

HISTOR!CA

Your PLACE In HISTORY

Historica Resources: Useful! Free!
OHASSTA 2007

*Historica's role
is to help **Canadians**
discover the fascinating stories
that make our country unique*



Through its website, www.histori.ca,
and its interactive leading edge
educational programs
Historica brings Canadian history to life
in classrooms and communities
from coast to coast to coast.

www.histori.ca

FYI Canada 

An online community where Canadian teens express their opinions and concerns.

Encounters with Canada 

Teenagers from across Canada gather in Ottawa to learn about their country, its institutions and each other.

Historica Fairs 

Students research Canadian heroes, legends, milestones, and achievements - and proudly present their stories at a public exhibition.

Professional Development 

Resources and activities to support teachers in their continuing education efforts.

History by the Minute 

Many of our country's defining moments and personalities are captured in these miniature dramas.

The Canadian Encyclopedia 

Canada's most authoritative and comprehensive reference.

Encyclopedia of Music in Canada 

A celebration of Canada's rich musical heritage.

NEW!!!!!!!!!!

Access.ca

Making Canadian Social Studies resources easier to find



Teacher Institutes

Canadian Battlefields Study Tour for instructors of Grades 9 to 12

Lesson Plans

Professionally prepared lessons
Teacher sharing opportunities

Research and Practice

current articles and papers
new ideas and links

Teacher Talk

submit questions
respond to others



74 Heritage Minutes, 14 Military, 100 Footprints, 102 Radio Minutes

*****NEW – Screen Legends**

- **Arranged by themes:** *Women, Commerce, First Nations, Exploration, Canadian Symbols, Building Democracy, Canada and the World, Innovators, The Arts, Settling Canada, Heroes, Sports*
- **Lesson Plans available**
- **New Elementary CN Teacher Guide and New Secondary CN Teacher Guide**
5 lessons in each guide, student worksheets and assessments for Military Minutes

Historica Military Minutes

Match each Military Minute with the best descriptor.

- | | |
|-------------------------------|--|
| 1. Andrew Mynarski ____ | a) Anglo-American Invasion - 1690 |
| 2. Valour Road ____ | b) Honouring of World War I heroes - 1915 |
| 3. Tommy Prince ____ | c) Canadian Army Surgeon in Belgium -1915 |
| 4. John McCrae ____ | d) General Arthur Currie leads Canadian troops into battle - 1917 |
| 5. Dextraze in the Congo ____ | e) Vince Coleman is a hero - 1917 |
| 6. Marion Orr ____ | f) Man becomes war hero during first Canadian combat in World War II – 1941 |
| 7. Governor Frontenac ____ | g) Sentenced to Nazi prison camp for helping downed Allied airmen escape – 1941 |
| 8. Juno Beach ____ | h) Delivered fighter planes during World War II – 1942 |
| 9. Home from the Wars ____ | i) From the Brokenhead Ojibway Nation, one of the most decorated soldiers in Canada's history - 1944 |
| 10. Vimy Ridge ____ | j) Johnny Lombardi boosts morale on the evening of D-Day – 1944 |
| 11. Osborn of Hong Kong ____ | k) Canadian gunner who stayed behind to save his friend in a flaming Lancaster Bomber - 1944 |
| 12. Avro Arrow ____ | l) Construction of 10,000 units of Veterans' Housing – 1946 |
| 13. Mona Parsons ____ | m) The world's fastest and most advanced interceptor aircraft – 1953 |
| 14. Halifax Explosion ____ | n) Canadian Peace Keeper rescues a group of hostages from Katangan rebels – 1963 |

Historica Minutes Curriculum Connections

Course	Video Minute	Radio Minute
Gr. 4 – Canada’s Provinces, Territories and Regions (natural resources)	Syrup (story of maple syrup) Inukshuk (Canadian north) * * <i>lesson plan available</i>	√ Atlantic Fishery Oil in Alberta
Grade 5 – Early Civilizations (connections to modern life)	Peacemaker (democracy) The Olympians from Footprints Minutes (23 footprints covering Canadians in the Olympics)	√ √
Grade 5 – Aspects of Citizenship and Government in Canada (basic rights, Heritage Day activities, symbols)	John Humphrey John McRae (Remembrance Day) * Flags (Canadian flag story) Les Voltigeurs de Québec (first public performance of O Canada) Bluenose (Canadian symbol) * Avro Arrow (Canadian symbol) Superman (Canadian and world hero) Winnie (Winnie the Pooh) * Jackie Robinson (anti-racism) * Inukshuk (Canadian symbol) * Sam Steele (Mounties)	√ √ √ √ √ √ √ √ √ √ √ √
Grade 6 – First Nation Peoples and European Explorers	The Vikings (Norse settlement in Newfoundland) * John Cabot (arrival in Grand Banks) Jacques Cartier (first meeting with Iroquoian people) * Peacemaker (Iroquois Confederacy) *	√ √ √ √
Grade 6 – Canada’s Links to the World (links to world, contributions of outstanding Canadians, Canadian influences on the world)	Joseph Tyrrell (discovery of dinosaur bones in Alberta) Sir Sandford Fleming (standard time) Nat Taylor (modern multi-screen theatre) Water Pump (helping developing countries achieve safe water) Walter Penfield (break through in treatment of seizures) Basketball (invention of basketball) * Marconi (first transatlantic radio message) John Humphrey (United Nations’ Declaration of Human Rights) Pauline Vanier (provides help for refugees) Lucille Teasdale (surgeon who devote life to health care in Africa) *	√ √ √ √ √ √ √ √ √ √ Dr. Armand Frappier (infectious diseases) Pacemaker
Grade 7 – New France	Governor Frontenac (French/English conflicts leading up to 7 Years’ War)	√ Chomeday de Maisonneuve
Grade 7 – British North America	Laura Secord (heroine of War of 1812) Underground Railway (story of one family’s escape to Canada) *	√ √ Susanna Moodie Dr. A. R. Abbott
Grade 7 – Conflict and Change	Étienne Parent (Rebellion in Lower Canada) Responsible Government (Leading up to achievement of	√ √ Baldwin & Fontaine

	responsible government)	
Grade 7 – Natural Resources	Syrup (maple syrup production) Water Pump (safe water)	√ √
Grade 8 – Confederation	Saguenay Fire (Challenges of time period) Midwife (challenges of time period) The Paris Crew (rowing team 1867)	√ √ √
Grade 8 – The Development of Western Canada	Nitro (Chinese sacrifices – building of CPR) Louis Riel (Western rebellions) Sitting Bull (NWMP and Indian treaties) Soddie (settlement in West) * Sam Steele (NWMP)	√ √ √ √ √ Canadian Horse
Grade 8 – Canada: A Changing Society	Jennie Trout (first female doctor) * Nellie McClung (suffrage) * Emily Murphy (womens' rights) * Emily Carr (significant female artist) J. S. Woodsworth (Old Age Pension) * Midwife (influence in time period) Sir Sandford Fleming (standard time) Rural Teacher (schools in 1885) Marconi (first transatlantic transmission) * Orphans (Immigration) *	√ √ √ √ √ √ √ √ √ √ Mary Ann Shadd Agnes McPhail Lighting Up Marco Polo (Lucy Maud Montgomery) Cottage Hospitals Blessing Reginald Fessenden Shaping the Future Ted Rogers
Grade 8 – Economic Systems	Joseph Casavant – Canadian entrepreneur – musical organs Joseph-Armand Bombardier – snowmobile * Le Réseau (Trans-Canada microwave network – television and telephone) Nat Taylor (modern day multi-cinema theatre)	√ √ √ √ Sir Charles Saunders Oil in Alberta Jetliner
Grade 8 – Migration	Orphans (Immigration) * Pauline Vanier (aid for refugees during WWII)	√ √
Grade 9 – Geography Global Connections	Water Pump (safe water for developing countries) 1980 Marconi (first transatlantic transmission) * Le Réseau (Trans-Canada microwave network – television and telephone) John Humphrey (United Nations' Declaration of Human Rights) Pauline Vanier (provides help for refugees) Lucille Teasdale (surgeon who devote life to health care in Africa) *	√ √ √ √ √ √ √ Dr. Armand Frappier (infectious diseases) Pacemaker

Grade 10 - History Symbols Canadian Contributions Significant Individuals	John McRae (Remembrance Day) *	✓
	Flags (Canadian flag story)	✓
	Les Voltigeurs de Québec (first public performance of O Canada)	✓
	Bluenose (Canadian symbol) *	✓
	Avro Arrow (Canadian symbol)	✓
	Superman (Canadian and world hero)	✓
	Winnie (Winnie the Pooh) *	✓
	14 Military Minutes *	
	Orphans (Immigration) *	✓
	John Humphrey (United Nations' Declaration of Human Rights)	✓
	Pauline Vanier (provides help for refugees)	✓
	Water Pump (safe water for developing countries) 1980	✓
	Marconi (first transatlantic transmission) *	✓
	Le Réseau (Trans-Canada microwave network – television and telephone)	✓
	Joseph Casavant – Canadian entrepreneur – musical organs	✓
	Joseph-Armand Bombardier – snowmobile *	✓
	Le Réseau (Trans-Canada microwave network – television and telephone)	✓
	Nat Taylor (modern day multi-cinema theatre)	✓
	Jennie Trout (first female doctor) *	✓
	Nellie McClung (suffrage) *	✓
	Emily Murphy (womens' rights) *	✓
	Emily Carr (significant female artist)	✓
	J. S. Woodsworth (Old Age Pension) *	✓
	Sir Sandford Fleming (standard time)	✓
		Sir Charles Saunders
		Oil in Alberta
		Jetliner
	Mary Ann Shadd	
	Agnes McPhail	
	Lighting Up	
	Marco Polo (Lucy Maud Montgomery)	
	Cottage Hospitals	
	Blessing	
	Reginald Fessenden	
	Shaping the Future	
	Ted Rogers	
	Dr. Armand Frappier (infectious diseases)	
	Pacemaker	
All Grades and Topics	Creating a Student Minute *	

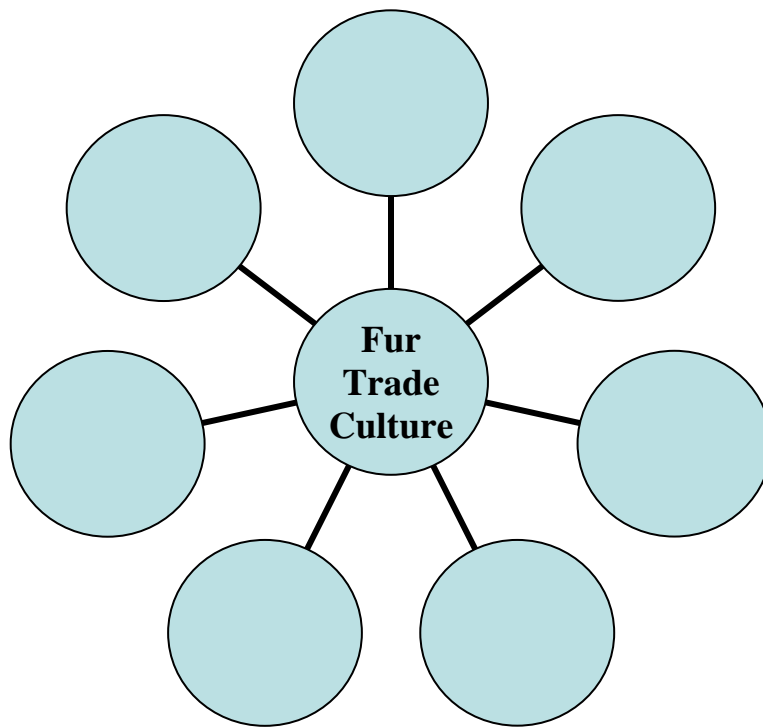
**Note that Intermediate Lesson Plans are for Grades 4-8

Cultural Influences – A Lesson using the Canadian Encyclopedia

Culture is everything that goes into making a community or group of people what they are. Everyone within a culture interacts with the environment and the other people in the culture. In this activity you will look at the culture of the early fur industry and how the actions of one individual or group of individuals affects the rest of the fur industry.

Assignment #1 – In the chart provided identify all of the different groups of people who played a role in the early fur industry (e.g. fur traders). Feel free to add more circles to the chart.

The Groups Involved in the Early Fur Industry



Assignment # 2

Real people took part in the fur trade. A list is provided of some of these real people who had a role in Canada's fur trade. Research each of these role players using texts supplied by your teacher, or a reliable internet source such as The Canadian Encyclopedia at www.thecanadianencyclopedia.com, Library and Archives Canada at www.collectionscanada.ca, the Provincial Archives of Manitoba at <http://www.gov.mb.ca/chc/archives/hbca/index.html>. (The Hudson's Bay Company Collection is housed here) or multiple resources at Historica's www.access.ca. Record your research findings in a Famous Person Chart.

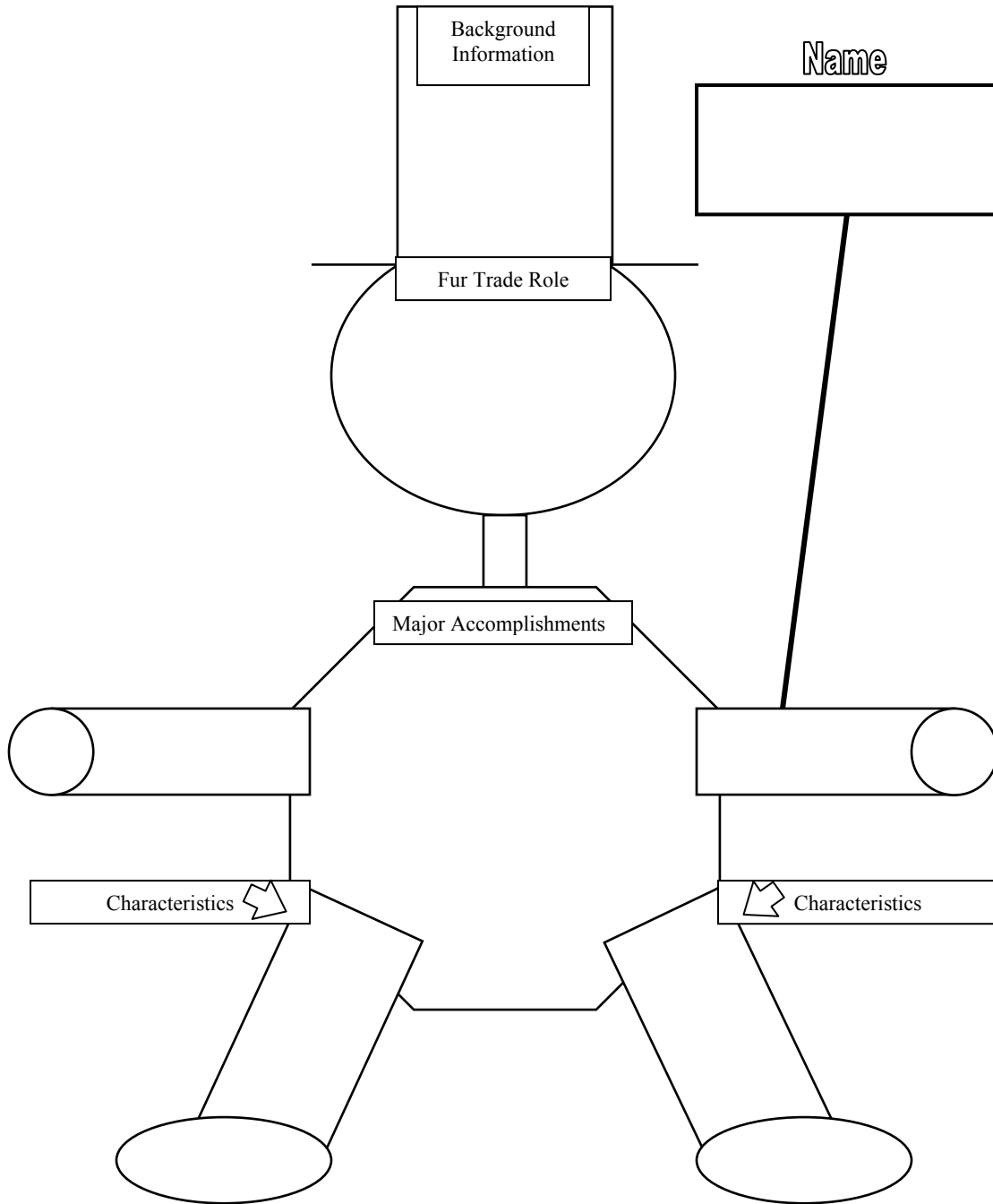
Potential Fur Trade Role Players

- **Médard Chouart, Sieur des Groseilliers**
- **Pierre Radisson**
- **Captain Zachariah Gilliam**
- **King Charles II**
- **Prince Rupert**
- **Cree First Nations**
- **Ojibwa First Nations**
- **Montagnais First Nations**
- **Assiniboine First Nations**
- **Chipewyan First Nations**
- **Huron First Nations**
- **Iroquois First Nations**
- **Pierre Le Moyne, Sieur d'Iberville**
- **Henry Hudson**
- **Duke of Marlborough**
- **James Knight**
- **Thanadelthur**
- **Pierre de La Vérendrye**
- **Samuel Hearne**
- **Peter Pond**
- **Alexander Mackenzie**
- **David Thompson**
- **Lord Selkirk**
- **George Simpson**
- **Sir James Douglas**
- **John Rae**
- **Sir John Franklin**
- **George Brown**
- **Donald Smith**
- **The Beaver**

Famous Person Chart

Name: _____

*Don't hesitate to write in areas outside the boxes.



Sources Used To Find Your Information:

Assignment # 3

Each of the characters you have researched played a role in shaping the culture of the fur trade in 18th and 19th century Canada. Some of these roles are listed below. Before you complete this activity you need to understand what each of these roles is. Use a dictionary to help you create a definition of each role. Write your definition in the box provided.

Decision-Makers/Leaders	Facilitators/Managers	Workers
Hero/Heroine	Victim	Other Role(s)

Assignment # 4

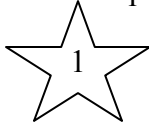
Now that you understand the roles it is time to find someone in the fur trade who actually played these roles.

Player – Identify by name and who he/she is.	Description of how the player influenced or was influenced by one or more other player(s) in the fur-trade	Sources Used To Find Information About the Character
Decision-Maker/Leader		
Facilitator/Manager		
Worker		
Hero/Heroine/Victim		

Cultural Influences Rubric Name: _____

Rating Scale:

Needs Improvement



Fair



Good



Outstanding



Directions For Assessment:

In the box at the end of each line, write the number that best describes the work on this activity.

Student Self-Assessment:

1. I have a working definition for each of roles played in the fur trade in 18 th and 19 th century Canada.	
2. I have been able to identity appropriate role players for each of the assigned roles in the fur trade in 18 th and 19 th century Canada.	
3. I have researched information on each of these players or characters and can share detailed information about them.	
4. I used more than one source to find out information about my players.	

Teacher or Peer Assessment:

1. The student has a working definition for each of roles played in the fur trade in 18 th and 19 th century Canada.	
2. The student has been able to identity appropriate role players for each of the assigned roles in the fur trade in 18 th and 19 th century Canada.	
3. The student has researched information on each of these players or characters and can share detailed information about them.	
4. The student used more than one source to find out information about the players.	



Inside TCE

A wealth of resources, including...

- [Encyclopedia of Music in Canada](#)
- [Feature Articles](#)
- [Maclean's](#)

Explore!

TCE's fun side

- [Canucklehead Quiz](#)
- [Interactive Resources](#)
- [Timeline of Canadian History](#)
- [100 Greatest Events in Canadian History](#)

Black History Canada portal



[Black History Canada portal](#)

A gateway to authoritative online resources about Canada's Black history, thematically organized and annotated.

Military Minutes Quiz Results

1. k 2. b 3. i 4. c 5. n 6. h 7. a 8. j 9. l 10. d 11. f 12. m
13. g 14. e

Black History Canada portal

www.histori.ca



Features of the Portal

Timeline

The portal timeline contains pictures and the important facts of black history in Canada. Several other similar content timelines from other internet sites (e.g. Canadian Heritage, Government of Ontario) can be found in the Links to Other Sites.

Teachers

Teachers will find many links to teaching guides, lessons, relevant sites.

Themes

Enslavement, Black Settlement in Early Canada, Forgotten Stories, Caribbean and African Immigration, Equity and Human Rights, Identity and Assimilation, Black Contributions, The Arts, Urban Centres

Links to Other Sites

Each theme contains links to other relevant internet sites with material on that theme

Some Suggested Critical Thinking/Communication Techniques

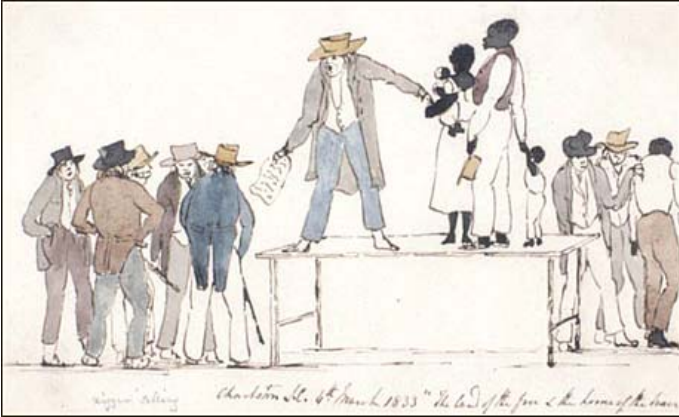
Timelines

- Pick out and record the ten most significant events on the timeline. Review the 10 items and rank order them from 1 being most important to 10 being least important individually and then in partners and then in small groups.
- In a decision making chart similar to one below choose one event as the most significant and give reasons for your choice.

3 Most Significant Events	Reasons for your Choice

- As a group pick re-examine your events and pick one that stands out as the most significant event in the history of Blacks in Canada. Be prepared to share your decision with the class and share your rationale for the choice.

Pictures



<http://blackhistorycanada.ca/theme.php?id=1> Enslavement

- Question Matrix
- 5Ws Chart
- KWL Chart
- I See/I Think/I Conclude chart
- Visualization – Become one of the people in the picture – What are you doing? What are you thinking? What are you feeling?
- Rapid-Writing – Put your thoughts to paper – facts, thoughts, feelings
- Expressive writing piece – description, poetry, diary entry

Primary Documents

TO BE SOLD,
A BLACK WOMAN, named
PEGGY, aged about forty years ; and a
 Black boy her son, named **JUPITER,** aged
 about fifteen years, both of them the property of the
 Subscriber.

The Woman is a tolerable Cook and washer woman
 and perfectly understands making Soap and Candles.

The Boy is tall and strong of his age, and has been
 employed in Country business, but brought up prin-
 cipally as a House Servant—They are each of them
 Servants for life. The Price for the Woman is one
 hundred and fifty Dollars—for the Boy two hundred
 Dollars, payable in three years with Interest from the
 day of Sale and to be properly secured by Bond &c.—
 But one fourth less will be taken in ready Money.

PETER RUSSELL.
 York, Feb. 10th 1806.

<http://collections.ic.gc.ca/freedom/page3.htm> - enslavement

- Importance of Primary Documents to Research Process

- Visualization – Think of the scene (facts, feelings, reactions) – write about it – draw the scene
- Narrative – Write story of Peggy or Jupiter after the auction

Research/Inquiry/Problem-Solving/Decision-Making Processes

- research/inquiry
 - questioning techniques
 - vocabulary/concepts – word walls, the Frayer Model, Concept-Maps
 - research organizers – KWL Charts, Retrieval Chart (example)

Focus Question	Research Findings	Source Information
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- problem-solving/decision-making
 - Four Corners
 - different perspectives/point of view – Looking at Both Sides
 - Would you have liked to have lived here? Why?
 - Facing Challenges – How would you handle the situation?
 - Proving Your Point - Make generalization – prove by facts from text

Other Activities

- Creative and Critical Thinking Activities and Rubrics – Kids' Site of Canadian Settlement – Library and Archives Canada – Educational Resources at www.collectionscanada.ca/settlement/kids/index-e.html
- Minute – Underground Railroad – tableaux, reenactments, expressive or informational writing
- Portrait Gallery Creation – research, biographical writing or personality cubes, artistic portraits showcasing outstanding Black/African Canadians or Forgotten Stories
- Role-playing, documentary videos, Historica minutes (lesson plan available at www.historica.ca showcasing outstanding Black/African Canadians)

Historica Resources

- Footprints Lesson Plan (good background information and 6 activities – African Canadians in Sports: Footprints - Donovan Bailey, Fergie Jenkins, 96 4 by 100 Relay Tea
- Video Minutes: Jackie Robinson, Maurice Ruddick
- Radio Minutes: Anderson Ruffin Abbott (first Canadian Black doctor; Mary Ann Shadd (remarkable activist); Jackie Robinson (first African American major league baseball player); Maurice Ruddick (Springhill Mine Disaster survivor);
- Canadian Encyclopedia – research tool – featured articles
- www.access.ca – research tool to find information from all reliable sites

Historica Multi-Media Lesson

Historica Resources

- Picture from Canadian Encyclopedia or other resource
- Radio Minute
- Historica Minute or Footprints Minute
- Synopsis of Historica Minute
- Canadian Encyclopedia Article
- Other Links

Historica Topics That Lend Themselves Well to this Approach:

Syrup, Saguenay Fire, Water Pump, Responsible Government, Flags, Winnie, Jacques Cartier, The Vikings, Maurice Puddick, Peacemaker, etc.

The Research Process

1. Focus – Introduce the activity as a mystery – Finding out about a Canadian story. A discussion of the different types of sources that give us information could be included here. (e.g. primary-secondary, print, video, audio, pictures, etc.)
2. Picture – Introduce topic. Examine the picture using a 5Ws chart as class, in groups or as individuals. Have the students prepare at least one question for each W and then answer the questions.

Sample Chart

5Ws Questions	Answers and explanations of how you determined the answer.

3. Have the students fill in the first section of the retrieval chart provided with:
 - a. important facts they learned about the story thus far. (Have them consider the 5Ws as they determine their facts);

- b. determination of the accuracy of the information;
 - c. the source of the information: description of source (primary or secondary, print, media, etc.) and information they would need to find it again if they needed to;
 - d. the limitations of the source – what it doesn't tell about the story;
 - e. questions they still have.
4. Radio Minute – Play the radio minute and then have the students fill in the appropriate section of the retrieval chart to add to their knowledge of the topic.
 5. Historica Minute – Have the students watch the minute and continue to add more details to the retrieval chart.

Other Possible Resources:

6. Synopsis – Have the students read a photo-copy of the synopsis available for each minute or read the synopsis on-line and further add to the story.
7. Canadian Encyclopedia Article – Students can follow the link provided on-line to the article suggested or they can read a photo-copied copy of the article. **note that many of the articles have both standard and junior editions of the article.
8. Other Links – Have the students look for additional information by following one or all of the links to related materials.
9. Have the students plan out and communicate their versions of the story as individuals or in groups.

Some Communication Options

- write the story using the teacher's choice of writing: narrative, expressive, expository (journals, creative writing, poems, description, explanatory pieces, informational piece, reports, etc);
- create a Postcard from the Past (lesson plan available) – students put themselves into the time period – on front of paper (card stock a good choice) students recreate using media of their choice (paints, pencil sketches, coloured pencils, charcoal, etc.) or set media an appropriate scene – on back of the paper they

- write a postcard home telling their story or part of their story. Stamps/postage seals from the era and appropriate addresses add authenticity and another element to their communication
- put themselves into the story – using dramatic skit, tableaux
 - create a media presentation – video documentary, animation, dramatization, puppet play, diorama, commercial, etc.

Applications

- field trip to local location site or museum to learn more about the story;
- apply the same multi-media process to learning about another related topic or one from another topic or subject discipline;
- make connections to other subjects (e.g. trade, industries, natural resources, technology, scientific processes, mathematical graphs and charts, etc.)

Assessment Rubric

Levels of Competency

Level 1 – limited Level 2 – some Level 3 – good Level 4 – excellent

Category	Specific Learning Being Assessed	Level
Knowledge and Understanding	- knowledge and understanding of the story told in the various media demonstrated in retrieval chart and presentation	
Thinking-Planning	- ability to focus on topic - ability to use various sources effectively to gather and organize information - ability to record sources - ability to ask questions to further guide research	
Thinking – Processing Skills	- analysis of each media to determine relevant facts - synthesis of information collected for presentation	
Thinking Process	- ability to use research process effectively – focus, collect data, select and organize data, present findings	
Communication – organization - presentation - use of conventions	- clear presentation of story in chosen medium - logical organization of story in chosen medium - use of appropriate conventions (grammar, maps, vocabulary, terminology, etc.) in presentation	

Using Historica Resources to Think Critically

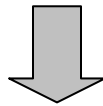
MEDIA Examined	What is the story being told?	What important factual information was presented?	How do you know this is accurate information?	What is the source of the factual information? e.g. primary source found in the Canadian Encyclopedia at www.histori.ca	What are the limitations of the evidence?	What questions do you still have?

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<p align="center">Important Facts of Your Story</p> <p align="center">(Plan out your story in this space – what are the key facts, messages you want to tell?)</p>	<p align="center">Presentation Plan</p> <p align="center">(Plan out your presentation – how will you present? what materials will you need? If in a group who will do what?)</p>

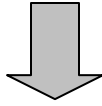
SCHOOLS

- project work built into regular curriculum
- skills and processes taught throughout the year
- culminating project/application of learning
- celebration, fair, showcase, of student work
- can happen at anytime throughout the year
- can involve one class or the entire school
- can be peer judged, teacher judged or community judged or just be a showcase
- community involvement – workshops, special presentation, judges

**REGIONAL FAIRS**

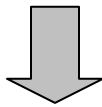
***Currently there are 22 Regional Fairs in Ontario*

- involves a number of schools
- organized by committee of interested parties
- involves community groups (museums, libraries, historical societies, Canadian Clubs, United Empire Loyalists, etc.)
- fair/showcase held at central location
- involves community sponsors (monetary, in-kind)
- involves some form of adjudication/nomination process
- special prizes sponsored by Historica and its partners
 - RBC Award – Celebration of Aboriginal History
 - HBC Award – Explorer's Award
 - Trillium Award – Ontario History
 - Laurier L. LaPierre Award – Enthusiasm and Dedication to Canadian History
 - CN Award – Military History
 - Archives of Ontario Award – best use of primary sources as research tool (Ontario only)
- Can involve special prizes sponsored by the community
- Provides workshops for participants and/or visiting schools



PROVINCIAL FAIR

- Held each year in a different region of Ontario
- 100 students representing all of the regional fairs and pilot sites
- 5 day History camp - workshops/local tours/showcase
- School Boards provide counselors
- PA Activities built in for teachers
- Minimum # per site – special criteria for other spots
 - Aboriginal Schools Participation
 - French – First Language Schools Participation
 - Multiple Board Fairs
 - Inclusion of Private Schools and Homeschoolers



NATIONAL FAIR

- Held each year in a different region of Canada
- 165 students from all Provinces and Territories
- Ontario currently gets 15 spots
- Sites rotate – batting order
- Week long history camp – workshops/local tours/showcase

HOW HISTORICA CAN HELP

- **Ontario website** – www.ohhfa.ca
 - Keeps sites up to date
 - Dates to Remember
 - Administration Forms
 - Provincial Fair
 - National Fair
 - New Ideas/Resources
- **Coordinators** – to assist sites with their fair organization
 - Wayne Hugli whugli@histori.ca
 - Carol White cwhite@histori.ca

- **National Sponsor** – Historica Foundation and its partners
 - National Director/School Programs
 - Jill McCaw jmccaw@histori.ca 1 888 676.3247
 - National Manager/Fairs
 - Becky Burns bburns@histori.ca 1 877 739.4056

- **National website** – www.histori.ca
 - Canadian Encyclopedia
 - Encyclopedia of Music
 - Black History Portal
 - Heritage Minutes/Military Minutes/Footprints
 - Radio Minutes
 - Historica Fairs – Regional/National/On-Line Showcase
 - Professional Development
 - Lesson Plans
 - Fun Section – Student Games
 - www.access.ca
 - www.histori.ca/benchmarks

How Do Historica Fairs Fit Into the Ontario Curriculum?

- Culminating activity/Application of learning
- Develops planning and processing thinking skills
- Develops creative and critical thinking processes (inquiry, research, problem-solving, decision-making)
- Reinforces skills and processes taught
- Creates reason for striving for excellence
- Creates an environment where students are excited to learn and share
- Provides recognition for student achievement
- Celebrates cultural diversity and multiple perspectives
- Inspires Canadians to celebrate their place in history

Complete details about how the Fairs fit into the Ontario curriculum can be found on the Ontario website found at www.ohhfa.ca

GUIDELINES FOR HISTORICA FAIR PROJECTS

- All projects must have a Canadian theme;
- An individual, a group or a whole class may complete a project;
- It is the project that is chosen for Provincial or National recognition – only one person can represent that project at Provincial or National events;
- 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 or National 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 or National 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 Powerpoint presentations or web pages saved on CD or videotape. **Please note that presenters need to provide their own audio-visual equipment.

Quality Performance Tasks

The student cannot successfully complete a performance assessment task unless there is an indepth understanding.

A quality performance task

- matches the essential learning or the overall expectations;
- clusters learning expectations that are naturally connected, both in the social studies and history and geography curriculum and in other subjects. This emphasizes the integrated nature of how the brain learns;
- is authentic by establishing a context (purpose and audience) i.e. create an exhibit for a Regional Historica Fair which documents the historical event researched;
- allows the task to be assessed using two or more knowledge/skills from The Ontario Curriculum;
- is varied from tasks over time in order to gather sufficient reliable and valid evidence of learning and to match individual student interest, backgrounds, experiences, learning styles and intelligences;
- offers tasks that enable students to demonstrate all four levels of achievement in each of the knowledge/skills categories;
- is clearly defined for students and supported or scaffolded (i.e. setting the stage, tips for success);
- allows opportunities for students to reflect upon their thinking and learning;
- is fair for all students and free from bias;
- is assessed using clear criteria or targets which students understand;
- accommodates the special needs of exceptional students in the assessment tasks by using the strategies in the Individual Education Plan;
- promotes further learning;
- is written, oral, visual or any combination of these;
- requires the student to apply knowledge and skills to a new situation and not just recall facts.

A Historica Fair Project - The Teacher's Plan

What essential learning (s) do I want to achieve?

Reinforcement Learning To Include

New Learning To Include

What is the purpose and audience for this learning? What methods of communication should I encourage?

How does the task promote further learning?

How does the task require the student to apply knowledge and skills to a new situation and not just recall facts?

How can I Integrate (combine expectations from various subjects)?

What tasks will be assessed (at least two knowledge/skills categories)?

How will I ensure all four levels of achievement can be achieved?

How can I ensure the students understand the criteria by which they will be assessed?

How do I present the task and assessment expectations to the students?

How do I present tips for achieving success?

How do I present opportunities for the students to reflect upon their thinking and learning?

A Historica Fair Project - Sample Task

The Task:

You will complete a research project that will be presented to the class and possibly be chosen to present at a school, regional, provincial or national Historica 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.

Content

- Your topic must have a Canadian theme;

Planning Skills

- Your research must have a clear focus and plan of action;
- You must have a bibliography of at least five research sources; at least one must be a primary source.

Processing Skills

- You must show clear evidence of analysis or evaluation of your research data.

Communication Skills

- Your presentation may be a display board, a power point report, a dramatic or musical presentation, a video or audio production or it may be multi-media.
- You must include at least three visuals – pictures, charts, maps, primary documents, etc. All visuals must relate to the topic and must include a written explanation of their significance and their source must be identified.
- You must include at least one prop/costume/artifact as part of your presentation

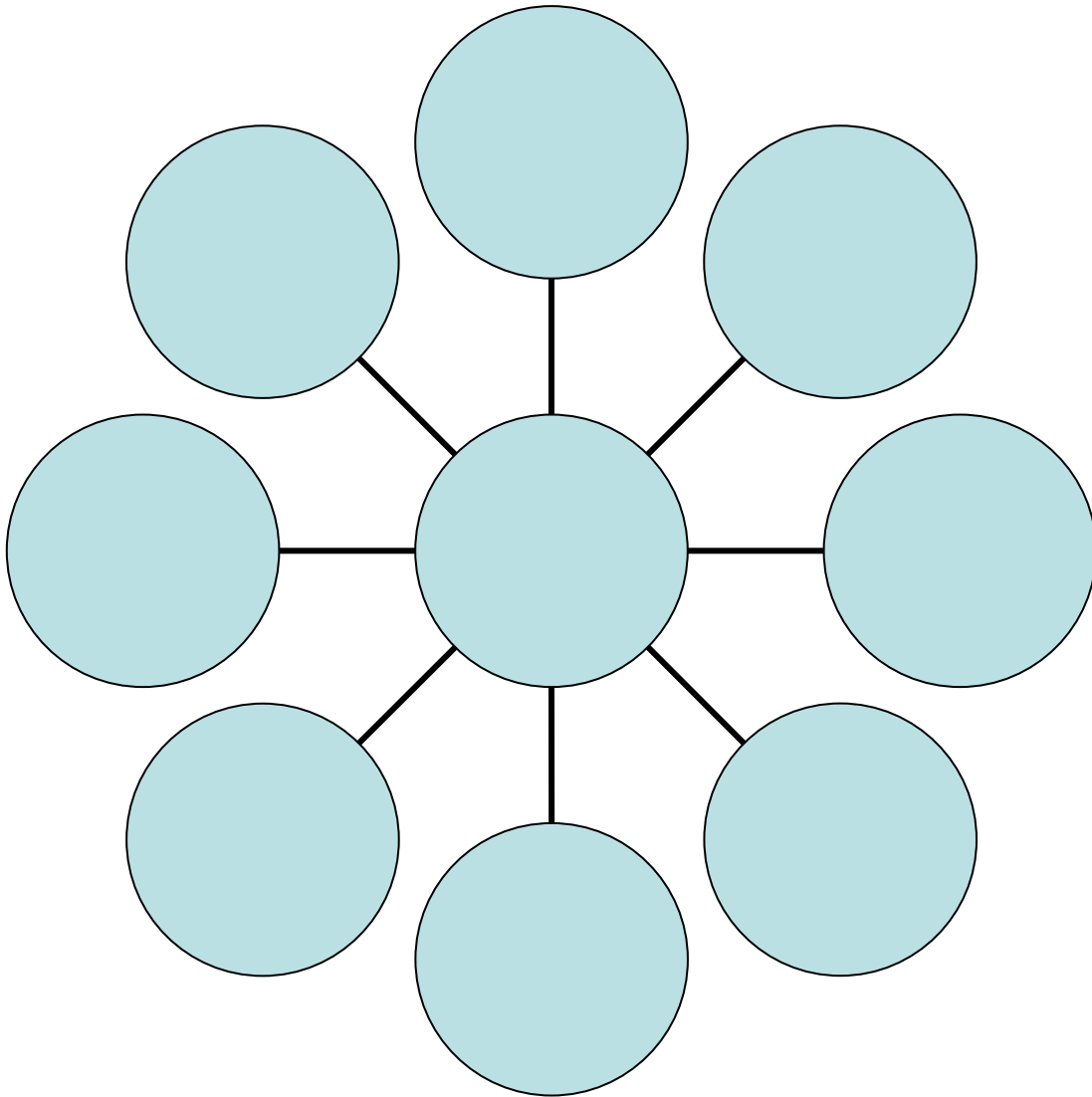
Assessment

Your project will be assessed for:

- Evidence of planning skills in preparation for and conducting of research
- Quality of research and incorporation of research into your presentation
- Historical Accuracy
- Demonstration of an understanding of the focus and significance of your topic in both your oral and written presentations
- Organization and effective communication of your research data
- Creativity and originality in your presentation

Culminating Activity – A Historica Fair Project

Instructions: In the centre circle write a main theme or topic. In the surrounding circles write different project forms you could use to produce a culminating project on this topic.



What other themes or topics can you think of that would be suitable for a Historica Fair project?

Independent Study Planning Tool – Historica Fair Project Name: _____

Instructions: Use this planning tool or a similar one of your own to plan out your project.

Name of Project: _____

Presentation Date: _____

Learning Goals: What do you plan to learn from this project?
What are the mandatory requirements of the project?

Materials And Resources Needed

What sources will you use?

Secondary Sources

Plan of Action

Set goals for completion of the various parts of your project.

Project Description

What is the main topic? What is your focus or thesis statement? What sub-topics will you include?
How will you organize your sub-topics?

Primary Sources

Culmination and Plan For Sharing

How will you communicate your research findings
project board? drama presentation? song? video?
essay? a combination?

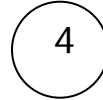
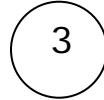
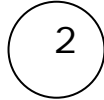
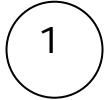
Teacher Checkpoint Dates: _____

Rubric – Independent Project Plan

Name: _____

Rating Scale:

Needs Improvement Fair Good Excellent



Directions For Student:

In the box at the end of each line, write the number that best describes your performance in this activity.

<u>Learning Goals</u> I was able to write down good goals that I can use to focus my project from start to finish.	
<u>Resources and Materials</u> I was able to make a list of the materials I needed for my project and indicated where I could find them.	
<u>Plan of Action</u> I was able to outline the important steps, in sequence, for completing my project.	
<u>Plan for Culmination or Sharing</u> I was able to think of a good way to share my research findings with others.	

Progress Comments by Student:

Checkpoint Date 1	Checkpoint Date 2	Checkpoint Date 3

Progress Comments by Teacher:

Checkpoint Date 1	Checkpoint Date 2	Checkpoint Date 3

Project Title _____ Name _____	Level 1	Level 2	Level 3	Level 4	Comments
Category: Knowledge and Understanding	1	2	3	4	
Demonstrates a knowledge and understanding of the facts and concepts <ul style="list-style-type: none"> • WSH: Who, What, Where, Why, How • Answers questions without reading from text • Connected to Ministry Curriculum Guidelines for his/her grade 					
Category: Thinking	1	2	3	4	
Demonstrates skills of inquiry and research <ul style="list-style-type: none"> • Bibliography shows a variety of sources • Research expands to include interviews, site visits, archival material, primary sources • Project presentation is organized and demonstrates planning • Project presentation shows unity and coherence • Project includes connections and comparisons 					
Category: Communication	1	2	3	4	
Demonstrates through effective presentation a clear understanding of his/her topic <ul style="list-style-type: none"> • Uses eye contact, variations in pace, appropriate gestures • Provides clear answers to questions and well-constructed explanations • Uses a varied vocabulary and a range of sentence structures to add interest to their remarks • Uses tone of voice and gestures to enhance the message 					
Category: Application	1	2	3	4	
Demonstrates information literacy through the ability to show the significance or relevance of the subject or topic: <ul style="list-style-type: none"> • In the large and long history of Canada • In creating or contributing to or defining the Canadian identity • In forming values • In comparing & contrasting similar issues or events • In relating the knowledge gained to how it affects their lives, their communities, and the world. 					
Overall Level 1-4 level of performance for this project					

