

# Saskatchewan Youth Heritage Fair Curriculum Correlations Document



## Grade Six

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

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rubrics are aids for successful learning experiences and assessments of students.

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.

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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	Location	Interaction		Identity	Interdependence	
Arts Education	Visual	Dance	Drama		Music	

**Suggested Presentation Formats**

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

### **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**

##### **Foundational Objectives**

- Better understand the interrelatedness of natural and human geography
- Be able to express different points of view
- Increase proficiency in the use of library and other resources, especially as it pertains to organizing information
- Develop understandings, values, skills and processes related to Social Studies as identified within the Common Essential Learnings
- Demonstrate behavior that exhibits and encourages respect for human dignity
- Participate in a wide variety of learning situations and sharing experiences.

#### **Unit One: Location**

##### **Foundational Objectives**

- Enable students to access information on globes and maps by developing their ability to understand spatial relationships and to interpret the various symbols used.
- Enable students to understand vocabulary and symbols needed to interpret information in a variety of resource material including globes and maps, and to use the vocabulary and symbols to communicate their ideas and learned information.
- Develop students' abilities to find and use information independently.

##### **Activities**

- Create a map of Saskatchewan. (*Saskatchewan*)

#### **Unit 2: Interaction**

##### **Foundational Objectives**

- Develop an understanding of how knowledge of historical experiences is created, and of how to evaluate these experiences, as recorded in historical documents and portrayed in artifacts, from different points of view.
- Strengthen students' understanding of numbers as they relate to time and historical events.
- Understand and model respect for other people by acknowledging the importance of their historical experiences and culture.
- Use the language and concepts of social studies to present ideas and information from various perspectives in public modes.

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- Form small working groups based on shared interests and determine the knowledge to be presented, format for presentation, and types of activities to conduct.
- Understand the reciprocal relationships between the natural and constructed worlds.

**Activities**

- Indigenous peoples of the Americas developed distinctive and diverse cultures.
  - Arctic - Inuit
  - Newfoundland - Beothuk
  - Northeastern region - Huron, Algonquian (Micmac, Shawnee), Iroquois (Mohawk Oneida, Cayuga)
- Choosing one of the regions listed, research the historical and pre-historical Indigenous lifestyles:
  - types of homes
  - foods, preserving methods
  - hunting, gathering, farming
  - weapons, tools
  - aesthetics
  - religion
  - spirituality
  - myths
  - transportation vehicles
  - family structure, roles
  - work, leisure activities
  - rules, rituals
  - leadership, order, government
  - trade (*First Nations and Métis*)
- Gather, organize and share information about an explorer in one of the following (or other) ways:
  - interview (video) of the explorer by a TV personality.
  - newspaper stories - news, human interest, editorials, maps, travel accounts.
  - chart with a map showing the routes taken and a letter from the explorer to a loved one.
  - diary of a stowaway.
  - Dramatization of explorer's adventures. (*Explorers*)
- Choose a story or some case studies relating the experiences of an immigrant family that has moved to an Atlantic region country.
  - Identify the push and pull factors involved.
  - Discuss changes demanded of the family.
  - Discuss changes within the receiving community.
  - Discuss what traditions, values, etc. the family would like to maintain. (*Immigration/Early Settlers*)
- Research the natural environment (geographic features, climate, vegetation, wildlife) and relate it to lifestyles of people. (*Environment*)

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**Unit Three: Identity**

**Foundational Objectives**

- Recognize that understanding the interrelationships among history, climate, resources and cultural patterns can lead to better understandings of different cultural groups.
- Promote the ability to analyze and understand a social problem, and to design and carry out a plan of action.
- Promote understanding that negative stereotyping leads to racism and sexism and promote a desire to make necessary changes.
- Participate in classroom decision-making processes.
- Develop a "strong sense" of critical and creative thinking, especially as it applies to the relationship between human rights and human needs.

**Activities**

- Research organizations that address minority group issues. For example:
  - Children
    - 4-H Clubs, Brownies, Native Friendship Centers, Save the Children, UNICEF, Foster Parents Plan
  - The aged
    - Churches, Senior Citizens Organizations, Health Organizations
  - People lacking basic necessities
    - Red Cross, Salvation Army, UNICEF, United Way, YW/MCA, Food Bank
  - People with disabilities
    - Health Organizations, Special Olympics, Abilities Council
  - Women
    - Saskatchewan Action Committee, Aboriginal Women's Council
  - Ethnic minorities
    - Churches, community organizations
  - Regional minorities
    - Governments, Assembly of First Nations, Amnesty International (*People*)
- Research how the identity of an organization may be defined by its purpose, membership, rules/laws, how it has changed, and how people participate. (*Social Structures*)
  - Purpose
    - What minority group is the organization associated with?
    - What are the needs it attempts to meet?
    - Whose needs does it attempt to meet (those of its members or the needs of others)?
    - How does it do it?
  - Membership
    - Who belongs to it?
    - How do people become members?
    - What do the people have in common?
    - How are the people of the minority group involved?

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- What are the members' rights and responsibilities?
- Rules/Laws (Traditions)
  - What are its rules?
  - What purposes do its rules serve?
  - How are the rules enforced?
  - Are there outside rules it has to adhere to?
- Change
  - Has it changed over time?
  - Is it organized differently in different places?
- Participation
  - How do people participate?
  - How do the participants benefit?
  - How do others benefit?
  - What can I do to make this a better organization?
- Identity: Students can do webbing or concept mapping activities involving questions such as:
  - "What is my national identity?"
  - "What are my minority/majority groups?"
  - "What social organizations am I a part of?"
  - "What rights/responsibilities do I have in the organizations?"
  - "What is my identity?" (*Heritage and Identity*)

### Unit Four: Interdependence

#### Foundational Objectives

- Enable students to think for themselves as they examine various sides of an issue by role-playing simulations.
- Explore social and economic inequities and their effects on peoples of the world.
- Construct clear, achievable goals and plan to meet them.
- Develop an understanding that technology both shapes and is shaped by society.

#### Activities

- Research natural resources found in Canada. Create concept maps or charts linking natural resources, the products and jobs they generate, and the resulting impact on the environment. (*Commerce/Resources*)

### English Language Arts

**Foundational Objective 1:** Students will extend abilities to listen, speak, read, write, view, and represent effectively in a variety of situations for a variety of purposes.

**Foundational Objective 2:** Students will extend abilities by practising the behaviours of effective, active listeners, speakers, readers, writers, viewers, and representers.

**Foundational Objective 3:** Students will extend abilities to assess strengths in listening, speaking, reading, writing, viewing, and representing and set goals for future growth.

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**Listening**

- Students will extend abilities to listen effectively in a variety of situations for a variety of purposes
- Students will extend abilities by practising the behaviours of effective, active listeners
- Students will extend abilities to assess strengths in listening and set goals for future growth

**Speaking**

- Students will extend abilities to speak fluently in a variety of situations for a variety of purposes and audiences
- Students will extend abilities to assess strengths in speaking and set goals for future growth

**Reading**

- Students will extend abilities to read effectively in a variety of situations for a variety of purposes
- Students will extend abilities by practising the behaviours of effective, active readers
- Students will extend abilities to assess strengths in reading and set goals for future growth

**Writing**

- Students will extend abilities to write fluently in a variety of situations for a variety of purposes and audiences
- Students will extend abilities by practising the behaviours of effective writers
- Students will extend abilities to assess strengths in writing and set goals for future growth

**Viewing**

- Students will extend abilities to view effectively in a variety of situations for a variety of purposes
- Students will extend abilities by practising the behaviours of effective, active viewers
- Students will extend abilities to assess strengths in viewing and set goals for future

**Representing**

- Students will extend abilities to represent fluently in a variety of situations for a variety of purposes and audiences
- Students will extend abilities by practising the behaviours of effective representers
- Students will extend abilities to assess strengths in representing and set goals for future growth

## Arts Education

### Dance

#### Foundational Objectives

- Examine sources of ideas for dance-making, make connections between ideas and dance expressions, and use dance for personal expression.
- Develop an understanding of the elements of dance and principles of composition and apply this understanding to all their dance experiences.
- Examine ways that dance mirrors and influences individuals, societies and cultures (past and present).
- Examine the work of various dance artists.
- Develop critical thought and learn to support interpretations and opinions when responding to dance presentations.

#### Activities

- Research various cultures and their dances. (*Heritage and Identity, First Nations and Métis, Celebrations*)
- Research the origins of the dances of the Métis. (*Heritage and Identity, First Nations and Métis*)
- Examine the role of dance in various Aboriginal cultures. Investigate the traditions that are transmitted through the dances. (*Heritage and Identity, First Nations and Métis, Celebrations*)
- Research a style of dance. Trace the roots of the dance style and investigate the society in which the style originated. (*Artists and Intellectuals*)
- Research a dance innovation (twist, fox trot, modern, fancy dance, jingle dress dance, etc.) or on an innovator in dance, such as Josephine Baker, Fred Astaire, Maggie White, Marie Taglioni, George Balanchine, Isadora Duncan, José Limon, Martha Graham, Merce Cunningham or Murray Louis. Look at the dance artist's work. (*Artists and Intellectuals*)
- Create a dance composition which has something about it that is new to them; for example, new movements or ideas. Select accompaniment for their dance compositions; for example, percussion instruments or music. (*Artists and Intellectuals*)
- Research dance in their daily lives; for example, dance in the mass media, dances they do as a social activity, etc. (*Artists and Intellectuals*)

### Drama

#### Foundational Objectives

- Demonstrate belief in the dramatic situation and in roles assumed within it.

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- Work co-operatively within dramatic situations and when shaping ideas toward collective creation.
- Develop an understanding of the processes and elements involved in creating works of dramatic art.
- Demonstrate the ability to reflect on the work of the group and on their individual contributions to it.
- Examine ways in which drama mirrors and influences individuals, societies and cultures, past and present.
- Develop critical thought and learn to support interpretations and opinions when responding to drama experienced as audience.

## Music

### Foundational Objectives

- Explore, recognize and discuss sounds of every kind.
- Develop an understanding of the elements of music and principles of composition and the ways that these can be manipulated.
- Express ideas, images and feelings using voices and instruments (including traditional, found and homemade instruments).
- Examine ways in which music mirrors and influences individuals, societies and cultures, past and present.
- Develop an understanding of the work of various musicians and composers.
- Develop critical thought and learn to support interpretations and opinions when responding to music.

### Activities

- Find songs that are written about a region or culture found in Canada. (*Heritage and Identity, First Nations and Métis, Celebrations*)
- Research Indian drum groups. Contact the local bands for the names of the singing groups on their reserve. Obtain catalogues from the Saskatchewan Indian Cultural Centre in Saskatoon. (*Heritage and Identity, First Nations and Métis*)

## Visual Art

### Foundational Objectives

- Examine sources of ideas for art making, make connections between ideas and visual art works, and generate ideas for personal expression.
- Develop an understanding of the elements of art and principles of design and learn to apply this understanding to their expressions and responses to works of art.
- Examine ways visual art mirrors and influences individuals, societies and cultures, past and present.
- Examine the works of various artists.
- Develop critical thought and learn to support their interpretations and opinions when responding to art.

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**Activities**

- Explore the changes that have occurred over the eras since the car was invented; for example, car design, service station design, billboard and poster design (simplified due to speed of passing), etc. (*Scientific Achievements*)
- Discuss city design. Compare a map of the city or town the students know to a map of another centre. Look at designs for Indian and Métis communities or encampments and discuss the differences between their design and a city design. (*Homes and Housing*)
- Research to learn the effects of garbage on our environment. Research waste management, recycling and other possible solutions. Investigate how some communities are dealing with their garbage more effectively than others. (*Environment*)
- Research what was happening in Canada or Saskatchewan during the 1920s. (*Saskatchewan*)

## Master Index of Activities

Possible topics for student research

<p><b>Artists and Intellectuals</b></p> <ul style="list-style-type: none"> <li>• Styles of Dance (Arts) Pg. 8</li> <li>• Dance Innovation (Arts) Pg. 8</li> <li>• Dance Composition (Arts) Pg. 8</li> <li>• Dance in daily life (Arts) Pg. 8</li> </ul>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>• Research various cultures and their dances (Arts) Pg. 4,8</li> <li>• Examine the role of dance in various Aboriginal cultures (Arts) Pg. 8</li> </ul>
<p><b>Immigration/Early Settlers</b></p> <ul style="list-style-type: none"> <li>• Experiences of an immigrant family (Social) Pg. 4</li> </ul>	<p><b>People</b></p> <ul style="list-style-type: none"> <li>• Historical and pre-historical Indigenous lifestyles (Social) Pg. 4</li> <li>• Experiences of an immigrant family (Social) Pg. 4</li> <li>• Minority group issues (Social) Pg. 5</li> </ul>
<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Effects of garbage (Arts) Pg. 10</li> <li>• Natural environment and lifestyles (Social) Pg. 4</li> </ul>	<p><b>Fads and Fashions</b></p> <ul style="list-style-type: none"> <li>• Saskatchewan during the 1920s (Arts) Pg. 10</li> </ul>
<p><b>Commerce/Resources</b></p> <ul style="list-style-type: none"> <li>• Natural resources (Social) Pg. 6</li> </ul>	<p><b>First Nations and Métis</b></p> <ul style="list-style-type: none"> <li>• Research various cultures and their dances (Arts) Pg. 4,8</li> <li>• Research the origins of the dances of the Métis (Arts) Pg. 8</li> <li>• Examine the role of dance in various Aboriginal cultures (Arts) Pg. 8</li> <li>• Historical and pre-historical Indigenous lifestyles (Social) Pg. 4</li> <li>• Indian drum groups (Music) Pg. 9</li> </ul>
<p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>• Explorers (Social) Pg. 4</li> </ul>	<p><b>Homes and Housing</b></p> <ul style="list-style-type: none"> <li>• City design (Arts) Pg. 10</li> </ul>
<p><b>Social Structures</b></p> <ul style="list-style-type: none"> <li>• Identity of an organization (Social) Pg. 5</li> </ul>	<p><b>Personal Memories</b></p> <ul style="list-style-type: none"> <li>• Saskatchewan during the 1920s (Arts) Pg. 10</li> <li>• Experiences of an immigrant family (Social) Pg. 4</li> </ul>
<p><b>Heritage and Identity</b></p> <ul style="list-style-type: none"> <li>• Research various cultures and their dances (Arts) Pg. 4,8</li> <li>• Research the origins of the</li> </ul>	<p><b>Multiculturalism</b></p> <ul style="list-style-type: none"> <li>• Research various cultures and their dances (Arts) Pg. 4,8</li> <li>• Research the origins of the</li> </ul>

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<p>dances of the Métis (Arts) Pg. 8</p> <ul style="list-style-type: none"> <li>• Examine the role of dance in various Aboriginal cultures (Arts) Pg. 8</li> <li>• Regional or cultural songs (Arts) Pg. 9</li> <li>• Indian drum groups (Arts) Pg. 9</li> <li>• Historical and pre-historical Indigenous lifestyles (Social) Pg. 4</li> <li>• Experiences of an immigrant family (Social) Pg. 4</li> <li>• Identity (Social) Pg. 5</li> </ul>	<p>dances of the Métis (Arts) Pg. 8</p> <ul style="list-style-type: none"> <li>• Examine the role of dance in various Aboriginal cultures (Arts) Pg. 8</li> <li>• Regional or cultural songs (Arts) Pg. 9</li> <li>• Indian drum groups (Arts) Pg. 9</li> <li>• Historical and pre-historical Indigenous lifestyles (Social) Pg. 4</li> <li>• Experiences of an immigrant family (Social) Pg. 4</li> <li>• Minority group issues (Social) Pg. 5</li> <li>• Identity (Social) Pg. 5</li> </ul>
<p><b>Scientific Achievements</b></p> <ul style="list-style-type: none"> <li>• Evolution of the car (Arts) Pg. 10</li> </ul>	<p><b>Saskatchewan</b></p> <ul style="list-style-type: none"> <li>• Saskatchewan during the 1920s (Arts) Pg. 10</li> <li>• Experiences of an immigrant family (Social) Pg. 4</li> <li>• Map of Saskatchewan (Social) Pg. 3</li> </ul>

## Youth Historica Heritage Fair Research Project Outline

Student Name: \_\_\_\_\_

Project Title: \_\_\_\_\_

Presentation format (Choose One):

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

Places To Find Information:

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