Heritage Skills Inquiry Project

**With this project you are going to get the opportunity to research and explore a skill that is not very common anymore, or has been lost and/or forgotten. These skills would have been necessary for the survival of the pioneers.**

*Think about what life was like for the pioneers who settled North America. What skills would they have needed to survive life in North America?*

You are responsible for picking **ONE** heritage skill and learning as much about it as you can. If possible, you should attempt to learn this skill for yourself so you can demonstrate it to your classmates.

***Thinking…***

*In what historical context was this heritage skill necessary?*

*Who practiced this skill? Why did people need this skill?*

*How did having acquired this skill improve people’s lives?*

*Why has the importance of this skill been diminished?*

*Did it make their society better? Help them progress?*

We will be spending the next week in the library learning about…

1. Research skills
2. Note taking
3. Reliable sources of information
4. Good work and research habits
5. Learning about the inquiry process and ourselves as learners.

**What to do:**

1. THINK > CHOOSE > PLAN

Think about skills that are lost, forgotten, or not very common anymore. You can often find something specific by chatting with a parent, grandparent, or older family friend. Even some of your teachers are old enough to be from a different era altogether.

2. GATHER EVIDENCE

You should either interview someone who knows the Heritage Skill you are investigating, and/or gather evidence from books and internet resources. We prefer that you include the interview, as this connects you directly with the source and allows you to connect your own past (e.g. ancestors) with the present. Either way, document (reference) your sources and explore the skill with depth, creativity, and authenticity.

3. DESIGN A PRESENTATION

You might make a display for the class, a video, or even a demonstration for the class. The format is up to you, but it should involve something the class can see, hear, touch, etc.

You are expected to reflect on the process throughout the week (you will be given a journal in which to do this) and demonstrate your learning and conclusions in a format of your choosing.

You will be assessed in two different ways. The majority of your mark will be about the process – both in the understanding and execution of the inquiry process.

The other part of your mark will be about how well you are able to represent what you have learned about your chosen heritage skill **AND** how you have used that information to answer your inquiry question.

**Examples of Heritage Skills:**

• harvest and preserving food (e.g. canning fruit, drying fish, etc.)

• making bread, jam, or pasta from scratch

• cook meals over an open fire or bake bread in a stone oven

• build a cedar-strip canoe or other types of wooden boats

• build wooden furniture using hand-tools

• sewing and repairing clothing

• knitting, weaving, quilting

• weaving baskets or making bentwood furniture

• travel by horse and buggy

• old-time dances, e.g. square-dancing

• generate power from a waterwheel

• moonshining and home-brewed beverages

• tune, string, and play a piano or guitar

• build and maintain a log cabin

• roofing with slate, tile, thatch, or cedar shingles

• fall trees, buck firewood, clear land, plant trees

• milking cows and skimming cream, making butter

• papermaking and bookbinding

• carving with stone or knapping flint

Name: Period:

**Daily Reflection of Learning** (handout is due at the end of each class)

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| ***DAY 1: CHECK WHICH CATEGORY YOUR REFLECTION FALLS INTO*** | | | | |
| * Observing/Questioning * Researching * Hypothesis/Refining Questions | * Creating/Experimenting * Sharing/Presenting * Next Steps/Goals/New Wonderings | | * Collaborating * Celebrating Achievements * Action Plan * Other | |
| Date: . | | | | |
| ***DAY 2: CHECK WHICH CATEGORY YOUR REFLECTION FALLS INTO*** | | | | |
| * Observing/Questioning * Researching * Hypothesis/Refining Questions | * Creating/Experimenting * Sharing/Presenting * Next Steps/Goals/New Wonderings | | * Collaborating * Celebrating Achievements * Action Plan * Other | |
| Date: . | | | | |
| ***DAY 3: CHECK WHICH CATEGORY YOUR REFLECTION FALLS INTO*** | | | | |
| * Observing/Questioning * Researching * Hypothesis/Refining Questions | * Creating/Experimenting * Sharing/Presenting * Next Steps/Goals/New Wonderings | | * Collaborating * Celebrating Achievements * Action Plan * Other | |
| Date: . | | | | |
| ***DAY 4: CHECK WHICH CATEGORY YOUR REFLECTION FALLS INTO*** | | | | |
| * Observing/Questioning * Researching * Hypothesis/Refining Questions | | * Creating/Experimenting * Sharing/Presenting * Next Steps/Goals/New Wonderings | | * Collaborating * Celebrating Achievements * Action Plan * Other |
| Date: . | | | | |
| ***DAY 5: CHECK WHICH CATEGORY YOUR REFLECTION FALLS INTO*** | | | | |
| * Observing/Questioning * Researching * Hypothesis/Refining Questions | | * Creating/Experimenting * Sharing/Presenting * Next Steps/Goals/New Wonderings | | * Collaborating * Celebrating Achievements * Action Plan * Other |
| Date: . | | | | |

Social Studies 9 Heritage Skills Project  
Inquiry Reflection Journal

There are a few reflection questions for you to think about and answer for each day of the process. You will hand in this booklet when the project is done.

Day One: What did I learn about today?

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How did I feel about the challenges / successes of the information gathering process?

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What do I need to work on next?

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At this time the heritage skill I’m most interested in is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Explain why:

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Day two: How well did you work today?

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What are some challenges you faced with your research today?

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Do I need to adjust my research topic based on new information or a lack of available information on my topic?

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Have I taken notes in an ethical manner?

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Day three: What heritage skill have I chosen and why have I picked it?

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How did the information I found today influence what I’m going to do tomorrow?

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What do I need to work on next?

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Project Check in:

What are some challenges and/or successes I am having?

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Am I using my notes and integrating my sources together to create new understanding?

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Am I creating the best form (format / structure) of expression for my inquiry project?

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Final Reflection:

What have you learned about yourself as a learner?

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Has my inquiry resulted in a deeper understanding of my topic?

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In this project, have I demonstrated an understanding of the inquiry process?

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**Generating a Research Question – Graphic Organizer**

New idea:

New idea:

New idea:

Which ideas are of most interest to me?

Idea:

Idea:

Idea:

Idea:

Idea:

**Considering time, resources and my goals, I choose……**

**Inquiry Project Outline**

I plan to address this question in the following ways:  
(continue on to the back of this page if you have more sub-topics).

Details:

1.

2.

3.

4.

5.

Details:

1.

2.

3.

4.

5.

WOW Factor – New Meaning and Insight

Conclusion:

Details:

1.

2.

3.

4.

5.

Details:

1.

2.

3.

4.

5.