

Saskatchewan Youth Heritage Fair Curriculum Correlations Document



Grade Five

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Five

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 Historica Heritage Fair program to the students, their families, and the community is worth the planning and organization required by the school and teachers.

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Subject Areas - Major Strands and Core Units

Subject Areas	Major Strands and Core Units					
E.L.A.	Listening	Speaking	Reading	Writing	Viewing	Representing
Social Studies	Identity	Heritage	Interdependence		Decision Making	
Science	Plants			Resources		
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

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Subject Areas Activity Index

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

Concepts

- country, province, territory, geographic features, climate, scale, symbols, point of view, heroes

Knowledge Objectives

Students will know that:

- Canada is a country.
- its regions may be defined by geographic factors and political boundaries. symbols have come to be associated with Canada and its regions.
- multiculturalism is part of the Canadian identity.

Skills/Abilities Objectives

Students will:

- interpret various maps of Canada.
- identify and describe climate and geographic features of a region.
- learn to see relationships between/among climate, landforms, vegetation, and population distribution.
- identify and interpret symbols of Canada and its regions.
- access, organize and share information about different aspects of Canada and Canadians.

Attitudes/Values Objectives

Students will:

- appreciate and value the country's diversity.

Citizen Action Objectives

Students may:

- work cooperatively in group tasks.
- conduct a survey.
- nominate, assess, and induct heroes into a local Hall of Fame.

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Activities: Module 1 - Location and Physical Features

- Investigate where people tend to live. Study a map of Canada showing population distribution. Locate major cities, major farming communities, reserves, and the sparsely populated regions, especially in the north. (*People*)
- Using atlases study climate maps and the legends. (*Weather and Climate*)
- Students can keep track of the weather in an assigned Canadian location. (*Weather and Climate*)

Activities: Module Two - Canadian Symbols

- Have the students identify various national, provincial, and regional symbols and research their history and significance. (*Symbols*)
- Design flags, stamps, crests, or other symbols to represent themselves, the school, their families, or special events. (*Symbols*)

Activities: Module Three - Contemporary Canadian People

- Conduct a survey or interview to determine the country of origin of a sample of people. Identify the group to be surveyed or interviewed and the method to be used. (*Immigration/Early Settlers*)
- Canada is made up of people from many different ethnic backgrounds. Many celebrations in this country centre around one or more of these ethnic groups. Students may research or experience one or more of these celebrations. (*Celebrations*)
- Using various resources, study famous Canadians. (*People*)

Unit 2: Heritage

Concepts

- history, oral tradition, First Peoples, origin, explorer, immigrant, push/pull factors, Métis, nation, Confederation, treaty, war, peace, change

Knowledge Objectives

Students will know that:

- writers of history do so within the context of their own beliefs, values, and perspectives.
- First Nations peoples have been living in this country tens of thousands of years.
- there is great diversity among First Nations peoples.
- explorers, traders, and immigrants came to this country for various reasons and brought with them their own cultures.
- events and interactions among peoples brought about profound changes.

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Skills/Abilities Objectives

Students will:

- use various resources to identify perspectives and points of view.
- access, organize, and present information.
- make comparisons and connections.
- identify changes that occurred and relate them to the present.

Attitudes/Values Objectives

Students will:

- appreciate and value the cultures and traditions of various people.
- appreciate the people and events that have helped shape this country.

Citizen Action Objectives

Students may:

- practise seeing things from various points of view.
- negotiate a modern day treaty.

Activities: Module One - Learning About The Past

- Explore the various methods of learning about the past such as diaries, oral and written histories, journals, records, artifacts and ecofacts. (*First Nations and Métis*)
- Learn about the oral tradition of Indian peoples. (*First Nations and Métis*)
- Study artifacts and ecofacts or pictures of them. Explain the meaning of each artifact. (*First Nations and Métis*)

Activities: Module Two - Canada's First Peoples

- Research historical lifestyles of various Indian and Inuit peoples. (*First Nations and Métis*)
- Research to learn about the experiences of the first groups of Indigenous peoples to enter the various regions of Canada. (*First Nations and Métis*)

Activities: Module Three - Explorers, Fur Traders and the Métis Peoples

- Plot trading posts on a map of Canada. Trace transportation routes. Identify means of transport and goods transported and traded. Identify the role of Indian and Métis peoples in the fur trade as guides and trade facilitators. Explore the effects trade had on Indian families and their lifestyles. (*First Nations and Métis*)

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- Set up a trading post and role-play the trading process. (*First Nations and Métis*)
- Identify various cities that began as trading posts and make connections between past and present. (*Commerce/Resources*)

Activities: Module Four - Building a Nation: Immigration, Confederation, the Canadian Pacific Railway, the Treaties, and the Wars

- Explore the difficulties of leaving a homeland and moving to another country (family upheaval, language barriers, leaving friends, and cultural isolation) (*Immigrants/Early Settlers*)
- Learn about the building of the Canadian Pacific Railway and distribution, location, time, space, and decision making. (*Canadian Pacific Railway*)
- Explore the role of the Chinese Canadians in the building of the railway. (*Canadian Pacific Railway*)
- Develop understandings about treaties. Have students, with guidance, generate questions about the treaties such as the following.
 - Why were the treaties signed?
 - What was in the treaties for the government? for the Indian peoples?
 - Were the promises kept?
 - What do the terms of the treaties mean today?
 - In what ways are the treaties significant now?
 - How were reserve lands selected? (*First Nations and Métis*)

Unit 3: Interdependence

Concepts

- resources, industry, technology, conservation, agriculture, economy, entrepreneurship

Knowledge Objectives

Students will know that:

- industries use resources in order to meet human needs and wants.
- conservation is an important consideration.
- Canada produces a variety of agricultural products.
- Canada's economy is related to producing goods and services.
- industry, resources, agriculture, and economics are interdependent.

Skills/Abilities Objectives

Students will:

- access, organize, and share information and opinions.
- identify various resources and industries.

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- make connections among resources, industries, products, agriculture, the environment, and human needs and wants.

Attitudes/Values Objectives

Students will:

- appreciate the complexity of some interdependent relationships.
- value the country's diverse resources and agricultural products.

Citizen Action Objectives

Students may:

- plan and participate in a drama in context.
- recognize examples of entrepreneurial behavior in the local community.

Activities: Module One - Canadian Resources and Industries

- Look at labels in the school and home and make a list of products made in Canada. Students may investigate:
 - materials used in the production of goods;
 - markets;
 - number of people employed;
 - technologies involved;
 - pollution controls; and
 - services such as transportation that facilitate the production. (*Commerce/Resources*)
- Some industries students may want to explore are:
 - fishing industry (processing plant, fish nets, lobster traps, fishing boats);
 - service industry (e.g., water, parks, communication, transportation);
 - a manufacturing industry (e.g., automobiles, snowmobiles, farm machinery);
 - the publishing industry; and
 - the pulp and paper industry. (*Commerce/Resources*)
- Access information about national parks, finding information such as:
 - the first people to occupy the area (*Nelson Canadian Atlas*, Native Peoples and Language Groups, p. 56, 57);
 - on a map, indicate where the park is located;
 - major species of wildlife and plants and the most prominent geographical features (mountains, ocean, tundra). (*Sports and Recreation*)
- Research the R.C.M.P. in your community. (*Symbols*)
- Using a variety of research methods, learn about different methods of transportation in Canada and between Canada and other parts of the world. Use current events to direct the content. Some transportation you may want to learn about include:

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- air travel in Canada and between Canada and other countries;
- shipping in Canada and between Canada and other countries;
- trans-Canada highway;
- VIA rail;
- subways; and
- air transport in the north. (*Transportation*)

Activities: Module 2 - Agriculture and Related Industries

- Explore agriculture products and issues in Canada. Some products and issues to explore include:
 - growing food in mine shafts;
 - greenhouses connected to power plants;
 - hydroponic farming;
 - the wool industry; and
 - exotic breeds (for example animals such as ostrich or llama that are not typically raised in Canada). (*Agriculture*)

Activities: Module 3 - Canada's Economy

- Research the Korean War. (*Canada and the World*)

Unit 4: Decision Making

Concepts

- rules, laws, government, change, rights, responsibilities

Knowledge Objectives

Students will know that:

- rules are made by groups and organizations and are enforced in various ways.
- laws are made by governments and enforced by the justice system.
- the federal government collects revenues and provides various services.
- Canadians have rights and responsibilities.
- people make decisions for change according to changing needs and wants.

Skills/Abilities Objectives

Students will:

- categorize rules and laws and link them with their purposes.
- identify some laws and services under federal jurisdiction.
- identify and apply rights and responsibilities.
- practice decision-making.

Attitudes/Values Objectives

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Students will:

- value the role of the federal government in meeting human needs and wants.
- value rights and responsibilities.

Activities

- Learn about the current work of Band Councils, the Métis Nation, FSIN, and AFN in the context of issues and projects. (*First Nations and Métis, Government*)
- Learn about the changing role of women and minority groups in Canadian politics. (*People*)
- Research and represent varying points of view about a current issue. (*Heritage and Identity*)
- Research current trends toward greater equity in many areas of our society. (*People*)
- Research political or nonpolitical leaders in the local community. (*People*)
- Learn about the impact of child poverty. (*People*)
- Find out about the work of service agencies such as Save the Children - Canada, The Canadian Red Cross Society, and Unicef at home and in other countries. (*Canada and the World*)
- Women in government. Students may conduct biographical research on women who have served in government, including but not limited to:
 - Agnes McPhail
 - Grace McInnes
 - Jeanne Sauvé
 - Audrey McLaughlin
 - Nellie Cournoyea (*Government, People*)
- Research the Canadian Charter of Rights and Freedoms (1982). (*People*)
- Identify advantages and disadvantages of living in Canada. (*Canada and the World*)
- Identify characteristics of a good Canadian citizen. (*Canada and the World*)
- Research The Declaration of the Rights of the Child (1959). (*Canada and the World*)

English Language Arts

Grade 5 Objectives for Language Strands

Listening

- Activate and build upon prior knowledge and experiences
- Set purpose and predict what presentation might be about
- Formulate general and specific questions to identify information needs
- Make inferences and draw conclusions

Speaking

- Participate in a variety of shared language experiences (e.g., dramatization, role play, interviewing)
- Share ideas, observations, and experiences courteously during structured small and large group talk, and fulfill own role as a group member
- Prepare and present narrative presentations that establish a situation, point of view, setting, and relate events in an effective sequence
- Prepare and present talks and oral reports to engage and inform an audience

Reading

- Adapt reading process and strategies for different purposes
- Answer inquiry or research questions using a variety of information sources
- Build connections among previous experiences, prior knowledge, and a variety of texts
- Confirm understanding and self-correct when necessary
- Understand a variety of forms and genres
- Support opinions with evidence from text
- Compare information from different sources

Writing

- Write narratives, explanations, stories, and researched reports with increasing confidence, clarity, and fluency
- Write single and multiple-paragraph compositions
- Provide sufficient details to support main point
- Organize ideas in an appropriate sequence

Viewing

- Participate in a variety of guided and independent viewing experiences from a variety of cultural traditions
- Recognize point of view and biases in visual texts
- Use various visual texts to find information (e.g., the Internet, illustrated print text, television, video)
- Distinguish between fact and opinion

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Representing

- Convey ideas and information using a variety of media and formats including illustrations, dramatizations, tableaux, diagrams, three-dimensional objects, etc.
- Use graphic organizers (e.g., story map, time line, summary chart) to clarify and shape understanding
- Choose images, words, and sounds appropriate to audience, purpose, and effect
- Use appropriate visual aids to enhance spoken and written communication
- Prepare organized multimedia presentations using pre-established organizers and criteria

Arts Education

Dance

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.

Mini-unit: Points of Inspiration

Sample Topic: "Dances We Have Seen"

Activities

- Research one or more heritage dance forms and find out where they originated, why they were started, what they say about the culture, and what the costumes look like. (*Multiculturalism, Heritage and Identity*)
- Research dance groups in the community and find out how they contribute to the cultural environment of the province. (*Multiculturalism, Heritage and Identity*)
- Create a display of Canadian folk dances. (*Multiculturalism, Heritage and Identity*)

Mini-unit: Dance and Daily Life

Sample Topic: "Dance History"

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Activities

- Learn about the history of dance forms such as ballet. (*Sports and Recreation*)
- Conduct a research project focusing on well-known Canadian ballet dancers such as Evelyn Hart from the Royal Winnipeg Ballet; or Celia Franca, Rex Harrington, or Karen Kain from the National Ballet of Canada. (*Artists and Intellectuals*)
- Learn about the history of social dances such as square dancing. (*Sports and Recreation*)
- Research the history of the powwow. (*First Nations and Métis*)
- Research the history of popular social dances including 1920s and 30s ragtime, jazz, and swing dances such as the Charleston, Lindy Hop, or Jitterbug. (*Sports and Recreation*)
- Create a dance that draws on the history of dance for its inspiration. (*Multiculturalism*)

Mini-unit: Dance Artist Study

Sample Topic: "Dancer/Choreographer Christopher House"

Activities

- Have students write letters to Toronto Dance Theatre Company to obtain any information about Christopher House. Students may have a list of questions to ask including:
 - Where do you get ideas for dances?
 - 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 that have employed Christopher House including Toronto Dance Theatre Company, Peggy Baker Dance Projects, and the National Ballet of Canada. (*Artists and Intellectuals*)
- Research certain choreography awards such as:
 - 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. (*Artists and Intellectuals*)
- Research a dancer/choreographer. (*Artists and Intellectuals, People*)

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Drama

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: A Sense of Purpose

Sample Topic: *"Exploring Conflict"*

Music

The students will:

- 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: Musicians and Their Music

Sample Topic: *"Musical Events"*

Activities

- Research music of various cultures. (*Multiculturalism*)

Mini-unit: Musical Artist Study

Sample Topic: *"The Canadian Brass"*

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Activities

- Research baroque music and composers. (*Artists and Intellectuals*)
- Create a brass instrument listening centre, which includes listening selections from a variety of styles, musical scores, photographs, resource books, and information on brass instruments. (*Sports and Recreation*)

Visual art

The students will:

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

Sample Topic: "Victory Cicansky"

Activities

- Study the food preservation methods of First Nation and Métis peoples in Saskatchewan both past and present. Research to find out what commonly known foods have been acquired from First Nation and Métis peoples. (*First Nations and Métis*)
- Research the work of Victor Cicansky. (*Artists and Intellectuals*)

Science

Foundational objectives:

- To use a wide range of possibilities for developing students' knowledge of plants.
- To support the development of a positive disposition to life-long learning.
- To develop an understanding of how knowledge is created, evaluated, refined, and changed within science.

Core Unit - Plant Structure and Function

Science foundational and learning objectives:

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1. Describe the characteristics of vascular plants.
 1. Identify the roots, stems, leaves and flowers of plants.
 2. Observe and describe fibrous root systems and tap root systems.
 3. Use leaves and seeds to identify plant species.
2. Explain some of the functions of the roots, stems, leaves, and flowers of plants.
 1. Observe and describe the movement of water through a stem of a vascular plant.
 2. Compare and contrast the processes of photosynthesis and respiration.
 3. Describe the process of pollination and seed production.
 4. Observe and describe plant adaptations.
 5. Experiment with the variables which influence seed germination.
3. Describe agriculture in Saskatchewan as it relates to field and forage crops.
 1. Identify some field crops and their products.
 2. Recognize the importance of plants in the prevention of soil erosion.

Activities:

- Prepare a spring calendar, showing the dates when different wildflowers first emerge. (*Agriculture*)
- Research various grains and seeds from as many different plant species as possible. (*Agriculture*)
- Grow navy beans, and record the development of the plant. (*Agriculture*)
- Grow several grains of wheat and record the development of the plant. (*Agriculture*)

Core Unit: Resources

Science foundational and learning objectives:

1. Describe Saskatchewan's natural resources.
 1. List examples of natural resources found in Saskatchewan.
 2. Classify the natural resources of Saskatchewan as renewable or nonrenewable.
 3. Distinguish between resources used to produce energy and those used to produce goods.
 4. Recognize the global concern for air, soil, and water.
2. Describe human impact on the environment.
 1. Describe the water cycle.
 2. Identify water pollutants and their sources.
 3. Recognize the importance of proper waste disposal.
 4. Examine the technology of waste water treatment.
 5. Identify common air pollutants and their sources.
 6. Explain how soil can become polluted.
 7. Describe some of the causes of soil erosion and soil degradation.
 8. Identify methods of preventing soil loss.
 9. Discuss the relationship between agriculture and soil, air, and water quality.

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Activities:

- Select one of the natural resources of Saskatchewan for study. (*Commerce and Resources*)

Master Index of Activities

Possible topics for student research

<p>Artists and Intellectuals</p> <ul style="list-style-type: none"> • Research the work of Victor Cicansky. (Visual Art) Pg. 14 • Conduct a research project focusing on well-known Canadian ballet dancers such as Evelyn Hart from the Royal Winnipeg Ballet; or Celia Franca, Rex Harrington, or Karen Kain from the National Ballet of Canada. (Dance) Pg. 12 • Have students write letters to Toronto Dance Theatre Company to obtain any information about Christopher House. (Dance) Pg. 12 • Research companies that have employed Christopher House including Toronto Dance Theatre Company, Peggy Baker Dance Projects, and the National Ballet of Canada. (Dance) Pg. 12 • Research certain choreography awards. (Dance) Pg. 12 • Research a dancer/choreographer. (Dance) Pg. 12 • Research baroque music and composers. (Music) Pg. 14 	<p>Celebrations</p> <ul style="list-style-type: none"> • Research ethnic celebrations (Social) Pg. 4
<p>Canada and the World</p> <ul style="list-style-type: none"> • The Korean War (Social) Pg. 8 • International Transportation (Social) Pg. 7 • Research The Declaration of the Rights of the Child (Social) Pg. 9 • Country of origin (Social) Pg. 4 • Leaving a homeland and emigrating (Social) Pg. 6 • Advantages and disadvantages of living in Canada (Social) Pg. 9 • Canadian citizenship (Social) Pg. 9 	<p>People</p> <ul style="list-style-type: none"> • Population distribution (Social) Pg. 4 • Study famous Canadians (Social) Pg. 4 • Women in government (Social) Pg. 9 • The United Nations Declaration of the Rights of the Child (1959) (Social) pg. 9 • Service Agencies (Social), Pg. 9 • Changing role of women and minority groups (Social) Pg. 9 • Equity (Social) Pg. 9 • Political and nonpolitical

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	<ul style="list-style-type: none"> community leaders (Social) Pg. 9 • Child poverty (Social) Pg. 9 • Canadian Charter of Human Rights and Freedoms (1982) (Social) Pg. 9
<p>Canadian Pacific Railway</p> <ul style="list-style-type: none"> • Building the Canadian Pacific Railway (Social) Pg. 6 • Chinese Canadians and the C.P.R. (Social) Pg. 6 	<p>Transportation</p> <ul style="list-style-type: none"> • Different methods of transportation (Social) Pg. 7
<p>Immigration/Early Settlers</p> <ul style="list-style-type: none"> • Leaving a homeland and emigrating (Social) Pg. 6 • Methods of learning about the past (Social) Pg. 5 • Study artifacts or ecofacts (Social) Pg. 5 • Trading posts (Social) Pg. 5 • Role play the trading process (Social) Pg. 6 • Treaties (Social) Pg. 6 • Country of origin (Social) Pg. 4 	<p>First Nations and Métis</p> <ul style="list-style-type: none"> • Oral tradition of Indian peoples (Social) Pg. 5 • Study artifacts or ecofacts (Social) Pg. 5 • Historical lifestyles of Aboriginal peoples (Social) Pg. 5 • First groups of Indigenous peoples (Social) Pg. 5 • Trading posts (Social) Pg. 5 • Role play the trading process (Social) Pg. 6 • Treaties (Social) Pg. 6 • Band Councils, the Métis Nation, FSIN (Social) Pg. 9 • Current issues (Social) Pg. 9 • Research the history of the powwow. (Dance) Pg. 12 • Study the food preservation methods of First Nation and Métis peoples in Saskatchewan both past and present. Research to find out what commonly known foods have been acquired from First Nation and Métis peoples. (Visual Art) Pg. 14 •
<p>Military History</p> <ul style="list-style-type: none"> • The Korean War (Social) Pg. 8 • R.C.M.P. (Social) Pg. 7 	<p>Sports and Recreation</p> <ul style="list-style-type: none"> • National Parks (Social) Pg. 7 • Learn about the history of dance forms such as ballet. (Dance) Pg. 12 • Learn about the history of social dances such as square dancing. (Dance) Pg. 12 • Research the history of popular social dances including 1920s and 30s ragtime, jazz, and swing

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	<p>dances such as the Charleston, Lindy Hop, or Jitterbug. (Dance) Pg. 11</p> <ul style="list-style-type: none"> • Create a dance that draws on the history of dance for its inspiration. (Dance) Pg. 12 • Create a brass instrument listening centre, which includes listening selections from a variety of styles, musical scores, photographs, resource books, and information on brass instruments. (Music) Pg. 14 • Canadian folk dances (Arts) Pg. 11
<p>Commerce/Resources</p> <ul style="list-style-type: none"> • Cities that began as trading posts (Social) Pg. 6 • Products made in Canada (Social) Pg. 7 • Saskatchewan Industries (Social) Pg. 7 • Agricultural products and issues in Canada (Social) Pg. 8 	<p>Agriculture</p> <ul style="list-style-type: none"> • Prepare a spring calendar (Science) Pg. 15 • Seed types (Science) Pg. 15 • Grow beans and record (Science) Pg. 15 • Grow wheat and record (Science) Pg. 15 • Agricultural products and issues in Canada (Social) Pg. 8
<p>Explorers</p> <ul style="list-style-type: none"> • Trading posts (Social) Pg. 5 	<p>Weather and Climate</p> <ul style="list-style-type: none"> • Climate maps (Social) Pg. 4 • Weather tracking (Social) Pg. 4
<p>Symbols of Canada/Saskatchewan</p> <ul style="list-style-type: none"> • National, provincial and local symbols (Social) Pg. 4 • Design symbols (Social) Pg. 4 • R.C.M.P. (Social) Pg. 7 	<p>Heritage and Identity</p> <ul style="list-style-type: none"> • Role play the trading process (Social) Pg. 6 • Oral tradition of Indian peoples (Social) Pg. 5 • Study artifacts or ecofacts (Social) Pg. 5 • Historical lifestyles of Aboriginal peoples (Social) Pg. 5 • First groups of Indigenous peoples (Social) Pg. 5 • Treaties (Social) Pg. 6 • National Parks (Social) Pg. 7 • R.C.M.P. (Social) Pg. 7
<p>Saskatchewan</p> <ul style="list-style-type: none"> • Saskatchewan Industries (Social) Pg. 7 • Band Councils, the Métis Nation, FSIN (Social) Pg. 9 • Saskatchewan's natural resources (Science) Pg. 16 	

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Five

<p>Multiculturalism</p> <ul style="list-style-type: none">• Research dance groups in the community and find out how they contribute to the cultural environment of the province. (Dance) Pg. 11• Research one or more heritage dance forms and find out where they originated, why they were started, what they say about the culture, and what the costumes look like. (Dance) Pg. 11• Create a display of Canadian folk dances. (Dance) Pg. 11• Research music of various cultures. (Music) Pg. 13	<ul style="list-style-type: none">• Current issues (Social) Pg. 9• Research dance groups in the community and find out how they contribute to the cultural environment of the province. (Dance) Pg. 11• Research one or more heritage dance forms and find out where they originated, why they were started, what they say about the culture, and what the costumes look like. (Dance) Pg. 11• Create a display of Canadian folk dances. (Dance) Pg. 11
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Youth Historica 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