

Embark on Heritage Inquiry!

Embarking on Heritage Inquiry is a wonderful inquiry for students of any age! We are so well supported by local museums, Heritage Societies and government programmes. Heritage Inquiry is focused on generating an inquiry question on a specific topic of personal interest about an element of Canada's history, geography or heritage. It fits in beautifully with the new BC Curriculum for K-12 Curricular Competencies: "Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions" <https://curriculum.gov.bc.ca/curriculum/social-studies/>

Once topics have been chosen and inquiry questions generated, it is key to make students aware of the resources that can be used to help with their research. These beginning researchers should initially be taught the difference between primary sources and secondary sources of information as well as the difference between an archive and a museum. Once students have the basics, they embark on their heritage inquiry. The students work on the following skills through this process:

- Accessing information using print and digital resources
- Evaluating information and determining relevance
- Using the information found, they organize and synthesize the information and then create and communicate information to others

Once finished, sharing of Heritage Inquiry projects fosters curiosity in others and creates further discussion, awareness and community connections. (ie. [Kristen Schultz](#) 'My Heritage Home'; WSANEC Community Heritage Project by [Savannah](#)) <http://bcheritagefairs.ca/portfolio/my-heritage-home/>

If interested, it is possible to take projects one step further and partake in a local Heritage Fair. Information and details regarding Heritage Fairs can be found on the [RBCM website](#)

Any questions? Just ask!

Sarah McLeod
smcleod@mygns.ca

Sarah Isbister
sisbister@saanichschools.bc.ca

Heritage Inquiry Projects- Teacher Timeline

By S. McLeod Glenlyon Norfolk School

December/January: *Choosing a Topic*

Read over BC Heritage Fairs teacher and student resources available online for ideas and inspiration:

- <https://www.bcheritagefairs.ca/>

Introduce Heritage Inquiry to your students:

Have your students think about a topic of interest to them in Canadian history to explore, even better if it stems from a family or local story. Over the winter holidays is a perfect time for them to chat with parents and relatives about their own family and background and connection to history (family heirlooms, photos, traditions, can be thought about and discussed).

- Ideas for possible topics are offered here: <https://www.bcheritagefairs.ca/>
- The RBCM offers excellent food for thought with their 'This Week In History' clips. <https://royalbcmuseum.bc.ca/about/explore/rbcm-channel/week-history>
- As well, Heritage Minutes offered through Historica Canada are useful: <https://www.historicacanada.ca/heritageminutes>

January: *Accessing & Evaluating Information*

- Have students pick a topic they are interested in (person, place or thing!)
 - Have them write their inquiry question(s) (see sample [Topic Idea](#) sheet here)
 - Begin the quest for information!
- Discuss [website evaluation](#), do a [checklist](#) if need to go over with students what to look for
- Go over primary and secondary sources of information and the [difference between](#) and archive and a museum. (ie.field trip to the local museum and/or archive), even have them come to your school
- Show students how to access the local archive sites online (also [BC Archives](#), [Library & Archives Canada](#));-Go over note-taking and citing sources/citations

February: *Reading & Using Information*

- Have students find primary and secondary sources of information on their topic and have them take notes on their topic
- Students read for info, take notes: constantly remind them to CITE SOURCES!
- help students make sure all questions have been answered on topic

March: *Knowledge Creation (Organizing & Synthesizing Information)*

- Write rough copies of paragraphs from your notes
- Type good copies using Google Doc's
- Print out photos and collect artifacts, books, etc. to enhance your topic
- Think of a way to creatively present an aspect of the topic

March/April: *Presentation of Knowledge, a celebration of learning..*

- Design and prepare information in a creative way; poster, pamphlet, artifact, App
- Add any final touches
- Go over what you would say when asked questions about your project
- Heritage Inquiry Project presented to classmates and school by mid-April
- At school fair, choose projects that will represent your school at the Regional Heritage Fair
- ***From mid-April to beginning of students that have been chosen to represent their school can work further if they want to create even a more detailed project to present at Regionals***

Useful Resources

- BC Heritage Fairs Society <http://bcheritagefairs.ca/heritage-fairs/>
- http://bcheritagefairs.ca/wp-content/uploads/2017/12/inquiry_in_action_v1.pdf
- https://www.ohhfa.ca/media/Steps_to_Creation_of_a_Heritage_Fair_Project_Revised.pdf

- Royal BC Museum Learning Portal (AMAZING!)
<http://learning.royalbcmuseum.bc.ca/pathways/heritage-fairs/>
- North Vancouver Heritage Inquiry
<http://nvma.ca/education/program-overview/#research>
- http://historicalthinking.ca/sites/default/files/files/docs/Making%20History%20Meaningful.FINAL_0.pdf
- Peter Seixas and Tom Morton's book [The Big Six - Historical Thinking Concepts](#) Historical Thinking & Heritage Inquiry [Powerpoint](#)
- Richmond Heritage Inquiry
<http://richmondheritagefair.blogspot.ca/p/teachers.html>
- Delta Heritage Inquiry
<https://deltaheritagefair.wordpress.com/teachers/resources/>
- Historica Canada resources
 - <https://www.historicacanada.ca/>
 - <http://education.historicacanada.ca/>

Curriculum Links:

- <https://deltaheritagefair.wordpress.com/teachers/projects/topic-ideas/>
- <http://richmondheritagefair.blogspot.ca/p/teachers.html>

Local used bookstores (ie. Russell Books) are an excellent source for books on local heritage topics.

Further opportunities for students:

- Young Citizens <http://kids.canadashistory.ca/Kids/YoungCitizens/About>

Name: _____ Class: _____

Heritage Inquiry Timeline *(loose guideline to follow)*

| Task | Due Date | Completed |
|------|----------|-----------|
|------|----------|-----------|

| | | |
|---|--------------|-------|
| Choose Topic | Jan. 10 | _____ |
| Inquiry Questions | Jan. 15 | _____ |
| Gather Resources | Jan. 22 | _____ |
| Read, Interview, Watch, Search & Record Info | Jan. 29 | _____ |
| Found Answers to Questions | Feb. 19 | _____ |
| Answered Questions in Paragraphs | Feb. 28(Wed) | _____ |
| Confirmed sources (citations) | March 5 | _____ |
| Work complete/created visuals/Aurasma, etc | March 12 | _____ |
| Have everything ready to share with class | March 14 | _____ |
| Collect any artifacts, costumes | April 4 | _____ |
| Bring all items needed to school | April 9 | _____ |
| Present to classmates/community | April 10 | _____ |
| Heritage Inquiry project celebration to parents | April 11 | _____ |