

Saskatchewan Youth Heritage Fair Curriculum Correlations Document



Grade Eight

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

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.

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

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.

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

Subject Areas - Major Strands and Core Units

Subject Areas	Major Strands and Core Units					
E.L.A.	Listening	Speaking	Writing	Reading	Representing	Viewing
Social Studies	Culture		Citizenship	Identity		Interdependence
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 1: Culture

Learning Objectives

Knowledge/Content

- Know that culture is learned and is ever changing.
- Explain and give examples of the seven patterns of culture: economic, political, kinship, artistic, religious, educational and recreational.
- Identify relationships among the patterns of culture.

Skills/Processes

- Classify pertinent information and ideas.
- Compare and contrast information and ideas in a variety of formats: written, oral and graphic representations.
- Engage in the research process to locate, collect, organize and present relevant data.

Values/Attitudes

- Demonstrate sensitivity toward, and appreciation for, all cultural groups.
- Appreciate the need for accuracy in the portrayal of peoples of every culture.
- Appreciate the contributions of each cultural group and the resulting multicultural nature of Canadian society.

Activities

- Research one of Canada's cultures. Aspects of the culture to be presented may include:
 - *Economic*
 - *Political*
 - *Kinship*
 - *Artistic*
 - *Religious*
 - *Educational*
 - *Recreation and Play (Multiculturalism)*

Unit 2: Citizenship

Learning Objectives

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

Knowledge/Content

- Know the nature of citizenship in democratic societies, especially Canada.
- Know the process by which people become Canadian citizens.
- Know the role citizens serve in Canadian democracy.

Skills/Processes

- Classify and present pertinent information and ideas in logical order.
- Compare and contrast information and ideas 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

- Appreciate the rights and exhibit the responsibilities of Canadian citizenship.
- Appreciate the process by which people become Canadian citizens.
- Appreciate and respect the positive contributions of all citizens toward a healthy Canadian society.

Activities

- Research the symbols of Canada, the provinces and territories. (*Symbols of Canada/Saskatchewan*)
- Research the history of Canadian citizenship. (*Government, Heritage and Identity*)
- Research the Canadian Citizenship Act. (*Government, Heritage and Identity*)
- Research the Federal government. (*Government*)
- Research the provincial government. (*Government, Saskatchewan*)
- Research the Charter of Rights and Freedoms (1982). (*Government, Heritage and Identity, People*)
- Research the development of the Canadian government, including the following events:
 - Royal Proclamation, 1763
 - Quebec Act, 1774
 - Constitutional Act, 1791
 - Act of Union, 1841
 - Charlottetown Conference, 1864
 - Quebec Conference, 1864
 - British North America Act, 1867
 - Statute of Westminster, 1931
 - Canada Act and the Constitution Act, 1982

Saskatchewan Youth Heritage Fair/Saskatchewan Learning Grade Eight

- The Meech Lake Accord, 1987
- The Charlottetown Accord, 1992 (*Government, Heritage and Identity*)
- Research contemporary issues in Canada. Suggestions may include:
 - What are some reasons that Aboriginal Peoples believe that they have a right to land and self-government? To hunting and fishing rights?
 - What would make Quebec believe that it should have special status in Canada?
 - Why would Quebec consider separating from Canada? (*Government, Heritage and Identity First Nations and Métis*)
- Research contemporary issues in Saskatchewan. Suggestions may include:
 - What are some reasons that Aboriginal Peoples believe that they have a right to land and self-government? To hunting and fishing rights?
 - Should Saskatchewan build a nuclear reactor? (*Saskatchewan*)
- Create a presentation of someone who has made a difference in their community, country or world. Students should give specific examples of things this person has done that show he or she was informed and active. The profile may include:
 - a biography of the person
 - examples of what the person has done to demonstrate that he or she is an active, informed citizen
 - visuals such as pictures and photographs
 - newspaper articles. (*People, Your community*)
- Research a citizen action campaign that is currently taking place in the community, or an environmental campaign on a national level. Students can gather information about the campaign from television and radio reports, newspapers and magazines, as well as interviews with leaders or others involved. (*Your community*)
- Simulate a citizenship ceremony for immigrants becoming Canadian citizens. (*Government, Heritage and Identity*)

Unit 3: Identity

Learning Objectives

Knowledge/Content

- Know that the many roles an individual plays in society influences his/her identity as a person, as a member of his/her culture and as a citizen.
- Know ways in which an individual's cultural heritage contributes to his/her identity.
- Know that immigration to and within Canada, past and present, has resulted in a multicultural nation.

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

Skills/Processes

- Compare and contrast information and ideas 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

- Appreciate that values and beliefs guide and determine individual actions and behaviours.
- Appreciate that an individual's roles changes over time.
- Appreciate the cultural richness available to them because of the multicultural nature of Canadian society.

Activities

- Research the topic of Canada as a nation of many cultures. Students may focus on:
 - Cross-cultural interaction
 - Canada as a nation of immigrants
 - Canada's multicultural policy
 - Concepts of assimilation and acculturation
 - Appreciating and accepting all cultures. (*Multiculturalism*)
- Issues for immigrants: Students can locate current news articles about recent immigrants to Canada. What are the central issues of the articles? Are there differences in the ways various immigrant groups or individuals are treated? Some questions to guide their exploration include:
 - Who are the people?
 - How long have they lived in Canada?
 - When did they arrive in Canada and under what circumstances, or for what reasons?
 - What contributions did they make to our blended Canadian culture?
 - Has the group retained its own distinct culture? If so, in what ways? Has it been a struggle for them to do so? Explain the struggle.
(*Immigration/Early Settlers*)
- Research contemporary Canadian culture. (*Multiculturalism, Social Structures*)
- Research the contributions of the Aboriginal peoples on contemporary Canadian culture. (*First Nations and Métis, Multiculturalism*)
- Research the contributions of the French Canadians, the British or other immigrants of the past and present on contemporary Canadian culture. (*Multiculturalism, Heritage and Identity, Immigration/First Settlers*)

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

Unit 4: Interdependence

Learning Objectives

Knowledge/Content

- Know and explain ways in which all citizens and cultural groups are interdependent.
- Know and give examples of how technological change affects interdependence of individuals and nations.

Skills/Processes

- Classify and present information and ideas in logical formats.
- Compare and contrast information and ideas in a variety of formats: written, oral and graphic representations.
- Participate appropriately and effectively in groups.

Values/Attitudes

- Appreciate that, because all aspects of society are interconnected and interdependent, there cannot be change without consequences.
- Appreciate that change in values and society may result in further change.
- Appreciate the relationship between identity and the current technology.

Activities

- Have students plan the operation of a new business that is designed to build birdhouses or garden planters, or a single item of their own choice. (*Commerce/Resources*)
- Compare farming practices, issues and technology between the 1920s and today. (*Agriculture*)
- Research farming in the pre-1920s in Saskatchewan. (*Agriculture*)
- Research farming today in Saskatchewan. Interview local farmers, elevator agents, seed suppliers, machinery manufacturers, dealers and mechanics, fuel suppliers and people in fertilizer, insecticide and herbicide business production and sales. (*Agriculture, Saskatchewan*)
- Explore land use in various regions of Saskatchewan. Encourage them to use different kinds of maps (e.g., resource maps, topographic maps, road maps, agricultural and forest area maps, tourist maps). Research such issues as:
 - urban sprawl (e.g., the cities are moving outward and putting pavement, houses and malls on what once was fertile farm land)
 - how farm practice is changing in terms of cultivation, crop rotation, type of crop, irrigation, chemical use, diversification
 - ways that we use land differently today from in the past

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

- the effects of consumerism and world markets on land use
 - the ways that values of conservation and of production may conflict (e.g., researchers' plans to preserve the prairie regions in the northeast corner of Saskatoon are in conflict with the city's plan to grow in that direction)
 - the nature of the interdependence related to such issues. (*Agriculture, Saskatchewan*)
-
- Research technological changes that have occurred over the past 100 years (e.g., the change from candle and gas lights to electric lights, introduction of television and radio, change from foot and horse transportation to automobile and air transportation, the development of computers—hardware and software, party lines to cell phones, one furrow plows to large cultivators, records to CDs, chamber pots and outhouses to flush toilets, flat irons to electric irons, fountain pens to ball point pens, word processing programs). (*Scientific Achievements*)

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.

Grade 8 Objectives for Language Strands

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

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

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 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 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

- Have students do a research project on the roles of people involved in the creation of a dance performance; for example, the choreographer, the dancers, the designers (costume, set, lighting), and the composer. Interview resource people such as lighting or costume designers, seamstresses, etc. about their work. (*Artists and Intellectuals*)

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

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.

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

- Have the students research their favorite artist or group. Ask students to find the following information about the musicians they select:
 - why they became musicians
 - what their musical background is
 - who their influences are
 - who they've recorded
 - what they've recorded. (*Artists and Intellectuals*)

Visual Arts

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.

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

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

Activities

- Look at celebrations which are practiced by various cultures. Students could study, for example, an Aboriginal Powwow, Chinese New Year, Hanukkah, Christmas, etc. (*Multiculturalism, Celebrations*)
- Examine greeting cards, both old and contemporary, and compare how the images have changed over time and how they change according to the audience to whom the card will be given. (*Celebrations*)

Master Index of Activities

Possible topics for student research

<p>Artists and Intellectuals</p> <ul style="list-style-type: none"> • Roles of people in creating dance (Arts) Pg. 9 • Favorite artist or group (arts) Pg. 10 	<p>Celebrations</p> <ul style="list-style-type: none"> • Cultural celebrations (Arts) Pg. 11 • Old and contemporary greeting cards (Arts) Pg. 11 • Citizenship ceremony simulation. (Social) Pg. 5
<p>Canada and the World</p> <ul style="list-style-type: none"> • Contemporary issues in Canada. (Social) Pg. 5 • Canada's cultures. (Social) Pg. 3 	<p>People</p> <ul style="list-style-type: none"> • Someone who has made a difference. (Social) Pg. 5 • Charter of Rights and Freedoms. (Social) Pg. 4 • Canadian Citizenship Act (Social) Pg. 4 • Canada's cultures. (Social) Pg. 3
<p>Immigration/Early Settlers</p> <ul style="list-style-type: none"> • Issues for immigrants. (Social) Pg. 6 • Research the contributions of the French Canadians, the British or other immigrants of the past and present on contemporary Canadian culture. (Social) Pg. 6 	<p>First Nations and Métis</p> <ul style="list-style-type: none"> • Contributions of Aboriginal peoples to Canadian culture. (Social) Pg. 6 • Contemporary issues in Canada. (Social) Pg. 5
<p>Commerce/Resources</p> <ul style="list-style-type: none"> • Plan the operation of a new business (Social) Pg. 7 	<p>Agriculture</p> <ul style="list-style-type: none"> • Land use in various regions in Saskatchewan (Social) Pg. 7 • Compare farming practices, issues and technology between the 1920s and today. (Social) Pg. 7 • Research farming in the pre-1920s in Saskatchewan. (Social) Pg. 7 • Research farming today in Saskatchewan. (Social) Pg. 7

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Eight

<p>Symbols of Canada/Saskatchewan</p> <ul style="list-style-type: none"> • Canadian, provincial and territorial symbols (Social) Pg. 4 	<p>Social Structures</p> <ul style="list-style-type: none"> • Contemporary Canadian culture. (Social) Pg. 6
<p>Scientific Achievements</p> <ul style="list-style-type: none"> • Technological changes over the past century. (Social) Pg. 8 	<p>Government</p> <ul style="list-style-type: none"> • Citizenship ceremony simulation. (Social) Pg. 5 • Development of the Canadian governmental system. (Social) Pg. 4 • Charter of Rights and Freedoms. (Social) Pg. 4 • Federal government (Social) Pg. 4 • Canadian Citizenship Act (Social) Pg. 4 • History of Canadian citizenship (Social) Pg. 4 • Provincial government (Social) Pg. 4
<p>Multiculturalism</p> <ul style="list-style-type: none"> • Contributions of Aboriginal peoples to Canadian culture. (Social) Pg. 6 • Contemporary Canadian culture. (Social) Pg. 6 • Canadian multiculturalism. (Social) Pg. 6 • Canada's cultures. (Social) Pg. 6 • Research the contributions of the French Canadians, the British or other immigrants of the past and present on contemporary Canadian culture. (Social) Pg. 6 	
<p>Heritage and Identity</p> <ul style="list-style-type: none"> • Old and contemporary greeting cards (Arts) Pg. 11 • Contributions of Aboriginal peoples to Canadian culture. (Social) Pg. 6 • Contemporary Canadian culture. (Social) Pg. 6 • Canadian multiculturalism. (Social) Pg. 6 • Citizenship ceremony simulation. (Social) Pg. 5 • Charter of Rights and Freedoms. (Social) Pg. 4 • History of Canadian citizenship (Social) Pg. 4 • Research the contributions of the French Canadians, the British or other immigrants of the past and present on contemporary Canadian culture. (Social) Pg. 6 	<p>Saskatchewan</p> <ul style="list-style-type: none"> • Contemporary issues in Saskatchewan. (Social) Pg. 5 • Provincial government (Social) Pg. 7 • Research farming today in Saskatchewan. (Social) Pg. 7 • Land use in various regions in Saskatchewan (Social) Pg. 7 • Research farming in the pre-1920s in Saskatchewan. (Social) Pg. 7
	<p>Your Community</p> <ul style="list-style-type: none"> • Someone who has made a difference. (Social) Pg. 5 • Research a citizen action campaign that is currently taking place in the community. (Social) Pg. 5

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