

Saskatchewan Youth Heritage Fair Curriculum Correlations Document



Grade Four

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Four

This document has been developed in collaboration with the Regional Historical Heritage Fair Committees and Saskatchewan Learning.

All personnel involved with organizing the Historical Heritage Fairs in schools and school divisions can copy this document for their use.

Curricula Integration

How can students have an opportunity to tell stories of people, places, artefacts, and events that are meaningful to them? How can we provide experiences that allow students to work with their families, their community, and others? How can students change a bland “tell all about” story into a valuable learning experience?

Saskatchewan Youth Heritage Fairs provide a positive answer to all the above questions for educators of grades 4 to 9. Individual classroom or school-wide Historica Heritage Fairs offer students the opportunity to explore their stories through a curriculum-centered process. Historica Heritage Fair projects integrate outcomes from various curricula, most typically those of Social Studies, Science, English or French Language Arts, and Arts Education. Collaboration between classroom teachers and teacher-librarians ensure resource-based, information and technology infused experiences for learning.

Historica Heritage Fair projects become rich literacy experiences as students think about, read, listen, view, write, speak, and represent information and ideas. The research process comes alive as they find a wealth of material in a variety of primary and secondary resources in many formats. Students have opportunities to develop and practise their skills, attitudes, and competencies in determining the need for information, locating and using information from a variety of sources, evaluating information for its relevance and credibility, and creating products to demonstrate their knowledge and understanding.

The excitement of pursuing personally significant projects motivates students as they engage in a framework for learning. An inquiry framework guides students through learning activities that build critical thinking capabilities and information literacy competencies. Inquiry models are provided in provincial curricula which are then supported by specific research requirements at each school or in classrooms. School developed supports such as project organizing tools or logbooks, style sheets for citations, format requirements, oral presentation guidelines, and project rubrics are aids for successful learning experiences and assessments of students.

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Inquiry begins by determining the essential or guiding questions to focus the investigation and needs to be narrowed or broadened as well as revised to provide clear direction for inquiry that will lead in a meaningful direction. This is a pertinent stage of inquiry as it sets the direction and determines which resources need to be located as well as the relevance of the information.

Inquiry models include stages for preparing to research, accessing information, processing information, and communicating learning. All the stages incorporate information literacy competencies which are developmentally organized to apply across all grade levels. Using a consistent inquiry model across all grades/ subjects in a school can ensure comprehensive, sequential development of the essential competencies.

Inquiry is a circular process in which students return to certain stages more than once as they take time to reflect on their progress and to revise their plans based on new information, new questions, and consideration of how their project is evolving. As students work through the stages of their projects and develop the various components - the research, the presentations, the displays - they learn more about their own learning processes. Their final products demonstrate their learning of the content, the inquiry process, and their own development as a learner.

Saskatchewan Youth Heritage Fairs offer opportunities for schools to engage their students in authentic, individualized learning experiences. Through the project a broad range of curricular outcomes are addressed as well as providing experience with inquiry-based research to incorporate literacy and information competencies. The benefit of a Historical Heritage Fair program to the students, their families, and the community is worth the planning and organization required by the school and teachers.

Subject Areas - Major Strands and Core Units

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Subject Areas	Major Strands and Core Units					
E.L.A.	Listening	Speaking	Reading	Writing	Viewing	Representing
Social Studies	Identity	Heritage	Interdependence		Decision Making	
Science	Fossils and Rocks			Predicting Weather		
Arts Education	Visual	Dance	Drama	Music		

Suggested Presentation Formats

Display	<ul style="list-style-type: none"> • Collages • Three-panel displays • Brochures • Posters 	<ul style="list-style-type: none"> • Timeline • Artifacts
Performance	<ul style="list-style-type: none"> • Role play • Mock Trial • Re-enactment 	<ul style="list-style-type: none"> • Storytelling • Song writing • Dance
Production	<ul style="list-style-type: none"> • Map • Model • Diary • Diorama • Poetry • Journal • Picture dictionary • Magazine • Newspaper • Scrapbook 	<ul style="list-style-type: none"> • Recipe Book • Doll clothes • Myths and Legends • Cooking • Mobile • Comic strip/cartoon • Multimedia presentation • Heritage Minute • Board Game • Tourist guide

Subject Areas Activity Index

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Teachers are advised that greater detail and more information may be obtained on these topics and activities by referring to the curriculum guides.

Social Studies

Unit 1: Identity

- province, geographic features, map, scale, direction, grid, climate, symbols, heroes

Knowledge Objectives

- Saskatchewan, a province in Canada, has regions that may be defined by landforms, climate, and vegetation.
- various symbols have been identified to represent the province and its regions.
- various kinds of communities exist in northern/southern, rural/urban areas of the province.
- population distribution is related to various factors including opportunities for work.
- many Saskatchewan women, men, and children from many areas of work and recreation may be recognized as heroes.

Skills/Abilities Objectives

- interpret and create maps of local communities and the province.
- learn to see relationships between/among climate, landforms, vegetation, population distribution, and opportunities for work.
- identify provincial and regional symbols and describe their significance.

Attitudes/Values Objectives

- appreciate and value the province's diversity.
- appreciate and value the province as a desirable place to live and work.
- value the achievements and contributions of people in their own community and province.

Activities: Module One – Saskatchewan the province

- Create large maps or a model of the province. (*Geography*)
- Explore the weather and climate of the province. (*Weather and Climate*)
- Identify severe weather conditions. (*Weather and Climate*)
- Identify the various symbols that are associated with the province. (*Symbols, Saskatchewan*)

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Activities: Module Two – Saskatchewan Places

- Construct a model of the province. (*Geography*)
- Make up a song or chant about Saskatchewan. (*Music*)
- Study climate and ways it affects lifestyles. (*Weather and Climate*)
- Write travel brochures describing Saskatchewan seasons and making connections between climate and lifestyles. (*Weather and Climate*)
- Exploring Saskatchewan weather in art forms. (*Weather and Climate*)
- Using seed catalogues, prepare lists of fruits and vegetables that can be grown successfully in northern and southern parts of the province. (*Agriculture*)
- Research the meanings and the significance of the symbols of the province and local symbols. (*Symbols*)
- Locate recipes that tell how to cook the sharp-tailed grouse. Use old recipe books. (*Commerce/Resources*)
- The prairie lily is becoming increasingly rare on the prairies. Make a list of conservation activities for the prairie lily. (*Commerce/Resources*)
- Create a diorama showing the prairie lily, sharp-tailed grouse (or both) in their natural habitat. (*Commerce/Resources*)
- Prepare a bulletin board display, brochure or a poster about each city. (*Geography*)

Activities: Module Three – Saskatchewan Heroes

- Establish a local Hall of Fame. (*People*)
- Research voluntarism in their community. (*People*)

Unit 2: Heritage

- history, First Peoples, oral tradition, diversity, traders, immigrants, push/pull factors, change

Knowledge Objectives

Students will know that:

- First Nations peoples have inhabited this region for many thousands of years.
- First Nations peoples developed language, traditions and technologies appropriate for their lifestyles.

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- explorers, fur traders, and early immigrants came to this province for a variety of reasons and brought with them their own cultures.
- interactions of Aboriginal peoples and immigrants resulted in new identities.

Skills/Abilities Objectives

Students will:

- identify and describe past experiences, traditions, and technologies of Aboriginal peoples of Saskatchewan.
- use a variety of resources to access, organize, and present information.
- identify various changes that took place during this time period.

Attitudes/Values Objectives

Students will:

- value and appreciate the past experiences, cultures and traditions of Saskatchewan's peoples.

Activities: Module One – Saskatchewan's First Peoples

- Compare the traditional ways of life of the northern Indian, the plains Indian and the woodland Indian peoples. (*First Nations and Métis*)

Activities: Module Two – Explorers, Fur Traders, the Métis, Early Immigrants, Treaties

- On a large wall map, mark the route each explorer followed while journeying across Saskatchewan. (*Explorers*)
- Learn about historical and contemporary Métis heroes including Cuthbert Grant, Captain William Kennedy, Gabriel Dumont, Madeleine Welkey Dumont, Louis Riel, and Pauline Johnson. (*First Nations and Métis*)
- Using a variety of materials, make a model of a river with river long lots. (*First Nations and Métis*)
- Make a Métis sash. (*First Nations and Métis*)
- Write and perform a radio play on the Métis buffalo hunt. (*First Nations and Métis*)
- Research Métis heroes. (*First Nations and Métis*)
- Research about then draw or construct the settlements of Duck Lake and Batoche. (*First Nations and Métis*)
- Research the art forms of the Métis peoples. (*First Nations and Métis*)

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Activities: Module Three – Immigrants and Settlers

- Build a model of a sod house. (*Immigration/Early Settlers*)
- Use drama in context to explore the following situations. Dramatize how problems would be solved. (*Immigration/Early Settlers*)
 - You receive a letter from your relatives in Europe saying that your grandmother is very sick and is not expected to live more than a few weeks.
 - In the fall your father goes to work on the railroad leaving you, your mother, brother, and sisters on the farm. You will not see your father until spring. (In your play show how the farm chores and other work is done over the winter.)
 - Your sister cuts her foot badly while chopping wood.
 - Your family needs to buy cloth to make winter clothes but has no money. (When planning your play determine whether the family has anything it might trade for clothes such as eggs, butter or vegetables.) Determine also whether any old clothes can be patched or remodeled.
 - The nearest school is 10 kilometers away. Your parents think that it is important for you and your brother and sisters to learn to read, write and do arithmetic.
- Research an old or antique item from home. (*Immigration/Early Settlers*)
- Create a pioneer picture dictionary. (*Immigration/Early Settlers*)
- Research the types of homes built in the northern part of the province by settlers. (*Homes/Housing*)
- Use drama in context to explore the experiences and feelings of a family that is trying to decide whether or not to immigrate to western Canada. (*Immigration/Early Settlers*)
- Draw or find pictures or photographs showing different types of transportation used in Saskatchewan since the 16th century. (*Transportation*)
- Explore how changes in transportation affect people's lives. (*Transportation*)
 - Through trade, Indian peoples obtain their first horses.
 - A farming family buys their first car.
 - A trapper replaces his dog sled team with a new snowmobile.
 - A modern day farm family buys a small private plane.
- Research one of Saskatchewan's various ethnic groups. (*Multiculturalism*)
- Hold an ethnic fashion show. (*Multiculturalism*)

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Unit 3: Interdependence

- needs, wants, technology, resources, industry, agriculture, economy

Knowledge Objectives

Students will know that:

- people invent and discover technologies to meet needs and wants.
- Saskatchewan has a variety of resources.
- industry and agriculture depend on resources which should be used responsibly.
- Saskatchewan produces a variety of agricultural products.
- both women and men are food producers.

Skills/Abilities Objectives

Students will:

- access, organize, and present information and opinions.
- identify and evaluate technologies and technological changes.
- make connections among resources, agriculture, industry, employment, economy, conservation, and meeting needs.

Attitudes/Values Objectives

Students will:

- appreciate the changes caused by the introduction of new technologies.
- value the province's resources.

Citizen Action Objectives

Students may:

- plan and create an invention.
- participate in an economic venture.
- participate in a simulation activity.

Activities: Module 1 - Meeting Needs and Wants Through Technology

- Role play situations where various technologies have been used for survival, for example kayaks and harpoons used by Inuit peoples. (*Technology*)
- Use drama in context to explore ways changes in technology cause other changes. Areas to explore include:
 - changes in the roles of girls, boys, women and men;
 - changes to peoples' lifestyles,
 - direct or indirect effects on the environment;
 - changes to peoples' health;

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- global impact;
 - changes in values and beliefs; and
 - the fact that they may create new needs and wants. (*Technology*)
- Mime or role play a situation (including the people and materials involved) that requires cooperation to produce a commonly used form of technology - a pencil, a bicycle, a rowboat. (*Technology*)
 - Invent something. The procedure to follow might be:
 - Think of something that the students need or want. It might be a tool, a game, some clothing, a way of doing things.
 - Think about what is already available to meet this need or want.
 - Encourage the students to think about resources available to them and their own abilities to change something or to create a new thing. Encourage students to be creative but realistic.
 - Students may work at home or at school to invent something new, or modify something that already exists.
 - Have students think of some tasks to be done in the classroom. Design tools to help do the task. With the inventions, have students do one of the following:
 - Design advertisements to sell the inventions.
 - Speculate on how people's lives might be changed if these things went into general use.
 - Identify how the change would effect the environment.
 - Identify changes to human needs, wants, values, and beliefs. (*Technology*)

Activities: Module 2 - Resources and Industry

- Have students research one of Saskatchewan's resources. Topics for research include:
 - location;
 - nearest major city;
 - nearest major water source;
 - types of jobs created;
 - worth to the province;
 - methods of harvest/extraction;
 - methods of processing/refining;
 - methods of transportation;
 - environmental concerns; and
 - markets including local and global. (*Commerce/Resources*)
- Prepare a report or other presentation such as a rap, drama, skit, creative dance, mural, pamphlet to show ways Saskatchewan's resources can be conserved and protected. (*Commerce/Resources*)

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- Select some Saskatchewan resources and link ways they are of value. Make connections between resources, sustainability, and jobs. (*Commerce/Resources*)
- Experiment to discover the effect of potash on plants. (*Agriculture*)
- How can we conserve energy, so that we do not use it up so quickly? Survey the community to determine to what degree energy is sustainable. (*Commerce/Resources*)
- Prepare Saskatchewan Wildlife Posters. (*Commerce/Resources*)
- Learn about service industries. Suggestions include:
 - large and small manufacturing
 - cottage industries
 - Indian and Métis businesses
 - sports (professional and amateur)
 - the tourist industry
 - parks, golf courses
 - the restaurant industry
 - resorts - fishing, hunting, hotels
 - ecotourism - hiking, canoeing, bird watching, photography, sailing, camping (*Commerce/Resources*)
- Research recipes for cooking dishes such as Saskatoon pie, chokecherry jelly, moose casserole, fish, deer sausage, elk steak, wild rice, moose nose, beaver tail, pickerel cheeks, and bone marrow. (*Commerce/Resources*)
- Research fish that live in Saskatchewan waters. (*Commerce/Resources*)
- Research Saskatchewan industries. (*Commerce/Resources*)
- Prepare a collage or mural showing ways people in Saskatchewan communicate. (*Communication*)
- Research the production of electricity. (*Commerce/Resources*)
- Research planes, helicopters, and other technology used in fighting forest fires. (*Technology*)
- Create a farm machinery display. (*Agriculture*)
- Compare the method of operation and the work done by the waterwheel and the turbines at power generation plants in Tobin Lake, Lake Diefenbaker, and Sandy Bay. (*Commerce/Resources*)
- Research wind power or solar energy. (*Commerce/Resources*)
- Research the pulp and paper industry. (*Commerce/Resources*)

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- Research industries related to wildlife. (*Commerce/Resources*)
- Learn about the tourist industry in the north and/or on reserves includes activities such as hunting, fishing, canoeing, golfing, and camping. (*Commerce/Resources*)
- Learn about and prepare a presentation on Wanuskewin Heritage Park. (*Heritage and Identity, First Nations and Métis*)
- Learn about the fleet of aircraft that move people and goods in northern Saskatchewan. (*Transportation*)
- Find out all the forms of co-operative business in your community. (*Commerce/Resources*)
- Where do our clothes come from? (*Commerce/Resources*)
- Where was your family car made? (*Commerce/Resources*)
- Where do books you use in school originate? (*Commerce/Resources*)
- Research the locations to which Saskatchewan products are exported. (*Commerce/Resources*)

Activities: Module 3 - Agriculture and Related Issues

- Topics for study include:
 - growing wild rice in northern Saskatchewan;
 - farming on reserves;
 - production of pulse crops (peas, beans, lentils);
 - diversification in production methods;
 - exotic breeds of plants and animals (ostrich, llama);
 - sustainable agriculture; and
 - organic farming.
- Research the cultivation of crops. (*Agriculture*)
- Research various types of agricultural (aquacultural) machinery and equipment. (*Agriculture*)
- Research recipes featuring Saskatchewan products. (*Agriculture*)

Unit 4: Decision Making

- rules, laws, change, government, capital city, taxes, revenues, expenditures

Knowledge Objectives

Students will know that:

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- rules are made by groups and organizations and are enforced in various ways.
- laws are made by government and enforced by the justice system.
- rules and laws may change in response to changing needs and wants.
- the provincial government makes laws, finances projects, provides services, and collects taxes.
- decisions often result in change.
- change is an integral part of our lives.

Skills/Abilities Objectives

Students will:

- categorize rules and laws and link them with their purpose.
- identify and use various methods of decision making.
- identify some roles and responsibilities of the provincial government.
- understand the relationship between services and taxes.
- identify decisions that resulted in change.

Attitudes/Values Objectives

Students will:

- value rules and laws as necessary components of society.
- appreciate and value the role of the provincial government.
- value decisions made for positive changes.

Activities: Module 4 - Decision Making

- Write a short biography of one of Saskatchewan's Premiers. (*Saskatchewan*)
- Select a rule or law. Research it using the following questions:
 - Who lost rights or freedoms?
 - Who gained rights or freedoms?
 - What do you think might have led to the making of this rule or law? Describe events that may have happened.
 - What might lead to having it changed? (*Heritage and Identity*)
- Research one of the different levels of government. (*Government*)
- Research Saskatchewan's capital and the Legislative Buildings. (*Government*)
- Research taxes, revenues, and expenditures. (*Government*)
- Research Aboriginal governance by learning about activities of FSIN, The Métis Nation of Saskatchewan, and band councils. (*Government, First Nations and Métis*)
- Research Women and government. Research and discuss these questions:
 - Why were women not allowed to vote for so many years?

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- Which women in Canada were leaders in getting women the right to vote? (*Government*)
- Research the changing role of women. Using Saskatchewan examples, develop an understanding of the trend towards women working in what were traditionally considered 'male' occupations. (*People*)
- Create a province. Combine knowledge and skills acquired during the past year to create a province. Some guidelines might include:
 - Draw a map or make a model of the province and include borders, major rivers, mountain ranges, and other features.
 - Name and locate major cities, roads, airports, and other constructed features. Use symbols to identify features.
 - Describe the province's population.
 - Where do most people live?
 - How many cultural groups are there?
 - What educational system do they have?
 - What are the major occupations, and what resources does the province depend on?
 - What form of currency do they use?
 - What is the climate like - seasons, etc.?
 - What language is dominant?
 - What is family life like?
 - What are the major holidays and traditions, and how are they celebrated? Are these holidays based on religion (Christmas), traditions, agriculture (Wheat Festival), multiculturalism, etc.?
 - How do they dress? Are there traditional foods? (*Geography*)

English Language Arts

Foundational Objectives

Listening

- Listen attentively to a range of texts from a variety of cultural traditions for pleasure and information
- Connect new ideas, information and experiences to construct meaning

Reading

- Read grade-appropriate texts orally and silently with increasing confidence, fluency and accuracy
- Experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors
- Recognize the elements and organization of traditional stories
- Distinguish between cause and effect
- Recognize fact and opinion
- Compare information within and among texts
- Use reference materials effectively (e.g. glossary, dictionary, encyclopedia)

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Viewing

- Participate in a variety of guided and independent viewing experiences from a variety of cultural traditions
- Use visual cues to locate information and ideas, and to construct and confirm meaning
- Compare different perspectives and ideas presented in visual texts

Speaking

- Participate in a variety of shared language experiences (e.g. read-alouds, reader's theatre).
- Share ideas, observations, and experiences in structured small and large group talk.
- Prepare and present to a familiar audience narrative presentations that relate events and experiences in a logical sequence.
- Prepare and present information on a specific topic using print and non-print aids to engage and inform a familiar audience.

Writing

- Write personal narratives, factual accounts, explanations, stories, summaries and descriptions
- Understand and practice paragraphing
- Revise drafty material by adding, deleting and rearranging ideas

Representing

- Convey ideas using a variety of media
- Recognize the advantages and disadvantages of using a particular medium
- Use visual aids to enhance spoken and written communication
- Use secondary sources to support the information they need to communicate
- Experiment with different ways of representing and communicating ideas
- Identify strengths and areas for improvement of representing skills and strategies

Arts Education

Dance Strand

The students will:

- Understand the elements of dance and develop concepts that lead to an understanding of structure in dance.
- Develop movement skills to use the body as an instrument for expression.
- Begin to understand the variety of sources for dance ideas.
- Begin to develop own ideas in dance compositions, using choreographic structures and processes.
- Begin to think about and talk about own dance ideas and compositions.
- Develop understanding of a diverse range of dance, dancers, and choreographers.
- Talk about, interpret, and respond to dances.
- Become aware of the dance and dancers in the daily life of own community.

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Mini-unit: Points of Inspiration
Sample Topic: **Powwow**

Activities

- Research powwow traditions, etiquette, and protocols such as the Grand Entry, the Eagle Staff, and Honor songs. It is important to note that powwow traditions vary from region to region. (*First Nations and Métis*)
- Research the different dance regalia for dances such as Traditional (men and women), Fancy (men and women), Jingle (women), Hoop and Grass (men). Learn the significance of the different parts of each dancer's regalia, such as the bustles, breastplates, roaches, bells, leggings, fans, shawls, and beadwork. (*First Nations and Métis*)
- Learn about different types of powwow songs, their meanings, and how they are learned. Research the role of the lead singer who starts the song off with the “lead” or “push up”. (*First Nations and Métis*)
- Learn some of the basic rhythms of the drum. (*First Nations and Métis*)
- Research the different regalia for different nations. Research the difference between organic (i.e., free flowing shapes) and geometric (e.g., circles, triangles, squares) patterns. (*First Nations and Métis*)
- Research the different kinds of powwow dances. Students should try to find out the basic origin, characteristics, meaning, and regalia of each dance. (*First Nations and Métis*)

Mini-unit: **Dance Artist Study**
Sample Topic: **Peggy Baker**

Activities

- Conduct a research project on Peggy Baker. (*Artists and Intellectuals*)
- Have the student write a letter to the Dance Collection Danse resource library in Ottawa or the National Ballet of Canada to see if information is available on Baker's life. If students would like to send a letter to Peggy Baker or another choreographer, they could add their own questions to the following:
 - What is difficult about being a choreographer?
 - What do you like best?
 - What advice would you give to someone who would like to become a professional dancer/ choreographer? (*Artists and Intellectuals*)
- Research companies and choreographers with whom Peggy Baker has worked. Students could do a short presentation or make posters. (*Artists and Intellectuals*)
- Research dance awards such as:

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- Clifford E. Lee Choreography Award
 - Jean A. Chalmers Award in Choreography
 - Dora Mayor Moore Award
 - Toronto International Festival Music/Dance Award
 - Choo San Goh Award for Choreography.
 - Find out who started the awards, who sponsors them, and who has received them. (*Artists and Intellectuals*)
- Research a different dancer/choreographer, particularly those who have worked with Peggy Baker. Have them design posters with important information and pictures to display in the classroom. Key points may include:
 - Where were they born?
 - What dance form do they study?
 - What education did they have?
 - What company employs them?
 - What awards have they won?
 - What dancers in my community do this kind of dance? (*Artists and Intellectuals*)
 - Have students select a dancer/ choreographer of their own to research. (*Artists and Intellectuals*)

Arts Education: Drama Strand

The students will:

1. Accept the dramatic context and assume roles within it.
2. Contribute ideas appropriate to the drama and accept the ideas of others.
3. Develop the ability to use a variety of strategies and processes in dramatic situations.
4. Reflect on individual contributions and the work of the group within dramatic contexts.
5. Understand the elements of dramatic presentations and develop concepts that lead to an understanding of organization in drama.
6. Begin to talk about and interpret drama experienced as audience.
7. Become familiar with drama and dramatic artists in own communities and beyond.

Mini-unit: Sources of Inspiration

Sample Topic: Stories from Music

Activities

- Research to discover the differences between coal mining in the Maritimes and coal mining in Saskatchewan. (*Commerce/Resources*)

Arts Education: Music Strand

The students will:

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- Become aware of the contexts, sources, functions, characteristics, and qualities of sounds in own environment.
- Understand the elements of music and develop concepts that lead to an understanding of organization and structure in music expressions.
- Develop vocal and instrumental capabilities in order to use them as mediums of expression.
- Begin to understand the variety of sources for music ideas.
- Develop ideas into music expressions, learning about and using the processes of creating and the sources of sound/music.
- Become aware and develop an understanding of a diverse range of music.
- Talk about, interpret, and respond to pieces of music.

Mini-unit: Music in Our Lives
Sample Topic: Celebrations

Activities

- Identify and describe events that take place in the students' community that include music in some way. Do these events serve a specific purpose? Are any of them community-wide celebrations (e.g., powwows, choral festivals, multicultural festivals, Christmas concerts)? (*Celebrations*)
- Study the role of music in early pioneer communities in Saskatchewan. (*Celebrations*)
- Students can re-enact a rural community celebration in the year 1920. Have them research to learn about:
 - clothing
 - locations of celebrations and what they looked like
 - music
 - food. (*Celebrations*)
- Research the origins and importance of the fiddle in Métis celebrations. (*Celebrations, First Nations and Métis*)

Mini-unit: Musical Artist Study
Sample Topic: Canadian Fiddlers – John Arcand and Natalie MacMaster

Activities

- Conduct an Internet search to locate information about contemporary and historical fiddlers. Ask students to include John Arcand and Natalie MacMaster in their search. (*Artists and Intellectuals, People*)

Arts Education: Visual Arts

The students will:

- Understand the elements of art and develop concepts that lead to an understanding of order in the visual environment.

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- Begin to develop skills that help them depict people and objects accurately.
- Begin to understand the variety of sources for visual art ideas.
- Begin to develop own ideas into visual art expressions, using the processes and materials of visual art.
- Begin to think and talk about own visual art ideas and expressions.
- Develop understanding of the work of a variety of visual artists.
- Begin to talk about, interpret, and respond to works of art.
- Become aware of the visual environment and visual art in the daily life of own community.

Mini-unit: The Constructed Environment

Sample Topic: Buildings

Activities

- Study the construction of the tipi and its contemporary use. (*Buildings, First Nations and Métis*)
- Give the students a design problem to solve. For example, the town has been given a large amount of money by a wealthy resident to build a new memorial town hall, city hall, or Band office. Have students then design the ideal hall for their community. Have them draw the design, including details such as materials, decoration, size, and shape. They could go on to construct a model from materials at hand. (*Buildings*)

Mini-unit: Artist Study

Sample Topic: Bob Boyer

Activities

- Involve the students in some form of research to learn more about Bob Boyer, his life, and his work. At the grade 4 level, the students might work in groups to find information and make brief presentations for a Historical Heritage Fair.
 - Have students respond to Bob Boyer's work by:
 - creating abstract paintings that emphasize shape and colour
 - creating symmetrical paintings
 - creating paintings that make use of repetition
 - creating several different paintings (three or four) that include the same shapes or symbols.
 - Have students title their works with titles that imply narrative.
 - Display the student works along with reproductions of Bob Boyer's works. (*Artists and Intellectuals*)

Science

Core Unit: Fossils and Rocks

1. Provide evidence of the Earth's history.

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1. Compare igneous, sedimentary, and metamorphic rocks.
2. Explain how igneous, sedimentary, and metamorphic rocks form.
3. Explain that soil consists primarily of rock which has been broken down.
2. Describe how fossils are formed.
 1. Examine the relationships between sedimentary rocks and fossils.
 2. Classify fossils.
 3. Produce mold and cast reproductions of a shell or other artifact.
 4. Compare mold and cast reproductions to fossils.
3. Recognize how inferences are made.
 1. Explain how fossil evidence can be used to make inferences about dinosaurs.
 2. Explain how inferences about the Earth's history are made.

Activities: Core Unit - Fossils and Rocks

- Invite an elder or an archaeologist to demonstrate the traditional art of flint-knapping. (*First Nations and Métis*)
- An interesting place to hunt for fossils is in the limestone used in buildings across Saskatchewan. (*Heritage and Identity*)

Core Unit - Predicting weather

1. Observe and describe weather conditions.
 1. Discover how weather systems develop.
 2. Determine what information is recorded on weather maps.
 3. Identify instruments used to measure weather conditions.
 4. Construct instruments to measure weather conditions.
 5. Record measurements made with weather instruments.
2. Predict weather patterns.
 1. Interpret information on weather maps.
 2. Forecast weather based on cloud patterns.
 3. Interpret recorded data.
 4. Predict weather based on a number of different indicators.
3. Appreciate the importance of weather.
 1. Suggest some reasons why people rely on accurate weather information.
 2. Explain the importance of good weather to agriculture.
 3. Identify some hazards associated with bad weather.
 4. Describe some ways in which the weather affects human activity.
 5. Describe some ways in which the weather affects other living things.

Activities: Core Unit - Predicting weather

- Conduct research to explain how weather predictors are used. (*Weather and Climate*)
- Farmers and ranchers could be interviewed on the effect weather has on various agricultural operations. (*Weather and Climate*)

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- Compare the weather lore from several different cultures. (*Weather and Climate*)
- Have students undertake long-term weather studies in order to be able to test the validity of these or other weather sayings. They can keep a weather journal to record long-term results. (*Weather and Climate*)

Master Index of Activities

Possible topics for student research

<p>Artists and Intellectuals</p> <ul style="list-style-type: none"> • Stories From Music. (Drama), Pg. 15 • Saskatchewan Songs. (Social), Pg. 4 • Artist Study – Peggy Baker (Dance) Pg. 14 • Involve the students in some form of research to learn more about Bob Boyer, his life, and his work. (Visual Art) Pg. 17 • Write a letter to the Dance Collection Danse resource library in Ottawa or the National Ballet of Canada to see if information is available on Peggy Baker's life. (Dance) Pg. 14 • Research companies and choreographers with whom Peggy Baker has worked. Students could do a short presentation or make posters. (Dance) Pg. 14 • Research dance awards. (Dance) Pg. 14 • Research a different dancer/choreographer, particularly those who have worked with Peggy Baker. (Dance) Pg. 15 • Have students select a dancer/ choreographer of their own to research. (Dance) Pg. 15 • Contemporary and historical fiddlers. (Music) Pg. 16 	<p>Communication</p> <ul style="list-style-type: none"> • Communication Collage. (Social) Pg. 9 <hr/> <p>Celebrations</p> <ul style="list-style-type: none"> • Identify and describe events that take place in the students' community that include music in some way. (Music) Pg. 16 • Study the role of music in early pioneer communities in Saskatchewan. (Music) Pg. 16 • Students can re-enact a rural community celebration in the year 1920. (Music) Pg. 16 • Research the origins and importance of the fiddle in Métis celebrations. (Music) Pg. 16 <hr/> <p>Transportation</p> <ul style="list-style-type: none"> • Transportation timeline. (Social) Pg. 6 • Changes in transportation. (Social) Pg. 6 • Northern Saskatchewan Air Fleet (Social) Pg. 10
<p>Technology</p> <ul style="list-style-type: none"> • Survival Role Play. (Social) Pg. 7 • Changes in Technology Drama. (Social) Pg. 7 • Technology Cooperation Role Play. (Social) Pg. 8 • Fighting forest fires display. (Social) Pg. 9 • Farm machinery display. (Social) Pg. 9 • Demonstrate the traditional art of flint-knapping. (Science) Pg. 18 	<p>People</p> <ul style="list-style-type: none"> • Musical artist study. – Natalie McMaster, John Arcand (Music) Pg. 16 • Establish a local Hall of Fame. (Social) Pg. 4 • Voluntarism in the community. (Social) Pg. 4 • Biography of one of Saskatchewan's Premiers. (Social) Pg. 11 • Women and government (Social) Pg. 11

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<ul style="list-style-type: none"> • Various types of agricultural (aquacultural) machinery and equipment (Social), Pg. 10 • Invent Something (Social), Pg. 8 • Design Tools (Social), Pg. 8 	<ul style="list-style-type: none"> • Changing role of women (Social) Pg. 12
<p>Immigration/Early Settlers</p> <ul style="list-style-type: none"> • Write and perform a radio play on the Métis buffalo hunt. (Social) Pg. 5 • Create a presentation about art forms of the Métis peoples. (Social) Pg. 5 • Build a model of a sod house. (Social) Pg. 6 • Use drama in context to explore a variety of situations faced by settlers. (Drama, Social) Pg. 6 • Display old or antique items. (Social) Pg. 6 • Create a pioneer picture dictionary. (Social) Pg. 6 • Settlers drama. (Social, Drama) Pg. 6 • Immigration drama. (Social, Drama) Pg. 6 	<p>First Nations and Métis</p> <ul style="list-style-type: none"> • Compare the traditional ways of life of the northern Indian, the plains Indian and the woodland Indian peoples. (Social) Pg. 5 • Biography of one of a Métis hero. (Social) Pg. 5 • Make a model of a river with river long lots. (Social) Pg. 5 • Draw or construct the settlements of Batoche or Duck Lake. (Social) Pg. 5 • Radio play of a buffalo hunt. (Social) Pg. 5 • Make a Métis sash. (Social) Pg. 5 • Demonstrate the traditional art of flint-knapping. (Science) Pg. 18 • Construction of the tipi. (Science) Pg. 17 • Compare the weather lore from several different Aboriginal and Métis cultures. (Science) Pg. 19 • Art forms of the Métis. (Social) Pg. 5 • Aboriginal government (Social) Pg. 11 • Research powwow traditions, etiquette, and protocols such as the Grand Entry, the Eagle Staff, and Honor songs. (Dance) Pg. 14 • Research the different dance regalia for dances such as Traditional (men and women), Fancy (men and women), Jingle (women), Hoop and Grass (men). (Dance) Pg. 14 • Learn about different types of powwow songs, their meanings, and how they are learned. Research the role of the lead singer who starts the song off with the “lead” or “push up”. (Dance) Pg. 14 • Learn some of the basic rhythms of the drum. (Dance) Pg. 14 • Research the different regalia for different nations. Research the difference between organic (i.e., free

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	<p>flowing shapes) and geometric (e.g., circles, triangles, squares) patterns. (Dance) Pg. 14</p> <ul style="list-style-type: none"> • Research the different kinds of powwow dances. (Dance) Pg. 14 • Research the origins and importance of the fiddle in Métis celebrations. (Music) Pg. 16
<p>Symbols</p> <ul style="list-style-type: none"> • Research the meanings and the significance of the symbols of the province and local symbols. (Social) Pg. 3 	<p>Geography</p> <ul style="list-style-type: none"> • Create large maps or a model of the province. (Social) Pg. 3,4 • Prepare a bulletin board display, brochure or a poster about each city. (Social) Pg. 4 • Fossil Hunting. (Science) Pg. 18 • Create a province (Social) Pg. 12
<p>Commerce/Resources</p> <ul style="list-style-type: none"> • Conservation of energy/natural resources. (Social) Pg. 8,9 • Prepare Saskatchewan Wildlife Posters. (Social) Pg. 9 • Collect recipes for cooking dishes, compile the recipes into booklets and present. (Social) Pg. 9 • Collect pictures of fish that live in Saskatchewan waters. (Social) Pg. 9 • Saskatchewan industries display. (Social) Pg. 9 • Production of electricity display. (Social) Pg. 9 • Locate recipes that tell how to cook the sharp-tailed grouse. Use old recipe books. (Social) Pg. 4 • Research Prairie Lily conservation (Social) Pg. 4 • Natural habitat diorama (Social) Pg. • Saskatchewan's exports (Social), Pg. 4 • Where do the books you use in school originate? (Social), Pg. 10 • Where was your family car was made? (Social), Pg. 10 • Where do our clothes come from? (Social), Pg. 10 • Co-operative business (Social), Pg. 10 • Tourist industry in the north (Social), Pg. 10 	<p>Agriculture</p> <ul style="list-style-type: none"> • Prepare lists of fruits and vegetable that can be grown successfully in northern and southern parts of the province. (Social) Pg. 4 • Create a farm machinery display. (Social) Pg. 9 • Experiment to discover the effect of potash on plants. (Social) Pg. 9 • Recipes featuring Saskatchewan products (Social), Pg. 10 • Various types of agricultural (aquacultural) machinery and equipment (Social), Pg. 10 • Saskatchewan's crops (Social), Pg. 10 • Cultivation of crops (Social), Pg. 10 • Topics for study (Social), Pg. 10

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<ul style="list-style-type: none"> • Industries related to wildlife (Social), Pg. 10 • Pulp and paper industry (Social), Pg. 9 • Wind power or solar energy (Social), Pg. 9 • Power generating plants (Social), Pg. 9 • Service Industries (Social), Pg. 9 • Saskatchewan's Resources (Social), Pg. 8 • Saskatchewan's exports (Social) Pg. 10 	
<p>Explorers</p> <ul style="list-style-type: none"> • Explorers of Saskatchewan display. (Social) Pg. 5 	<p>Homes and Housing</p> <ul style="list-style-type: none"> • Study the construction of the tipi and its contemporary use. (Visual Art) Pg. 17 • Give the students a design problem to solve. (Visual Art) Pg. 17 • Research the types of homes built in the northern part of the province by settlers. (Social) Pg. 6 • Home energy conservation. (Social) Pg. 9
<p>Weather and Climate</p> <ul style="list-style-type: none"> • Research the weather and climate of the province. (Science, Social) Pg. 3 • Research severe weather conditions like tornadoes, blizzards, strong winds, drought, and other storms. (Science, Social) Pg. 3 • Study climate and its affects. (Science, Social) Pg. 4 • Create travel brochures describing Saskatchewan. (ELA, Social Studies, Science) Pg. 4 • Explore Saskatchewan weather in art forms. (Science) Pg. 4 • Research weather folklore. (Science) Pg. 19 • The effects of weather on agriculture. (Science) Pg. 18 • Weather journal. (Science) Pg. 19 • Weather predictors (Science) Pg. 18 	<p>Multiculturalism</p> <ul style="list-style-type: none"> • Research various ethnic groups. (Social) Pg. 6 • Hold an ethnic fashion show. (Social) Pg. 6 <p>Government</p> <ul style="list-style-type: none"> • Saskatchewan's capital and Legislative Buildings (Social) Pg. 11 • Research a rule or law. (Social) Pg. 11 • Biography of one of Saskatchewan's Premiers. (Social) Pg. 11 • Women and government (Social) Pg. 11 • Different levels of Government (Social) Pg. 11 • Aboriginal governance (Social) Pg.11

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Saskatchewan	Heritage and Identity
<ul style="list-style-type: none">• Artist Study – Bob Boyer (Visual Art) Pg. 17• Research the various symbols that are associated with the province. (Social) Pg. 3• Wanuskewin Heritage Park (Social) Pg. 10• Saskatchewan’s capital and Legislative Buildings (Social) Pg. 11• Explorers of Saskatchewan display. (Social) Pg. 5• Saskatchewan's exports (Social), Pg. 10• Recipes featuring Saskatchewan products (Social), Pg. 9• Saskatchewan's crops (Social), Pg. 10• Draw or construct the settlements of Batoche or Duck Lake. (Social) Pg. 5• Prepare Saskatchewan Wildlife Posters. (Social) Pg. 9• An interesting place to hunt for fossils is in the limestone used in buildings across Saskatchewan. (Science) Pg. 18• Collect pictures of fish that live in Saskatchewan waters. (Social) Pg. 9• Saskatchewan industries display. (Social) Pg. 9• Prepare lists of fruits and vegetable that can be grown successfully in northern and southern parts of the province. (Social) Pg. 4• Northern Saskatchewan Air Fleet (Social) Pg. 10• Biography of one of Saskatchewan’s Premiers. (Social) Pg. 11	<ul style="list-style-type: none">• Powwow. (Dance) Pg. 14• Celebrations. (Music) Pg. 16• Artist Study – Bob Boyer (Visual Art) Pg. 17• An interesting place to hunt for fossils is in the limestone used in buildings across Saskatchewan. (Science) Pg. 18• Research the various symbols that are associated with the province. (Social) Pg. 3• Wanuskewin Heritage Park (Social) Pg. 10• Saskatchewan’s capital and Legislative Buildings (Social) Pg. 11• Research a rule or law. (Social) Pg. 11

Youth Historical Heritage Fair Research Project Outline

Student Name: _____

Project Title: _____

Presentation format (Choose One):

Display	<ul style="list-style-type: none"> • Collages • Three-panel displays • Brochures • Posters 	<ul style="list-style-type: none"> • Timeline • Artifacts
Performance	<ul style="list-style-type: none"> • Role play • Mock Trial • Re-enactment 	<ul style="list-style-type: none"> • Storytelling • Song writing • Dance
Production	<ul style="list-style-type: none"> • Map • Model • Diary • Diorama • Poetry • Journal • Picture dictionary • Magazine • Newspaper 	<ul style="list-style-type: none"> • Recipe Book • Doll clothes • Myths and Legends • Cooking • Mobile • Comic strip/cartoon • Multimedia presentation • Heritage Minute • Board Game • Tourist guide

Places To Find Information:

- People
- Library
- Internet
- Books, magazines, newspapers
- Videos, filmstrips