the questions.</p> <p>Students suggest answers</p>
<p>Input/ Modeling (10 min.)</p>	<p>Discuss the concept of reliability and the challenges of using Google, eg, sources that look believable like Spaghetti Hoax but may promote false or extreme views, unsourced articles, tendency to look for links only on Google's fist page.</p> <p>Introduce "Trustworthy Sites" and "SOURCE". Model how to navigate one of the sites for an inquiry question using the SOURCE form.</p>	<p>Students suggest answers</p> <p>Students take notes on SOURCE form.</p>
<p>Independent Practice (25 min)</p>	<p>Teacher circulates and coaches.</p>	<p>Students use books and laptops to research and complete forms</p>

<p>Check for Understanding (10 min.)</p>	<p>Give requirements for their research and completion calendar, eg., in-class research days and due dates.</p> <p>Ask students to complete either an exit slip or journal entry to submit and give you feedback.</p>	<p>Students complete exit slip or journal entry:</p> <ul style="list-style-type: none"> · Which sources were the most helpful? · Which sources were the least helpful? Why? · What questions do you have?
<p>Closure / Extension (5 min.)</p>	<p>Read some relevant submissions and discuss.</p>	

Extension:

Depending on the level of your class and your time, teach students skills for searching on the internet, such as the use of keywords, and the habits of mind outlined in "Teacher Notes on Reading Like an Historian".

<p>Lesson 5: Collecting and Analyzing Resources</p>	<p>APPENDIX: 7 Let the Search Begin PPT</p>
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Let the Search Begin!



Step 3: Collect Resources

- Search for primary and secondary sources that will help you answer your question.
- Treat these sources like places of evidence that hold clues to answering the mystery you plan to solve.



Wait. What are primary and secondary sources?



Primary Source

- An original source that was created at the time under study; a first-hand account.
- An artifact, document, recording, painting, photograph



- Advantages?
- Disadvantages?

Secondary Source

- All documents written after an event has occurred.
- Secondary sources often summarize and analyze an event.
- Textbooks, newspaper articles, documentaries, biographies



- Disadvantages?
- Advantages?

What's the difference between a Primary Source and a Secondary Source?

QUIZ TIME

1. Read the kindly question.
2. Look at the two sources listed in that inquiry question.
3. Decide which source is the primary source, and which one is the secondary source.

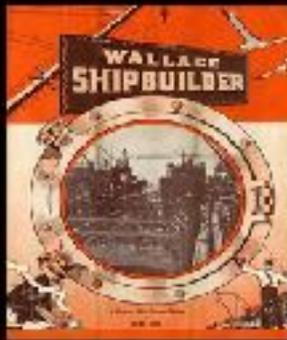
Grade 1 2017



Issues Canada: How did the rail line down to the 'rail' Vancouver in the '1870s'?

- Book about Phyllis Munday, written by Kathryn Bellar
- Issues # 370



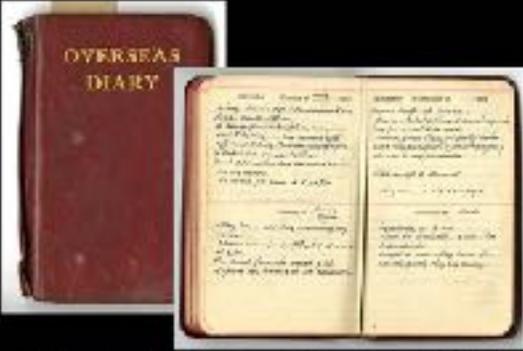


"Wallace Shipbuilder" Newsletter 1943
"Fraternal Fellowship Photographs about labour activity on the Shipyard"

Activity Question: What was the main reason for the R. Wallace Shipbuilding company during WW2?



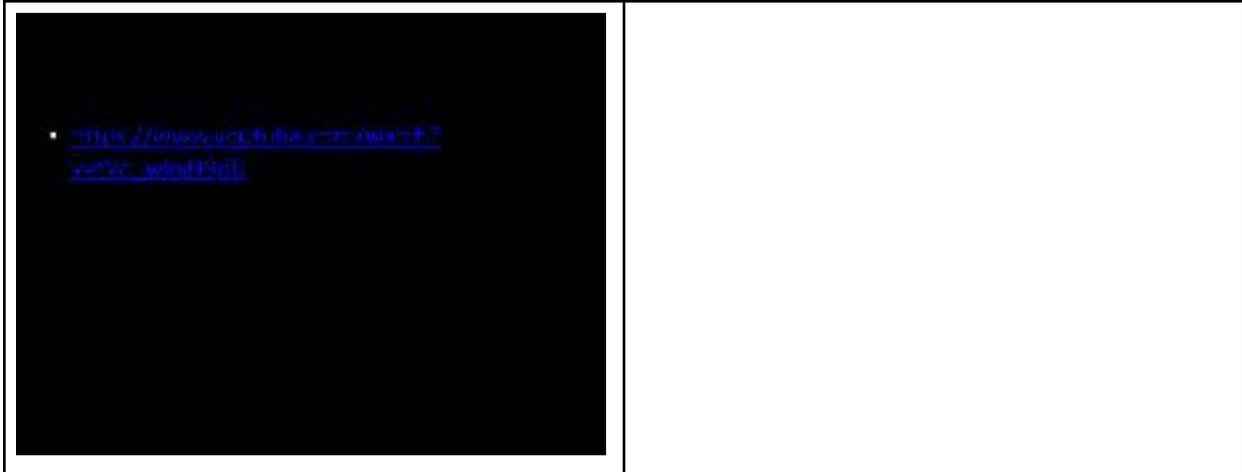
"Rolling Sea" 1918
Photos of WW1 soldiers



Activity Question: How did Canadian soldiers live on the last day of WW1?

BUT...
BEWARE...





Power point #2 Photo Credits

Slide 1: photo credit: (Cant find yet)

Slide 2: photo credit: shutterstock: <http://image.shutterstock.com/z/stock-vector-packing-picnic-basket-retro-clip-art-59272012.jpg>

(New Photo) Slide 3: photo credit: shutterstock: https://thumb1.shutterstock.com/display_pic_with_logo/2892448/273101528/stock-vector-male-question-marks-misunderstanding-enigma-emotional-reaction-men-pop-art-comics-retro-style-273101528.jpg

(New Photo) Slide 4: photo credit: <http://tubman.info.yorku.ca/files/2013/05/2.-Fiat-M520-January-19-1820.jpg>

Slide 5: photo credit: http://cwjacoby.weebly.com/uploads/5/3/5/6/5356659/5551205_orig.jpg?0

Slide 7, 8, 9, 10, 11, & 13 are all from the NVMA: www.nvma.ca

The Canadian Encyclopedia <http://www.thecanadianencyclopedia.ca/en/>

The *Encyclopedia* contains more than 30,000 multimedia items including images, maps, games, audio, video, interactive timelines, and a user-generated content map on which Canadians have shared their stories. It is hosted by Historica Canada, a not-for-profit organization.

CBC Archives www.cbc.ca/archives

This site provides short news clips from radio and tv clips dating back to the 1930s. They are divided into categories such as arts and entertainment, environment, politics and lifestyles. For teachers there are also webquests and lesson plans with collections of sources on various topics.

Critical Thinking Consortium Source Docs <https://tc2.ca/sourcedocs/>

Source Docs contains two collections of source documents organized around a wide range of historical and contemporary topics such as Chinese Canadian history and World War One internment of Ukrainians.

Dictionary of Canadian Biographies <http://www.biographi.ca/en/index.php>

For students in grade 7 and above, the website contains over 8,500 individual biographies of Canadians from all walks of life, spanning nearly 1000 years of history, from First Nations' encounters with early Scandinavian explorers to The Great Depression of the 1930s.

Flickr: The Commons <https://www.flickr.com/commons/institutions/>

Many libraries and archives across Canada and the world have put collections of their historical photographs on-line including UBC, Vancouver Public Library (VPL), and the Provincial Archives of Alberta. You can find photos of events as different as UBC World War I posters, the Komagata Maru and Prohibition.

Library and Archives Canada (The Learning Centre) <http://collectionscanada.gc.ca/education/008-2010-e.html>

Although this site has not been updated for a time, it still contains valuable links to many varied topics in Canadian history such as comic books, Olympians or World War One. All of the websites have been vetted to be age appropriate.

Royal BC Museum Learning Portal Pathways <http://learning.royalbcmuseum.bc.ca/our-pathways/>

Relatively recent and growing, the site contains rich resources on British Columbia topics such as the Punjabi Experience, Early Chinese Canadians, and the Gold Rush. There are, of course, many more sources in the Archives but not so neatly bundled together.

<i>Lesson 5: Collecting and Analyzing Sources</i>	APPENDIX X Data Collection Form
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Name: _____ Date: _____

Inquiry Question: _____

Rarely can one or two sources prove anything. They might be from different times, different parts of the country or different people. But they CAN give you some clues about what is happening.

Primary/ Secondary	Type of source	Title	Creator and date of creation	Page#/ Other

Notes: *How does this source help answer your inquiry question? What else can you learn that is important or interesting about the time period? What other questions does it raise?*

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Remember: Do more than **describe** what you see. **Think** about what you can work out from the source. For example, if you looked at a sketch of fur traders in a canoe on river rapids, you could make the **inference** that sometimes fur trading was dangerous. So instead of saying "some people are paddling in a canoe down rapids," you could add, "This suggests that fur trading could be dangerous."

Primary/ Secondary	Type of source	Title	Creator and date of creation	Page#/ Other

Notes: How does this source help answer your inquiry question? What else can you learn that is important or interesting about the time period? What other questions does it raise?

Primary/ Secondary	Type of source	Title	Creator and date of creation	Page #/ Other
<p>Notes: How does this source help answer your inquiry question? What else can you learn that is important or interesting about the time period? What other questions does it raise?</p>				

Notes: *How does this source help answer your inquiry question? What else can you learn that is important or interesting about the time period? What other questions does it raise?*

Primary/ Secondary	Type of source	Title	Creator and date of creation	Page#/ Other

Notes: *How does this source help answer your inquiry question? What else can you learn that is important or interesting about the time period? What other questions does it raise?*

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Lesson 5: Collecting and Analyzing Resources

Appendix Y: SOURCE

Name: _____ Date: _____

Name of source: _____

SOURCE	Questions to consider
Source	Where does it come from (date/place/creator)?
Observations	What did you find that is important or interesting?
Usefulness	How is this source relevant to your inquiry question?
Reliability	Is it accurate and reliable? (For an account only.)

Context	How does what you know connect to this source?
Evidence	What does this source prove? How is it supported by other evidence?

Adapted from Peter Seixas and Tom Morton. (2013) *The Big Six Historical Thinking Concepts*. Toronto: Nelson, 65.

<i>Lesson 5: Collecting and Analyzing Resources</i>	Appendix Z: Teacher Notes on Reading Like a Historian
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Research is a complex task. Sam Wineburg, the pre-eminent North American researcher in history education, has identified some of the necessary habits of mind that are listed in the table below.

Many can be taught with examples and prompts such as the SOURCE questions. For example, the Spaghetti Harvest video can introduce the importance of checking the source of a documentary especially in that case the date, April 1. A very useful site for finding the source of a website url is <http://www.whois.com/>.

How Experts and Novices Tend to Read Historical Texts

Experts...	Novices...
Seek to <i>discover context and know content</i>	Seek only to <i>know content</i>
Ask what the text <i>does</i> (purpose)	Ask what the text <i>says</i> ("facts")
See any text as a <i>construction</i> of a vision of the world	See texts as a <i>description</i> of the world
See texts as <i>made by persons with a view of events</i>	See texts as <i>accounts of what really happened</i>
Consider <i>textbooks less trustworthy</i> than other kinds of documents	Consider <i>textbooks very trustworthy</i> sources
Assume <i>bias</i> in texts	Assume <i>neutrality, objectivity</i> in texts
<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the "right answer"</i>
Check <i>sources</i> of documents	Read the <i>document</i> only
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers	Communicate " <i>the truth</i> " of the reading, sounding as certain as possible

Source: Selected from Judy Lightfoot, "Outline of Sam Wineburg's Central Arguments in 'On the Reading of Historical Texts.'" Cited in Donna Ogle, Rom Kelmp, Bill McBride. (2007) *Building Literacy in Social Studies*. Alexandria, Virginia: ASCD.

Lesson 8: How do you Interpret Photographs?	
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Objectives

Students will be able to

- interpret photographs with increasing sophistication

- demonstrate how to use photographs as evidence instead of decoration.

Questions that will be answered by the end of the lesson:

- How do you analyze a photograph?
- What can a photograph reveal about a historical person, place, or event?

Preparation/Materials:

- Appendix 1: Photo Interpretation Examples
- Appendix 2- 10: RBCM Photographs ???
- Appendix 11: Photo Interpretation Worksheet
- Projector and Screen

Time	Teacher	Students
<p>Introduction/ Hook (10 min.)</p>	<p>Brainstorm:</p> <ul style="list-style-type: none"> · What is the purpose of photographs in a Heritage Fair project? · Teacher should explain that photographs are not meant to be simply decorative. Photographs are a very important part of the research process. Photographs can be very helpful in answering heritage fair inquiry questions. · In this lesson, students will learn how to look beyond the surface of a photograph and dig deeper in to what that photograph might reveal about a specific person, place or event in history. <p>Video:</p> <ul style="list-style-type: none"> · TC2 Video “The Image” about how to make inferences when analyzing a photo. https://tc2.ca/explainTheImage.html 	
<p>Input/ Modeling (15 min.)</p>	<p>Model:</p> <ul style="list-style-type: none"> · Project an Image of your choice Try (RBCM Website) · See Appendix 1 for Example you can use to model the skill of photo interpretation for the whole class. 	<ul style="list-style-type: none"> · Students will participate in photo interpretation activity by make suggestions.

<p>Independent Practice (30 min)</p>	<p>Carousel Activity</p> <ul style="list-style-type: none"> · Set up (RBCM) Photographs (Appendix 2-10) at various “Stations” around the room. · Number of Stations will depend on how many students you have in your class. If you have 24 students, you might want to make 6 stations. Students would then work in groups of 4. 	<ul style="list-style-type: none"> · Students will spend roughly 5 minutes at each station, depending on time and number of stations. (Students do not have to visit every station) · Students will practice using inference skills to interpret and analyze photographs.
<p>Check for Understanding</p>		<ul style="list-style-type: none"> · Appendix 11: <ul style="list-style-type: none"> ○ Students will use the Photo Interpretation Worksheet (1 each) to record their observations during the Carousel Activity
<p>Closure / Extension</p>	<ul style="list-style-type: none"> · If time, there might be an opportunity to share some of the student findings. · Each group can present on the last photo station they visited. · Teacher should reinforce the idea that the purpose of the Carousel activity is to help students practise using photos as information for their Heritage Fair projects 	

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<p>Lesson 8: How do you Interpret Photographs?</p>	<p>Appendix 11 Sample Photo and Answer Key</p>
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Swampy Cree boys pray before bedtime with an Anglican supervisor looking on at Bishop Horden Memorial School on Moose Factory Island, Ont., in 1950. (Shingwauk Residential Schools Centre) . From the book, *Residential Schools: With the Words and Images of Survivors*.

Photographer: Henry Fay. Image available on-line at Engracia De Jesus Matias Archives and Special Collections, Algoma University, <http://archives.algomau.ca/main/node/16139> .

Inquiry Question: How were First Nations treated in Residential Schools?

	Sample Prompts	Observations	Possible Inferences
		What do you see?	<i>What can we infer based on your observations?</i>

<p>WHO Is in the image?</p>	<ul style="list-style-type: none"> ·What role or occupation? ·What Status (rich or poor)? ·If several people, are they related to each other? 	<p>I see many young boys who look the same age. I also see an older woman in the background</p>	<p>I can infer that these boys live together and they are being supervised by the woman. It is possible this is a school.</p>
<p>WHAT Are the people doing?</p>	<ul style="list-style-type: none"> ·What actions? ·What objects are used? ·What is the focus of their attention? 	<p>The boys are kneeling on their beds, with their palms together in front of them. Many of them are closing their eyes</p>	<p>I can assume that they are praying. We can assume that they are practising the Christian faith.</p>
<p>WHERE Does the image take place?</p>	<ul style="list-style-type: none"> ·In what region or territory? ·In what setting? (rural or urban) ·What is the terrain? (flat or mountainous) ·Are there any recognizable landmarks? ·What objects are 	<p>The boys are in a very simple room with lots of bed. There are few other objects around. They are inside. There are no sheets on some of the beds.</p>	<p>I can make the assumption that this is an institution; it is not a home. The walls are very bare, and the beds are plain and simple, so we can assume that this is not a hotel or a wealthy institution.</p>
<p>WHEN Did the action in the image take place?</p>	<ul style="list-style-type: none"> ·What time of day? ·What time of year? ·What year or decade? ·What historical period? 	<p>The photo is black and white. The curtains have a possibly 60s floral print. The woman in the photo is wearing a long dress and a cardigan</p>	<p>Based on these observations, I may be able to assume that this photo was taken in the 50s or 60s.</p>
<p>WHY Is the action happening?</p>	<ul style="list-style-type: none"> ·What reason might there be for the actions? ·Does the broader historical context suggest a purpose? ·What might happen next? 	<p>The focus of the photograph is on the boys. The photo is capturing a specific part of their routine (praying). The photo does not focus on one particular boy, but many of them.</p>	<p>It is possible that someone may have taken the photo to demonstrate how orderly and organized this institution was. It may also be designed to showcase the practice of Christianity within this institution.</p>

1. How does this photo help answer your research question?

- This photo shows that the children at Bishop Horden School in 1950 slept on multiple bunk beds within one room. It doesn't look like the warmest, or coziest upbringing based on the absence of toys, decorations, or personal belongings. Also, some of the children did not have bed sheets, which may be a reflection of the lack of funding for this school. Furthermore, this photo shows us that the children prayed. (What does this photograph not show you?)

3. Does this photo inspire you to ask any new questions?

- This photograph makes me curious about the practise of religion at Residential Schools. Were the children forced to pray? Were they happy at the Residential Schools? Were they sad?

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Lesson 8: How do you Interpret Photographs?	Appendix 12- 19 Photo Interpretation Worksheet
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Inquiry Question: _____

	Sample Prompts	Observations	Possible Inferences
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		What do you see?	What can we assume based on your observations?
WHO Is in the image?	<ul style="list-style-type: none"> ·What role or occupation? ·What status (rich or poor)? ·If several people, are they related to each other? 		
WHAT Are the people doing?	<ul style="list-style-type: none"> ·What actions? ·What objects are used? ·What is the focus of their attention? 		
WHERE Does the image take place?	<ul style="list-style-type: none"> ·In what region or territory? ·In what setting? (rural or urban) ·What is the terrain? (flat or mountainous) ·Are there any recognizable landmarks? 		
WHEN Did the action in the image take place?	<ul style="list-style-type: none"> ·What time of day? ·What time of year? ·What year or decade? ·What historical period? 		
WHY Is the action happening?	<ul style="list-style-type: none"> ·What reason might there be for the actions? ·Does the broader historical context suggest a purpose? ·What might happen next? 		

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Based on "Explain the image", Critical Thinking Consortium, www.tc2.ca

1. How does this photo help answer your research question?

2. Does this photo inspire you to ask any new questions?