**Heritage Minute Project**

**Objective:**

In groups of two or three, create a short, one minute film about a particular group of Canadian individuals and/or a group, that has had their rights infringed upon (even though this may no longer be the case), or about any of the topics we have studied in Social Studies so far, this year.

**Step 1**

Watch examples of Heritage Minute videos. Brainstorm ideas of what makes them effective.

**Step 2**

Choose your partner(s)

**Step 3**

Select a group/topic:

First Nations

Metis

Inuit

Italian Internment

Ukrainian Internment

Women’s vote

Japanese Internment

Forced Retirement Age

Francophones

Youth Criminal Justice

Immigration

Government

Others?

Talk to Kassam about the topic you’ve decided on by Wednesday, March 6th.

**Step 4**

Research

Create a research template with 3-6 questions; share the document with each other.

Example:

|  |  |
| --- | --- |
| Question | Notes |
|  | -  - |
|  | -  - |
| Sources: | |

* Each group member types in a different colour font; create a legend.
* Use a minimum of 2-3 sources to collect notes about your group/issue/event; indicate if it is a primary or secondary source.
* Keep track of your sources in the appropriate font colour.
* Determine if you need to develop more questions and do more research.

Have your questions approved by Kassam by Thursday, March 7th.

Have your research document approved by Kassam by Wednesday, March 13th.

**Step 5**

Create a storyboard

Using a template similar to the chart below, identify scenes, source of image (photograph, video, acting), narration, and music you will use for your project.

|  |  |  |  |
| --- | --- | --- | --- |
| Scene | Photo/video/acting | Narrative script | Background music |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Have your storyboard approved by Kassam by Tuesday, April 2nd.

**Step 6**

Create your project using some kind of movie maker – your choice.

Presentations begin on Tuesday, April 9th.

**Report Card Stem** – Demonstrates skills and processes for inquiry and research

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent – 4 | Proficient – 3 | Satisfactory – 2 | Limited - 1 |
| Research Questions | Thoughtful, creative, well-worded specific questions that were relevant to the assigned topic. | Well-worded, specific questions that were relevant to the assigned topic. | Questions which met the basic needs of the assignment with little depth or elaboration. | Questions which lacked a specific focus, were poorly stated, and not relevant to the assigned topic. |

**Report Card Stem** - Manages and evaluates information and ideas

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent – 4 | Proficient – 3 | Satisfactory – 2 | Limited - 1 |
| Selection of Sources | Identified many primary and secondary sources using a variety of resources. (online, book, journal, etc.) | Identified some primary and secondary sources using some varied resources. (online, book, journal, etc.) | Identified few primary and secondary sources using few varied resources. (online, book, journal, etc.) | Identified either primary or secondary sources using one resource. (online, book, journal, etc.) |
| Citation/Documentation | Cited allsources of information accurately to demonstrate the credibility and authority of the information presented. | Cited most sources of information in proper format and documented sources to enable accuracy checking. | Cited most sources of information improperly and provided little or no supporting documentation to check accuracy. | Created citations which were incomplete or inaccurate, and provided no way to check the validity of the information gathered. |

**Report Card Stem** - Expresses ideas and creates understanding through a variety of media

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent – 4 | Proficient – 3 | Satisfactory – 2 | Limited - 1 |
| Movie | * Audio quality is clear * Images/video are clear * Editing is effective * Pace fits the storyline * Narration is clear | * Audio quality is mostly clear * Images/video are mostly clear * Editing is mostly effective * Pace mostly fits the storyline * Narration is mostly clear | * Audio quality is somewhat clear * Images/video are somewhat clear * Editing is somewhat effective * Pace somewhat fits the storyline * Narration is somewhat clear | * Audio quality is not clear * Images/video are not clear * Editing is not effective * Pace does not fit the storyline * Narration is not clear |