

# Heritage Fair

## Lesson 2: Preparing for Research

### Culminating Task

*Students will...*

- Explore different sources of information.
- Identify reliable sources of information.
- Develop the ability to take notes, from a variety of sources, in their own words.

### Materials:

- Chart paper/markers
- White Board/Chalk Board
- **Paraphrasing vs. Plagiarism** worksheet
- **Side by Side** worksheet
- **Taking Notes** worksheets (x3)
- **Interview** worksheet

### Definitions

- Within the lesson, please see the definitions for the following terms: **Plagiarism, Paraphrasing**

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### Setting the Stage

Now that students have selected a topic that holds for them a personal and/or cultural importance for their Heritage Fair topic, the next vital step is to begin comprehensive research. This process is meant to transform their initial ideas into a project and presentation rooted in factual, historical, and personal information, which will add layers of depth and authenticity.

Explain to students that in-depth research is key to developing a well-rounded Heritage Fair Project. Ask and record on the board what different sources they may use to find information, and tease out/add to the list as needed. Sources may include:

- **Libraries:** excellent sources for books, archives, and academic papers.
- **Online:** provides access to digital collections, scholarly publications, and specialized databases.
- **Firsthand accounts:** students might interview family members or community elders. Their stories and experiences can provide unique and personal insights.
- **Local museums or historical landmarks:** allow for hands-on connection to topics, and can offer perspectives and materials that written sources might not

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capture. These visits can deepen your understanding and add unique elements to your project.

Encourage students to explore different sources as they research their topic. This will help them create a Heritage Fair project that's both meaningful and well-informed.

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## Direct Instruction – Taking Notes

Tell students that regardless of where they find information, they will have to take accurate notes, and that when they use their notes, their writing has to be in their own words. Ask students why note taking skills are important. Answers may include:

- **Organizes Information:** Good note-taking helps students organize their thoughts and ideas as they research. It allows them to focus on key information instead of copying everything word-for-word.
- **Helps with Understanding:** Writing notes in their own words encourages students to process the material and truly understand it, rather than just memorizing facts.
- **Prevents Plagiarism:** Taking notes correctly can help students avoid plagiarism, which happens when they copy someone else's work without giving credit.

Students may not understand the idea or implications of plagiarism. Share or write on the board the word plagiarism and its definition.

**Plagiarism:** When you take credit for someone else's work or ideas, claiming they are your own; not giving credit to someone else's work or ideas; trying to pass off your own past work as something new.

Explain to students that they will need to be able to paraphrase information that they research. Share the following definition of paraphrasing:

**Paraphrasing:** When you use ideas, which are not your own but express them in your own words, while giving credit (citing) to where the information came from.

Students should understand that first and foremost, they need to understand the material they going to use. Even if it means reading it several times, they should know the content they are paraphrasing. They should look at key words, and attempt to express the idea they are citing in their own words. Swapping

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out a few words is not enough. Lastly, they should must remember to share, or cite, the source of where their information came from.

*There are different ways that sources are cited, which may be more advanced than required at your level. The purpose of a source, beyond giving credit, is that the reader may check the source themselves for accuracy. Common to most citing rules is the requirements of stating the author, title of work, title of the work it is in (for example, if it was found in a magazine or journal), the website (for online research), the date of the work, and the page number (if available). Explain to students that as they get older, the requirements for giving credit to sources becomes very strict.*

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## Guided Activity – Taking Notes

Show students the **Paraphrasing vs. Plagiarism** worksheet on Climate Change. This may be done by displaying the passage and then examples, or on the worksheet. In either case, have students explain each example before sharing the answer. Included is an example of “Inappropriate Paraphrasing”, which has some but not enough changes, but the focus should be drawn to the fact that no source is provided.

For reinforcement, students can complete the **Side by Side** activity. Students read the short passages, and then rewrite each twice, paraphrasing one and plagiarizing the other. With a partner, they share their paragraphs, seeing if their partner can decide which it is while providing reasoning for their decision.

Explain to students that there are three main strategies to note taking, which we can call the **UFO**:

- **Use Your Own Words:** Try to put the information you think is important into your own words so that you understand it. This shows that you’ve processed the material and aren’t just copying it directly.
- **Focus on Key Words:** Try to avoid writing full sentences, instead jotting down the most important words, phrases, or ideas. Avoid writing down the connecting words, such as “the, and, that, part of a, that includes, etc. These words should remind you of the bigger concepts without copying the original text exactly.
- **Organize by Themes:** Think of your topic, and different sub-topics which you may use. Group your notes by topics or themes to keep everything clear. This will help when you create your project later on.

Using one of the **Taking Notes** worksheets, read the instructions and article as a class. Tell students they are going to circle/highlight the important words in the article, and read through it again. Have students share their words (if able, project the article on a whiteboard and invite students to come up and circle the words). Discuss any missed words or inappropriately circled words.

Explain to students that paragraphs are often set up as subtopics to the main reading topic. Have students look at each paragraph and decide on a title for each. They can then record their circled/highlighted words

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in the appropriate box (if on the whiteboard, write the subtopic beside the paragraph so students can see. When this is done, have them write a summary of the paragraph based on their words (they do not have to use them all, they are the inspiration). Have students share their sentences and compare/discuss if they meet the earlier discussed paraphrasing requirements.

Hand out a second **Taking Notes** to pairs or small groups of students, and have them read and highlight the important words, discussing their reasoning as they proceed. Have them go through the same procedure, and then compare with other pairs or groups. Move through the room, encouraging or redirecting as needed. Ask pairs or groups if they wish to share their summary sentence.

Finally, hand out the final **Taking Notes** sheet and have students individually complete, letting them know that it will be assessed (if so chosen).

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## Direct Instruction – Interviewing as a Research Tool

Ask how where they might see an interview being done. *If desired, you may wish to show some short examples of interviews, both from television or by listening to the radio.* Depending on student interests, they may have seen/heard interviews for the news, with sport stars after a game, entertainers, etc. Explain to students that interviews allow them to gather unique, firsthand information that adds depth to their projects. Preparing thoroughly ensures they can make the most of their time with the interviewee.

Before an interview, the student should always research the topic and understand the background of the person they are interviewing. With that knowledge, they can prepare specific, open-ended questions to encourage detailed responses. There are three main types of questions students the interviewers) can use:

- **Open-Ended Questions:** These questions encourage detailed answers from the person being interviewed (e.g., "Can you describe what it was like to live during that time?").
- **Follow-Up Questions:** These questions usually come after information that was provided to dig deeper (e.g., "Why do you think that was important?").
- **Clarifying Questions:** These questions are used to insure understanding (e.g., "Can you explain what you meant by...?"). Even if the interviewer believes they understand an answer, it may sometimes be prudent to make sure to clarify.

It is important for every interviewer to show proper and respectful etiquette to those they are interviewing. Have students come up with rules they believe should be followed when interviewing someone. At its core, they should include the following:

- Begin with introductions and explain the purpose of the interview.
  - Show respect for the interviewee's time and experiences.
  - Practice active listening by maintaining eye contact, nodding, and asking follow-up questions.
  - Conclude by thanking the interviewee and seeking permission to use their responses in the project.
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## Guided Activity – Practicing Interviews

As a class, have students brainstorm possible interviewees they could approach, based on the topics they have chosen to research. Ask for general ideas, which may include family members, community elders, local historians. Their topics will influence if they can do an interview with someone - some topics may be great for Heritage Fair, but an interviewee may not be available for a multitude of reasons. This does not negate the topic, so not all students will do interviews. As students hear other's topics, they may have ideas of who could be included. While all may not be practical, all should be recorded.

Ask students what things should be included in their requests (personal introduction, where they are from, purpose of their request, options to conduct the interview). Have students, regardless of whether they plan to interview anyone or not, write a request to someone they could interview. Ask for volunteers to share with class, and have class critique them.

Tell students they are going to practice giving interviews. Provide a sample topic that will be easy for them to create and answer questions for (e.g., a previous class trip, about their summer, another class, etc.). Allow students to generate questions, and put some examples on the board for those who may not have as many ideas. Have students divide into pairs, one to play the interviewer, and the other to be the interviewee. Each pair can practice asking and answering questions for five minutes, then switch roles.

After the role-plays are complete, have partners share with each other what went well and what they believe they could improve. In generalizations (not specifics about each other), discuss as a class what went well and what could improve.

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For students who are going to do an interview for their Heritage Fair project, the following points may be used as a template. A functional sheet is included at the end of this lesson.

### Interview Planning Worksheet

1. **Interview Topic:** *(What is your interview about?)*
2. **Interviewee's Name and Role/Connection to the Topic:** *(Who are you interviewing, and why?)*
3. **Research:** *(What do you already know about this topic?)*
4. **Questions to Ask:** *(List 5-7 open-ended questions.)*
  - Example: "Can you share a story about...?"
5. **During the Interview:**
  - Notes on key points the interviewee mentioned:  
*(Leave space for students to write key phrases or points.)*
6. **Reflection:** *(What was the most interesting thing you learned? How will you use this information in your project?)*

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## Reflection

Following are five reflective questions for the end of this lesson to help students process and internalize their learning. They are designed to encourage students to think critically about their learning process and how it applies to their Heritage Fair projects and beyond. They may be shared with students for a written response, as a class or group discussion with anecdotal notes.

1. What strategies did you find most helpful when taking notes today, and how do you think they will improve your research process?
  2. Why is it important to paraphrase information in your own words, and how does this skill connect to avoiding plagiarism?
  3. What challenges did you face during the note-taking or paraphrasing activities, and how did you overcome them?
  4. How can using a variety of sources, like interviews or museum visits, make your Heritage Fair project more meaningful and authentic?
  5. What is one new thing you learned today about gathering or organizing information that you can apply to other projects or assignments?
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## Evaluation

The option to use any of the worksheets and/or the final reflection questions may be used as assessment tools for students. As students are developing their skills, there is opportunity for anecdotal notes and assessment as well.

This lesson connects to the following ELA curriculum outcomes and indicators:

1. **Analyzing Sources**
  - Students will learn how to identify reliable sources and evaluate their accuracy, validity, and bias.
  - They will practice strategies for comparing information from different sources.
2. **Effective Communication**
  - Students will apply note-taking and paraphrasing techniques to communicate ideas clearly and avoid plagiarism.
  - They will explore how to organize information for specific audiences and purposes.
3. **Creating and Using Research**
  - Students will develop their research skills by gathering, organizing, and summarizing information from a variety of sources.

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- They will understand how audience and purpose influence the way information is presented.

#### 4. **Comprehension and Perspective**

- Students will use reading strategies to comprehend different forms of communication.
- They will reflect on how perspectives and bias affect understanding of information.

These outcomes ensure students build the critical skills needed to conduct meaningful research for their Heritage Fair projects.

It's important to note that while the themes of analyzing sources, effective communication, research skills, and comprehension are consistent across grades, the specific outcome numbers and descriptions vary. Therefore, when aligning your lesson with curriculum outcomes, it's essential to refer to the specific grade-level documents to ensure accuracy.

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Date: \_\_\_\_\_

## Paraphrasing vs. Plagiarism Worksheet

Below is an original text, and then examples of plagiarism, paraphrasing, and inappropriate paraphrasing. Read each, and then explain why it falls under the example that it is.

### Original Text:

*"Climate change is causing increasingly severe weather patterns, leading to more frequent and intense storms, wildfires, and droughts across the globe."*

### Plagiarism Example:

*"Climate change is causing more severe weather patterns, leading to frequent and intense storms, wildfires, and droughts worldwide."*

### Explanation:

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### Paraphrasing Example:

*"Due to climate change, weather events such as storms, wildfires, and droughts are happening more often and with greater intensity around the world."*

### Explanation:

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### Inappropriate Paraphrasing (Still Plagiarism):

*"Because of climate change, severe weather patterns like storms, wildfires, and droughts are happening more often around the globe."*

### Explanation:



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## Paraphrasing vs. Plagiarism Answer Key

### Original Text:

*"Climate change is causing increasingly severe weather patterns, leading to more frequent and intense storms, wildfires, and droughts across the globe."*

### Plagiarism Example:

*"Climate change is causing more severe weather patterns, leading to frequent and intense storms, wildfires, and droughts worldwide."*

**Explanation:** This is plagiarism because even though a few words are changed, the structure and phrasing are nearly identical to the original text, and no credit is given to the source.

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### Paraphrasing Example:

*"Due to climate change, weather events such as storms, wildfires, and droughts are happening more often and with greater intensity around the world."*

**Explanation:** Here, the idea is the same, but the wording and sentence structure are different, making it an original expression. However, to avoid plagiarism, the source of this information should be cited, like so: *"According to climate experts, weather events such as storms, wildfires, and droughts are becoming more frequent and severe due to climate change (Source)."*

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### Inappropriate Paraphrasing (Still Plagiarism):

*"Because of climate change, severe weather patterns like storms, wildfires, and droughts are happening more often around the globe."*

**Explanation:** While there are some changes, this is still too close to the original text and lacks proper credit. It's important to rewrite ideas more fully in your own words and always cite your sources.

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## Paraphrasing

### Side by Side Activity

**Side-by-Side Comparison:** Read each passage. For each, try paraphrasing it incorrectly (only change a few words but keep it too close to the original), and also rewrite it completely in your own words.

With a partner, read your new passages to each other. Challenge each other to identify which one is the plagiarism and which is the paraphrasing.

#### Passage 1 (Topic: Technology):

**Original Text:** *"The rise of smartphones has revolutionized communication, allowing people to stay connected with friends, family, and colleagues from anywhere in the world at any time."*

**Plagiarism:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paraphrasing:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Passage 2 (Topic: Environment):

**Original Text:** *"Deforestation contributes significantly to climate change by reducing the number of trees that can absorb carbon dioxide, a greenhouse gas responsible for global warming."*

**Plagiarism:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**Paraphrasing:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Passage 3 (Topic: Health):**

**Original Text:** *"Regular physical activity reduces the risk of chronic diseases such as heart disease, diabetes, and certain cancers, and it also improves mental health by reducing symptoms of anxiety and depression."*

**Plagiarism:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paraphrasing:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Passage 4 (Topic: History):**

**Original Text:** *"The Industrial Revolution was a turning point in history, leading to major technological advancements and changes in the way goods were produced, which had a lasting impact on economies around the world."*

**Plagiarism:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Paraphrasing:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name:

Date:

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## Taking Notes

### The Life of Honeybees

**Instructions:** Read the following article. When you are done, you will highlight the important words in the reading. Then you will decide on what the three themes discussed are, and for each theme, record the key words. Finally, write your own brief summary of what you have read.

Honeybees live in highly organized colonies. Each colony is made up of three types of bees: the queen, workers, and drones. The queen's main job is to lay eggs, which she does constantly. Worker bees, who are all female, take care of many tasks, including gathering nectar and pollen, making honey, and protecting the hive. Drones are male bees whose job is to mate with the queen. They do not gather food or take care of the hive.

Honeybees communicate with each other using a special dance called the "waggle dance." When a worker bee finds a good source of food, she returns to the hive and dances in a figure-eight pattern. This tells the other bees where to go to find the food. The direction and speed of the dance give important information about how far and in which direction the food is.

Honeybees play an important role in pollination. As they move from flower to flower collecting nectar, they spread pollen from one flower to another. This helps plants produce fruit and seeds. Without honeybees, many crops we rely on would not grow as well. In fact, about one-third of the food we eat depends on pollination by honeybees and other insects.

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#### Highlight or Circle Key Words

Read the article again. As you read, highlight or circle the most important words or phrases that help you understand the main ideas. Look for names, dates, and important actions or events.

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To complete the worksheet, organize your important words into jot notes. To do this, identify three themes, and record your highlighted words for each. Finally, write a summary in your own words about what you read.

**Theme 1:** \_\_\_\_\_

Important Words:

Summary:

**Theme 2:** \_\_\_\_\_

Important Words:

Summary:

**Theme 3:** \_\_\_\_\_

Important Words:

Summary:

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## Taking Notes

# The Life of Honeybees

## Answer Key

### Answer Key (For Teachers)

#### Task 1: Themes

1. Roles in the Colony.
2. Communication.
3. Pollination.

#### Task 2: Key Words

- **Paragraph 1:** Honeybees, organized colonies, queen, workers, drones, lay eggs, gather nectar, make honey, protect, mate.
- **Paragraph 2:** Communicate, waggle dance, figure-eight pattern, food, direction, speed, distance.
- **Paragraph 3:** Pollination, nectar, spread pollen, fruit, seeds, crops, one-third, food.

#### Task 3: Sample Summaries

- **Paragraph 1:** Honeybees live in colonies with queens, workers, and drones. The queen lays eggs, workers do tasks like gathering food and making honey, and drones mate with the queen.
- **Paragraph 2:** Honeybees communicate with the waggle dance, which tells other bees where food is and how far away it is.
- **Paragraph 3:** Honeybees help with pollination by spreading pollen, which helps plants grow fruit and seeds. They are essential for many of the foods we eat.

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This worksheet encourages students to pull out key information and think critically about the themes within the text.

Name:

Date:

Homeroom:

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## Taking Notes

### The Building of the Canadian Pacific Railway

**Instructions:** Read the following article. When you are done, you will highlight the important words in the reading. Then you will decide on what the three themes discussed are, and for each theme, record the key words. Finally, write your own brief summary of what you have read.

The Canadian Pacific Railway (CPR) was one of the most important projects in Canada's history. Built between 1881 and 1885, it connected Eastern Canada with British Columbia in the West. Before the railway, traveling across the country was slow and dangerous, often involving long journeys by boat, horse, or foot. The railway allowed for faster travel and the movement of goods, which helped Canada grow economically.

The CPR was built with the hard work of thousands of people, including many Chinese laborers. These workers faced dangerous conditions, often working long hours for little pay. The work was physically demanding, and many workers were injured or killed while building the railway through the Rocky Mountains. Despite the challenges, their contributions were crucial to the completion of the railway.

The completion of the Canadian Pacific Railway united Canada and allowed for greater settlement in the West. It made it easier for people to move across the country, helping new towns and cities to grow. It also strengthened Canada's economy by connecting farmers and businesses to markets in other parts of the country. The railway became a symbol of national unity, showing how Canadians from different backgrounds could work together to achieve something great.

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#### Highlight or Circle Key Words

Read the article again. As you read, highlight or circle the most important words or phrases that help you understand the main ideas. Look for names, dates, and important actions or events.

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To complete the worksheet, organize your important words into jot notes. To do this, identify three themes, and record your highlighted words for each. Finally, write a summary in your own words about what you read.

**Theme 1:** \_\_\_\_\_

Important Words:

Summary:

**Theme 2:** \_\_\_\_\_

Important Words:

Summary:

**Theme 3:** \_\_\_\_\_

Important Words:

Summary:



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## Taking Notes

### The Building of the Canadian Pacific Railway

### Answer Key

#### Answer Key (For Teachers)

##### Task 1: Themes

4. The building of the Railway.
5. Contributions of Workers.
6. Economic and Social Impact.

##### Task 2: Key Words

- **Paragraph 1:** Canadian Pacific Railway, 1881-1885, connected, Eastern Canada, British Columbia, faster travel, goods, economic growth.
- **Paragraph 2:** Chinese laborers, dangerous conditions, long hours, little pay, injuries, deaths, Rocky Mountains, crucial contributions.
- **Paragraph 3:** completion, united Canada, settlement, West, economy, markets, national unity.

##### Task 3: Sample Summaries

- **Paragraph 1:** The Canadian Pacific Railway was built in the 1880s and connected Eastern Canada to British Columbia. It made travel and trade easier, which helped Canada grow.
- **Paragraph 2:** Many Chinese workers helped build the railway, but they worked in tough conditions for little pay.
- **Paragraph 3:** The railway helped new towns grow and became a symbol of Canada's unity.

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This worksheet encourages students to pull out key information and think critically about the themes within the text.

Name:

Date:

Homeroom:

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## Taking Notes

### The History of Canadian Voting Rights

**Instructions:** Read the following article. When you are done, you will highlight the important words in the reading. Then you will decide on what the three themes discussed are, and for each theme, record the key words. Finally, write your own brief summary of what you have read.

In Canada, the right to vote has changed a lot over the years. In the early years of Canadian history, voting was limited to wealthy men who owned property. It wasn't until 1918 that most women in Canada were allowed to vote. However, it took even longer for Indigenous people and people of African descent to gain the same rights. Women like Nellie McClung and other suffragists fought for years to ensure women's voices were heard in politics.

Indigenous people faced many barriers to voting. Until 1960, most Indigenous people were not allowed to vote in federal elections without giving up their status as "Indians" under the Indian Act. This was a difficult choice for many, as losing their status would mean losing certain rights. Leaders like Mary Two-Axe Earley worked hard to remove these barriers, and finally, Indigenous people could vote without losing their status.

People of African descent also struggled for voting rights. Discriminatory laws and practices kept many Black Canadians from voting, even though slavery had been abolished in Canada in 1834. It wasn't until the mid-20th century that many of these laws were challenged and removed. People like Viola Desmond, whose fight against segregation became a symbol for civil rights, helped pave the way for more equal treatment.

#### Highlight or Circle Key Words

Read the article again. As you read, highlight or circle the most important words or phrases that help you understand the main ideas. Look for names, dates, and important actions or events.

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To complete the worksheet, organize your important words into jot notes. To do this, identify three themes, and record your highlighted words for each. Finally, write a summary in your own words about what you read.

**Theme 1:** \_\_\_\_\_

Important Words:

Summary:

**Theme 2:** \_\_\_\_\_

Important Words:

Summary:

**Theme 3:** \_\_\_\_\_

Important Words:

Summary:

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## Taking Notes

# The History of Canadian Voting Rights Answer Key

## Answer Key (For Teachers)

### Task 1: Themes

7. The fight for voting rights for women.
8. Barriers Indigenous people faced in gaining the right to vote.
9. The struggle for voting rights for people of African descent.

### Task 2: Key Words

- **Paragraph 1:** voting, women, Nellie McClung, 1918, suffragists, property
- **Paragraph 2:** Indigenous, barriers, Indian Act, 1960, status, Mary Two-Axe Earley
- **Paragraph 3:** African descent, slavery, 1834, discriminatory laws, Viola Desmond, civil rights

### Task 3: Sample Summaries

- **Paragraph 1:** In the past, only wealthy men could vote, but by 1918 most women gained the right to vote thanks to people like Nellie McClung.
- **Paragraph 2:** Indigenous people couldn't vote without giving up their status until 1960, when leaders like Mary Two-Axe Earley helped change the law.
- **Paragraph 3:** Black Canadians were kept from voting by unfair laws, but civil rights activists like Viola Desmond fought for equality.

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This worksheet encourages students to pull out key information and think critically about the themes within the text.