Heritage Presentation

Heritage doesn't have to mean just *history.* Anything that has helped society become what it is, or is a reflection of society can be thought of as a part of our heritage. Possible ideas include: a local landmark, Canada or BC's flag, farming, fishing, Scouts/Guides, curling, hockey, unique or well-known local people, famous Canadians, collections like stamps, coins and trading cards. The possibilities are endless. Students can think of one of their interests or something that arouses their curiosity and chances are they will be able to create a heritage presentation about it. By following the guidelines below, students have the opportunity to have their projects entered in Regional Heritage Fairs.

Presentations should . . .

- have a Canadian theme
- include written research conducted by the student
- not exceed 80 cm depth, 150 cm width and 100cm height
- be properly referenced (explaining where the project information has come from)
- be completed by the student

The criteria below can be used by the student to assess their presentation . . .

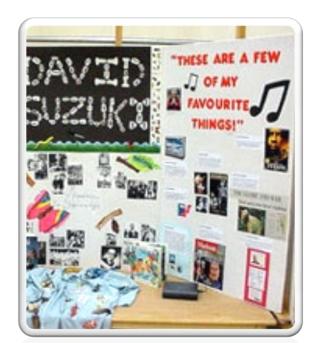| 4 – Exceeds Expectations	3 – Meets Expectations	2 – Approaching Expectations	1 – Not Yet Meeting Expectations
• Presentation has a clear purpose • Creative format/ unique use of media • In-depth and focused coverage of the topic • In-depth knowledge orally demonstrated • Neat, well organized and mostly free of errors/mistakes • A great deal of time and effort spent is readily apparent	• Presentation has a clear purpose • Inquiry questions is successfully answered • Knowledge of topic can be demonstrated orally • May include some small mistakes • Project is neat and organized • Time spent planning and preparing is evident	• A reasonable attempt has been made but the purpose may not be completely clear • Information may be incomplete or unclear • Work may not be well organized • Errors are evident and may be confusing • More time planning and preparing project would improve the presentation	• Purpose is not clear • Information is poorly organized • Information is not relevant to the topic • Inadequate amount of time spent planning and preparing • Errors are noticeable and make it difficult to understand the purpose and/or the information • Lack of effort is evident

The following questions can be helpful in planning a Heritage Presentation . . .

The "Big Question" that will be answered by my project is: _____

_____

_____

Potential resources I plan to use for my research (ie the internet, books, magazines, interviews etc.): _____

_____

_____

_____

Materials and supplies I plan to use: _ _____

_____

_____

Items I plan to show (ie costumes, media, books or artifacts) that will make my project more interesting: _____

_____

_____

_____

Why I chose this project (eg personal connection to the topic, interest, curiosity): _____

_____

_____

_____

Advice on Writing and Designing Exhibits . . .

- Consider making labels on a computer to guide viewers through the exhibit

- Use regular type styles with body text because it is easier to read and understand

- Make captions stand out by using lettering placed on lighter coloured paper

- Keep readability in mind and limit use of bold, italics, fancy fonts or coloured type

- Over-designing your exhibit can draw attention away from your message

- Ensure the title is larger and stands out from captions

- Use sub-headlines to guide the viewer around the display

- Keep captions concise so viewers can get the message quickly

- Introduce and attract the viewer's interest with the main title

- Break down the topic into smaller parts with subtitles

- Use common language and avoid jargon words that many people will not understand

- Sentences that average 10 to 15 words are easier to read than excessively short or long sentences

- Always use a ruler for straight lines and hand-lettering

- Display a time-line log or journal of all research activities and sources of information

- Consider including your rough research notes as part of the display

Some of the learning outcomes covered by a Heritage Presentation include the following . . . .

Grade 4
- gather information from a variety of sources
- create a presentation on a selected historical event or topic
- Use speaking and listening to interact with others for the purposes of sharing ideas and opinions
- Read and view to improve and extend thinking, by summarizing and synthesizing

Grade 5
- gather a body of information from a variety of primary and secondary sources
- create a presentation on a selected topic
- Create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic
- paraphrasing to clarify meaning

Grade 6
- evaluate the credibility and reliability of selected sources
- deliver a formal presentation
- Use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by explaining and effectively supporting a viewpoint
- Use speaking and listening to respond, explain, and provide supporting evidence for their connections to texts

Grade 7
- compile a body of information from a range of sources
- deliver a formal presentation on a selected issue or inquiry using two or more forms of representation
- Use speaking and listening to interact with others for the purposes of discussing and comparing ideas and opinions
- Select and use various strategies when expressing and presenting ideas, information, and feelings, including making and sharing connections

Grade 8
- identify and clarify a problem, an issue, or an inquiry
- plan, revise, and deliver written and oral presentations
- express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain
- create thoughtful representations that communicate ideas and information to explore and respond, record and describe, explain and persuade, and engage

Grade 9
- select and summarize information from primary and secondary print and non-print sources, including electronic sources
- plan, revise, and deliver formal oral and written presentations
- express ideas and information in a variety of situations and forms to explore and respond, recall and describe, narrate and explain, persuade and support, engage and entertain
- write and represent to synthesize and extend thinking, by personalizing ideas and information, explaining relationships among ideas and information, applying new ideas and information, and transforming existing ideas and information