

Saskatchewan Youth Heritage Fair Curriculum Correlations Document



Grade Seven

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Seven

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.

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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		Resources	Power		Change
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

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 One: Location

Knowledge/Content

- Know that geography involves the study of human-environmental interactions and give examples of these interactions.
- Explain and give examples of the five elements of geography: location, place, region, human-environmental interaction, and movement and communication.

Skills/Processes

- Locate and interpret information from maps, charts and tables.
- Summarize information in a variety of formats: written, oral and graphic representations.
- Participate appropriately and effectively in groups.
- Read, view and listen effectively to gather ideas and information.

Values/Attitudes

- Value map interpretation skills as lifelong learning skills.
- Appreciate that changes in one aspect of the environment will result in changes in other aspects of the environment and will, ultimately, impact on human and animal life.
- Accept that people who have adapted to life in different locations may have different viewpoints and cultures.

Activities

- Use a variety of atlases and maps to label maps as follows:
 - Map #1—geographic regions, major bodies of inland and ocean water, major rivers and mountain ranges.
 - Map #2—climate regions, average precipitation-snow and rain, average temperatures in August and December and vegetation (e.g., tundra, forests, grasslands, deserts, prairies, icecap and highlands).
 - Map #3— political regions and boundaries (remind students to include Nunavut) and capital cities, population density (including the population of capital cities), major railroads and highways that connect Canadians from east to west and north to south, and major ports.
 - Map #4— resources (renewable and non-renewable), areas of major industry, mining, fishing, agriculture (e.g., grain, cattle, orchards), areas of greatest pollution (e.g., water, air), major hydroelectric power

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sources/dams, and major exports and imports. (*Geography, Saskatchewan*)

- Research and trace the history of political regions of Canada since Confederation. (*Government*)

Unit Two: Resources

Knowledge/Content

- Know that societies use resources, both renewable and non-renewable, to satisfy their needs and wants.
- Know that resources of the world are not distributed evenly.
- Know that population distribution is related to resource availability and technological development.

Skills/Processes

- Select resources in a variety of media (print and non-print) as sources of relevant information.
- Interpret what they read, view and listen to, and translate relevant information into their own words to demonstrate understanding of the material.
- Summarize information in a variety of formats: written, oral and graphic representations.
- Participate appropriately and effectively in groups.

Values/Attitudes

- Appreciate the vulnerability of the environment.
- Appreciate that individuals and societies have the responsibility to manage and conserve resources, both renewable and non-renewable.
- Appreciate that equality of opportunity depends upon an equitable distribution of and/or access to resources.

Activities

- Research the resources Canada imports? Exports? (*Commerce/Resources*)
- Research the major resources of Canada and label them on maps. (*Commerce/Resources*)
- Identify the main geographical features of Saskatchewan. (*Geography, Saskatchewan*)
- Research some of the problems that settlers may have faced in different geographical regions (e.g., shortage of building materials and heating fuels, fresh water, wind, drought, early harsh winters, crossing rivers, distances to travel for supplies). (*Immigration/Early Settlers, Saskatchewan*)

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- Imagine that it is 1910 and they are responsible for the advertising campaign to attract homesteaders to Saskatchewan. Design a series of posters/advertisements to promote the land as a resource and to promote life on the Canadian prairies. (*Immigration/Early Settlers, Saskatchewan*)
- Research how the social and economic well-being of their present-day community is linked to the land as a resource for agricultural purposes. Create a web that shows the linkages between agriculture and their community. (*Agriculture, Commerce/Resources*)
- Explore cooperatives in their community. How have the members cooperated to meet a need? (*Agriculture, Commerce/Resources, Your Community*)
- Research current agricultural issues facing Saskatchewan farmers. (e.g., what is happening to the way farmland is used today? Can the land support more or less farmers today than in the past? Why? Is the land as productive as it was in the past? Why? Is wheat still the resource it once was for farmers? Why?) (*Agriculture*)
- Research the Canadian Wheat Board. What grains are covered by the Board? What are the issues that the Board currently faces? (e.g., some countries believe that the Canadian Wheat Board gives Canadian farmers an unfair trading advantage on the world market. Explain.) (*Agriculture, Commerce/Resources*)
- Bring different products from home that contain wheat or wheat flour. Research the different varieties of wheat that are grown in Saskatchewan today. What are the uses of each variety? (*Agriculture, Commerce/Resources, Saskatchewan*)

Unit Three: Power

Knowledge/Content

- Know that power involves the ability to carry out decisions.
- Know that those who control resources have the power to influence others who are dependent upon those resources.
- Know that authority is expressed through formally installed agents and institutions.
- Know that systems of power exist within and between nations.

Skills/Processes

- Select resources in a variety of media (print and non-print) as sources of relevant information.
- Engage in the research process to locate, collect, organize and present relevant data.
- Summarize collected data in a variety of formats: written, oral and graphic representations.
- Read, review and listen effectively to gather information and ideas.

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Values/Attitudes

- Appreciate that the use of power must respect human dignity and the rights of individuals and societies to be treated fairly.
- Appreciate that decisions resulting from the use of power have consequences for others.
- Appreciate that authority must have limits on its power to ensure accountability and responsibility.

Activities

- Create a research project to explore collective action in the students' own community. Students can research an example of collective action in the community or school (e.g., local community group or association, student representative council, parent-teacher council, cooperative business, union, chamber of commerce). Students will need to learn why and how the group was formed, its purpose, how it is structured, success stories and current issues facing the organization. (*Your community*)

Unit Four: Change

Knowledge/Content

- Know that location, land and use of resources influence and can change the organization and interaction of society.
- Know that political, economic, technological and social change may influence interaction within and between nations.

Skills/Processes

- Engage in the research process to locate, collect, organize and present relevant data.
- Summarize collected data in a variety of formats: written, oral and graphic representations.
- Participate appropriately and effectively in groups.

Values/Attitudes

- Appreciate that changes in values and society are interconnected.
- Appreciate that values establish fundamental standards of human behaviour and provide guidelines for evaluating the results of decisions and changes.

Activities

- Create a presentation on the trends that have occurred in the lifetime of an Elder or senior. Explore changes in their town, city, reserve or rural community. (*People*)

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- Research the view of land ownership and use in the European cultures that arrived in Canada in the 1600s with Aboriginal peoples' traditional view of their relationship with the land. Examine the changes that occurred for Aboriginal peoples when they were forced to sign treaties, giving up their right to land use. What have the consequences of those changes in land ownership and use been for Aboriginal Peoples? (*First Nations and Métis, Immigration/Early Settlers*)
- Research the reasons for, and the planned construction of, the Canadian Pacific Railway (CPR), as well as Sir John A. Macdonald's decisions for a Canadian National Policy. Using the data compiled on the map and the handouts, have students consider the following questions:
 - Is your family's roots in any way part of the Macdonald decisions, plans and construction of the CPR? If so, in what way?
 - Has Macdonald's plan or vision of Canada occurred? Is this a result of his plan?
 - Do you see Saskatchewan's role within Canada changing much in the future? Why?
 - Discuss how Macdonald's decision affected the Aboriginal peoples of Canada. (*Canadian Pacific Railway*)
- Identify a change that students wish to see happen in their own lives or in their community. Instruct them to develop a plan for the change. They should identify the *where, who, when, why* and *how* of their plan. They will also need to identify:
 - the current state (where they are now)
 - the desired state (where they want to go)
 - how much of a change it will be
 - what kinds of resources will be needed to bring about the change
 - what things might get in the way of the change
 - what things might help the change take place. (*Your Community*)

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 behaviors 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

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 behaviors of effective, active listeners
- Students will extend abilities to assess strengths in listening and set goals for future growth

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Speaking

- Students will extend abilities to speak fluently in a variety of situations for a variety of purposes and audiences
- Students will extend abilities by practising the behaviors of effective speakers
- 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 behaviors of effective, active readers

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 behaviors 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 behaviors of effective, active viewers
- Students will extend abilities to assess strengths in viewing and set goals for future growth

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 behaviors of effective representers
- Students will extend abilities to assess strengths in representing and set goals for future growth

Arts Education

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.

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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

- Create narrative dance studies using examples of narrative dances, such as *The Nutcracker*, *Shadow on the Prairie*, *John Henry*, *Troy Game*, *Appalachian Spring*, *Night Journey*, *The Soccer Match*. The student's own narrative dance studies could be inspired by a legend or children's story. (*Multiculturalism*)
- Research various cultures and their dances. Research what might have influenced the dances. For example, how might the music, climate, terrain, traditional dress, traditions and beliefs have affected the cultures' dances? Read stories about the culture. Read legends from the culture. Learn one of the culture's dances. Research the purpose of the dance; for example, celebration. What other purposes does dance have in the culture? Compare the dances of the cultures. Look for similarities and differences. For example, how are the movements similar or different? How are the similarities and differences reflected in other aspects of the culture; for example, the music, traditional dress, climate, terrain, traditions, beliefs, etc.? (*Multiculturalism, Heritage and Identity*)
- Research how the dances of Aboriginal peoples have changed over time. Interview a person who has been a dancer for many years and a younger dancer to gather information, as there are very few print resources available on this topic. Investigate, for example, the effects of the federal government's policies that banned Indian ceremonial and social dancing in Canada up until 1951. Or investigate a particular dance, such as the Jingle Dress dance. (*First Nations and Métis, Heritage and Identity*)
- Investigate the origins of square dancing. Learn and present a square dance. Research the Quadrille, a Métis dance. Present the similarities and differences between the Quadrille and a square dance. (*Immigration/Early Settlers, First Nations and Métis, Celebrations, Heritage and Identity*)
- Research popular dances of a specific time period, such as the 1970s, 1980s, etc. Investigate how and why the dances changed from previous decades, factors that influenced the dances (such as current events), fashions and music of the time period, etc. (*Fads and Fashions, Heritage and Identity*)

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Drama

Foundational Objectives

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

Activities

- Research and present on the storytelling traditions of the Aboriginal peoples of Canada. The presentation should include the telling of a representative folktale, myth or legend of that particular culture. (*First Nations and Métis, Heritage and Identity*)
- Research a Saskatchewan or Canadian theatre company. Write to the company in order to obtain current information about their present season, artists now working with the company, and the effects of current economic realities on their funding and operation. (*Saskatchewan, Artists and Intellectuals*)

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

- Investigate the musical instruments of various cultures. Categorize the instruments into similar groups such as stringed, blown or struck. (*Multiculturalism, Heritage and Identity*)

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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 the 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 work of various artists.
- Develop critical thought and learn to support their interpretations and opinions when responding to art.

Master Index of Activities

Possible topics for student research

<p>Artists and Intellectuals</p> <ul style="list-style-type: none"> • Research a theatre company (Arts) Pg. 10 	<p>Celebrations</p> <ul style="list-style-type: none"> • Origins of square dancing (Arts) Pg. 9 • Musical instruments of various cultures (Arts) Pg. 10
<p>Canadian Pacific Railway</p> <ul style="list-style-type: none"> • Implications of the Canadian Pacific railway (Social) Pg. 7 	<p>People</p> <ul style="list-style-type: none"> • Lifetime trends (Social) Pg. 6
<p>Immigration/Early Settlers</p> <ul style="list-style-type: none"> • Origins of square dancing (Arts) Pg. 9 • Promoting life on the Canadian prairies (Social) Pg. 5 • Land ownership and use (Social) Pg. 7 • Issues for settlers (Social) Pg. 4 	<p>Fads and Fashions</p> <ul style="list-style-type: none"> • Dances of a specific time period (Arts) Pg. 9
	<p>Government</p> <ul style="list-style-type: none"> • Research and trace the history of political regions of Canada since Confederation. (Social) Pg. 4
<p>Sports and Recreation</p> <ul style="list-style-type: none"> • Origins of square dancing (Arts) Pg. 9 • Dances of a specific time period (Arts) Pg. 9 • Cultures and their dances (Arts) Pg. 9 • Musical instruments of various cultures (Arts) Pg. 10 	<p>First Nations and Métis</p> <ul style="list-style-type: none"> • Changes in Aboriginal dances (Arts) Pg. 9 • Storytelling traditions of the Aboriginal people (Arts) Pg. 10 • Musical instruments of various cultures (Arts) Pg. 10 • Land ownership and use (Social) Pg. 7 • Origins of square dancing (Arts) Pg. 9
<p>Commerce/Resources</p> <ul style="list-style-type: none"> • Geographic, climatic, political and resource regions (Social) Pg. 3 • Resource imports and exports (Social) Pg. 4 • Major resources of Canada (Social) Pg. 4 • Cooperatives in the community (Social) Pg. 5 • Land as a resource for agriculture (Social) Pg. 5 	<p>Agriculture</p> <ul style="list-style-type: none"> • Resource imports and exports (Social) Pg. 4 • Promoting life on the Canadian prairies (Social) Pg. 5 • Land as a resource for agriculture (Social) Pg. 5 • Cooperatives in the community (Social) Pg. 5 • Current agricultural issues (Social) Pg. 5

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<ul style="list-style-type: none"> • Canadian Wheat Board (Social) Pg. 5 • Land ownership and use (Social) Pg. 7 • Research the different varieties of wheat that are grown in Saskatchewan today. (Social) Pg. 5 	<ul style="list-style-type: none"> • Canadian Wheat Board (Social) Pg. 5 • Land ownership and use (Social) Pg. 7 • Research the different varieties of wheat that are grown in Saskatchewan today. (Social) Pg. 5
<p>Geography</p> <ul style="list-style-type: none"> • Use a variety of atlases and maps to label maps (Social) Pg. 3 • Identify the main geographical features of Saskatchewan. (Social) Pg. 4 	
<p>Environment</p> <ul style="list-style-type: none"> • Geographic, climatic, political and resource regions (Social) Pg. 3 	<p>Social Structures</p> <ul style="list-style-type: none"> • Cooperatives in the community (Social) Pg. 5
<p>Your Community</p> <ul style="list-style-type: none"> • Local collective action (Social) Pg. 6 • A plan for change (Social) Pg. 7 • Cooperatives in the community (Social) Pg. 5 	<p>Multiculturalism</p> <ul style="list-style-type: none"> • Narrative dance studies (Arts) Pg. 9 • Cultures and their dances (Arts) Pg. 9 • Changes in Aboriginal dances (Arts) Pg. 9 • Origins of square dancing (Arts) Pg. 9 • Dances of a specific time period (Arts) Pg. 9 • Storytelling traditions of the Aboriginal people (Arts) Pg. 10 • Musical instruments of various cultures (Arts) Pg. 10
<p>Weather and Climate</p> <ul style="list-style-type: none"> • Geographic, climatic, political and resource regions (Social) Pg. 3 • Geographical features of Saskatchewan (Social) Pg. 4 	
<p>Heritage and Identity</p> <ul style="list-style-type: none"> • Changes in Aboriginal dances (Arts) Pg. 9 • Origins of square dancing (Arts) Pg. 9 • Dances of a specific time period (Arts) Pg. 9 • Storytelling traditions of the Aboriginal people (Arts) Pg. 10 • Musical instruments of various cultures (Arts) Pg. 10 • Promoting life on the Canadian prairies (Social) Pg. 5 	<p>Saskatchewan</p> <ul style="list-style-type: none"> • Geographic, climatic, political and resource regions (Social) Pg. 3 • Resource imports and exports (Social) Pg. 4 • Promoting life on the Canadian prairies (Social) Pg. 5 • Cooperatives in the community (Social) Pg. 5 • Current agricultural issues (Social) Pg. 5 • Research a theatre company (Arts) Pg. 10

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<ul style="list-style-type: none">• Cooperatives in the community (Social) Pg. 5• Land ownership and use (Social) Pg. 7• Issues for settlers (Social) Pg. 4	<ul style="list-style-type: none">• Identify the main geographical features of Saskatchewan. (Social) Pg. 4• Research the different varieties of wheat that are grown in Saskatchewan today. (Social) Pg. 5
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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