

Heritage Fair

JUDGING CRITERIA - MASTER	Approaching Expectations 4 5 6	Meets Expectations 7 8 9	Exceeds Expectations 10
HISTORICAL MEANING / SIGNIFICANCE <i>(flexibility required for younger students)</i> Why did you choose this topic? Why is it an important topic? How did it affect people? Were there any lasting changes because of this?	Limited explanation of how project connects to historical legacies and/or current issues, or how people’s lives were affected or changed.	Clear explanation of how project connects to historical legacies and/or current issues and/or how people’s lives were affected or changed.	Sophisticated explanation of how project connects to historical legacies and/or current issues., and/or impact on people’s lives.
INQUIRY / RESEARCH <i>(age/grade appropriate; *primary sources may not always be accessible)</i> Describe your research process. What sources were most valuable? Least valuable? What discoveries did you make? What further questions do you have?	Research is limited - relying mainly on **secondary sources; attempts made at analyzing and interpreting sources; most sources are cited but may be incomplete or incorrect.	Research is clearly evident and demonstrates understanding of topic; contains 1-3 *primary sources; sources are analyzed and interpreted in student’s own words; cites all sources although may be missing some key information.	Research is sophisticated and relevant, contains multiple primary and secondary sources *; sources are analyzed and interpreted in a thoughtful way; sources are cited accurately and completely.
PRESENTATION – VISUAL <i>(creativity, innovation, message)</i> Why did you choose to convey your information this way? What do you think is the strongest element of your visual? What would you do differently?	Presentation is limited in its creativity, innovation and message. Organization is limited, elements are present but connections between the elements and content of the presentation is not clear.	Creativity, Innovation and Message in the presentation are evident but lacking in its lasting impact; material is thoughtfully organized; message is clear but lacking information. ;	Presentation and visual shows sophistication. Message is clearly communicated through the use of a creative, innovative medium. This message leaves a lasting impact on the audience
INTERVIEW – ORAL What did you learn about history and the work of historians? What did you learn about yourself and your ability to do this project? What was most surprising to you? How much time did you spend on your project?	Student demonstrates a limited knowledge about the topic. Interviewee struggles to communicate why they are interested in the topic.; demonstrates some enthusiasm about topic and/or research process.	Student shows a clear knowledge of topic, answers most questions with ease and confidence; communicates why they are interested in topic and demonstrates enthusiasm about topic and the historical research process.	Student demonstrates a sophisticated knowledge of the topic and , answers questions confidently; approaches topic as an “historian” –topic with a discernible keen interest and insight into findings; may have discovered new findings during research.

***Primary sources** - evidence that has been preserved and tells a story (e.g., photos, journals, diaries, letters, speeches, tools, artifacts, historical documents, newspaper articles, autobiographies, cartoons, vintage posters, poetry, audio recordings, art works, clothing, other “first-hand” evidence).

****Secondary sources** - evidence that has been constructed from primary sources in order to analyze and/or communicate information about the past (e.g., text books, historical fiction books, movies, encyclopedias, critical articles, commentaries, essays, or other “second-hand” evidence).