

Saskatchewan Youth Heritage Fair Curriculum Correlations Document



Grade Nine

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 Historical Heritage Fairs offer students the opportunity to explore their stories through a curriculum-centered process. Historical 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.

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 aHistorica 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	Writing	Reading	Representing	Viewing		
Social Studies	Time		Change		Causality		Culture	
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: Time

Knowledge/Content

- Know that systems of time have been developed as the means of classifying events according to when they occur in relation to other events.
- Explain the concept of time as it is used in historical and cultural contexts.
- Know the reasons why time can be explained as a linear or a cyclical phenomenon, and give examples of each.

Skills/Processes

- Categorize information into a chronology using a timeline.
- Draw inferences about the past through interpretation of artifacts and documents.
- Make valid generalizations by identifying key ideas and supporting evidence in collected data.

Values/Attitudes

- Appreciate cultural development as a process that occurs over time.
- Appreciate that systems and categories of time assist understanding about how events of the past affect and contribute to situations of the present and future.

Activities

- Students can trace his/her family history to grandparents or even to great grandparents. Have them construct a timeline on which they mark significant events of the lives of their parents and grandparents (e.g., when and where were they born, where and when they met, children born, moves they made, school/college attended, job changes, etc.)
 - Have students consider questions such as: Why and how did their parents meet? Did they live in the same town? If so, what brought them to that town? Do they know the circumstances that brought their grandparents together? If they are not Aboriginal people, do they know when and why their ancestors immigrated to the new world? (*People, Heritage and Identity, Social Structures*)
- Research time-keeping over the centuries. (*Scientific Achievements*)
- Research Canada's links to Ancient World cultures.
 - Give students a list of the following categories: language, religion, art, architecture, medicine, politics/government, athletics, ideas, values,

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inventions, agricultural products, foods, tools, weapons and technology.
(*Canada and the World, Multiculturalism, Heritage and Identity*)

Unit 2: Change

Knowledge/Content

- Know that change is a continuous process that occurs over time, and that it can be rapid or gradual.
- Know that cultural changes have numerous causes and effects.
- Know that technological change is part of the evolution of society and that its pace accelerates as knowledge increases.

Skills/Processes

- Draw inferences based upon interpretation of data.
- Make valid generalizations based upon consideration of a number of specific instances.
- Engage in the inquiry and problem solving processes, independently and in groups.

Values/Attitudes

- Appreciate that individuals and cultures resist change.
- Accept and respect others' perspectives and viewpoints.
- Appreciate that all changes have causes and effects.

Activities

- Research large scale migrations of people to Saskatchewan (e.g. Ukrainians, Doukhobors, Mennonites, Hutterites) (*Immigration/Early Settlers, Heritage and Identity, Multiculturalism, Saskatchewan*)

Unit 3: Causality

Knowledge/Content

- Know the basic principle that nothing happens or exists without a cause.
- Know that different cultures have different worldviews regarding the causes of various events and phenomena.

Skills/Processes

- Draw inferences from reliable data.
- Share and provide justification for personal opinions and viewpoints.
- Discuss and debate various viewpoints and interpretations.

Values/Attitudes

- Appreciate that change may be the cause of complex problems.

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- Recognize the positive and negative effects of technology on individuals and society.

Activities

- Research one of the types of organizations in our society (e.g., banks, churches, universities, government, media, police, military, schools, legal system). (*Social Structures*)
- Research the worldview of Canadian or Saskatchewan society and how it is reflected through its art. (*Multiculturalism, Artists and Intellectuals, First Nations and Métis*)
- Research one of the Aboriginal people's worldview. (*First Nations and Métis*)
- Research change from the period of the 1960s to the 1990s and discuss the effects of each change. Some things for students to think about:
 - the hippy movement
 - the civil rights movement
 - the women's movement
 - computerization
 - space age
 - information explosion
 - environmentalism. (*Fads and Fashions, Heritage and Identity*)
- Research The United Empire Loyalists. (*Canada and the World, Heritage and Identity*)

Unit 4: Culture

Knowledge/Content

- Know that Canadian Aboriginal cultures have a particular worldview and explain the roots of that view.
- Know some contributions of Aboriginal cultures to Canadian contemporary society.
- Explain contemporary concerns and issues of Aboriginal Peoples of Canada, and understand how these are rooted in the events of the past.

Skills/Processes

- Draw inferences from reliable data.
- Share personal opinions and viewpoints, and provide justification for them.
- Make valid generalizations based upon consideration of specific events and information.

Values/Attitudes

- Respect Aboriginal cultures and appreciate their contributions to Canadian society.

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- Appreciate that the Aboriginal concerns and issues facing Canadian society today are rooted in the history of Canada, and are the result of decisions made at the point of European-Aboriginal contact.
- Respect the needs and concerns of Canada's Aboriginal Peoples.

Activities

- Research issues, past and present, faced by Aboriginal peoples (Indian, Métis and Inuit) of Canada. (*First Nations and Métis*)
- Research one of the Aboriginal cultural groups that traditionally resided in Canada and on the prairies. (*First Nations and Métis*)
- Research the traditional Aboriginal worldview concerning the origin of Aboriginal peoples in the Americas. (*First Nations and Métis*)
- Research the theories proposed by scientists and historians about the origin of Aboriginal peoples in the Americas. (*First Nations and Métis*)
- Research the ceremonies and activities of traditional plains Aboriginal cultures. (*First Nations and Métis, Celebrations*)
- Research various aspects of Aboriginal spirituality. Some areas of inquiry include: Sweetgrass Ceremony, Potlatch, Medicine Wheels, Sacred Tree, relationship to nature (Mother Earth), Sun Dance and other special dances and music (drumming, singing). The research should describe the spiritual activity or belief and explain its significance to traditional and contemporary Aboriginal culture. Students might also explain any personal significance of what they have learned, or how their research has affected their understanding of Aboriginal cultures. (*First Nations and Métis*)
- Investigate the Aboriginal belief that our treatment of Mother Earth affects all of nature, including the lives of humans. Explore what this means today, for Aboriginal peoples, for other people and for themselves. (*First Nations and Métis*)
- Compare Aboriginal peoples' traditional views toward the environment with current attitudes on local or global environmental issues. (*First Nations and Métis*)
- Research one of the treaties involving a First Nation people of Saskatchewan. (*First Nations and Métis, Saskatchewan*)
- Research *The Indian Act* (1876). Research the impact of this act on the Aboriginal people's way of life from 1870s to the present. (*First Nations and Métis*)
- Research the issues in contemporary Aboriginal land claims. (*First Nations and Métis*)

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- Research the diverse social structures of pre-contact Aboriginal cultures. (*First Nations and Métis, Social Structures*)
- Research Inuit artwork. Learn the story or legend that is being depicted by the sculpture or painting. Is the art work authentic? Try to learn as much about the piece as possible: the name of the artist, where he/she lives, etc. (Students may wish to contact the artist.) (*First Nations and Métis, Artists and Intellectuals*)
- Research the roles and responsibilities of Aboriginal Elders. (*First Nations and Métis*)

English Language Arts

Foundation 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 9 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

Writing

- Students will extend abilities to write fluently in a variety of situations for a variety of purposes and audiences

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- 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

- Convey their ideas through their dance compositions.
- Explore connections between ideas and the elements of dance and principles of composition.
- Understand ways in which dance mirrors and influences individuals, societies and cultures (past and present).
- Develop an understanding of the work of various dance artists and dance companies, considering the context in which the work was created.
- Demonstrate critical thought and learn to support interpretations and opinions when responding to dance presentations.

Activities

- Examine the relationship between the dances of the Aboriginal peoples of Canada and the environment. Research traditional ways of life and the inter-relatedness of the arts and the environment. Investigate what factors might have influenced the dances. For example, how might the music, climate, terrain, traditional dress, traditions and beliefs have affected the culture's dances? (*First Nations and Métis*)
- Explore relationships between cultures and their traditional dances. Students can research, view and present the traditional dances of several cultures. Examine similarities and differences in the use of the elements of dance and principles of composition. (*First Nations and Métis, Multiculturalism*)

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- Investigate the origins of the dances of the Métis people. Students can learn and present a Métis dance such as the Quadrille. Students can analyze how the Scottish, Irish, French and Aboriginal cultures influenced the Métis dances. (*First Nations and Métis, Multiculturalism, Immigration/First Settlers, Heritage and Identity*)
- Have the students examine and research the social dances of a specific era such as the 1920s, 1960s, etc. Ask students to determine how and why social dances change periodically. Examine factors from different time periods that influenced the popular dances such as historical events, fashion trends, popular music of the time, social changes, arts trends, etc. (*Fads and Fashions, Heritage and Identity*)
- Ask students to interview older people about the popular dances of their teenage years. Select people in their 20s, 40s, 80s, etc. (*Fads and Fashions, Celebrations*)
- Examine the role of the powwow and its significance in the changing lives of the Aboriginal peoples of Canada. Explore the role of dance in maintaining cultural identity. Observe and discuss the importance of the powwow in the rejuvenation of Aboriginal culture, identity and pride. (*First Nations and Métis, Multiculturalism, Heritage and Identity*)
- Research the development of a particular style of dance and present a report. The following are examples:
 - Trace African American dance from dance on slaving ships to modern breakdancing.
 - Trace the development of ballet or modern dance and some dance artists involved.
 - Trace the development of dance in Canada, including the growth of ballet and modern dance. (*Celebrations, Multiculturalism*)
- Research Saskatchewan dancers and dance companies and present a report on some of their accomplishments and their work. (*Artists and Intellectuals, Saskatchewan*)

Drama

Foundational Objectives

- Demonstrate commitment to the dramatic situation and to 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.

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- Exercise critical thought and support interpretations and opinions when responding to drama experienced as audience.

Activities

- Research Saskatchewan and Canadian professional and amateur theatre companies and groups, and the dramatic artists associated with them. Dramatic artists may include:
 - stage actors
 - puppeteers
 - technicians
 - directors
 - television performers
 - designers
 - playwrights (*Saskatchewan, Artists and Intellectuals*)
- Use a Saskatchewan play, or excerpt from the play, as inspiration for a contextual drama. (*Saskatchewan, Artists and Intellectuals*)
- Research a Saskatchewan or Canadian dramatic artist and his or her work. Write to him or her if possible. Have the students ask in their letters how the artist's work has changed over the years. (*Saskatchewan, Artists and Intellectuals*)
- Research the traditional theatre of various cultures and create a display or report. (*Multiculturalism, Heritage and Identity*)

Music

Foundational Objectives

- Discover, explore and discuss variations and subtleties in characteristics and qualities of sound.
- Explore connections between musical ideas and the elements of music and principles of composition.
- Develop the ability to use voices and traditional, found or homemade instruments and other sounds as a medium of expression and communication.
- Understand ways in which music mirrors and influences individuals, societies and cultures.
- Develop an understanding of the work of various musicians and composers, considering the context in which the work was created.
- Demonstrate critical thought and support interpretations and opinions when responding to music.

Activities

- As a research project, have students explore sound pollution. Include questions such as the following: How is our soundscape being influenced by technology? What are the positive and negative factors surrounding pollution? What are the different concerns of rural and urban environments? What's in store for the future

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in terms of our sound or acoustic environment? (*Communication, Environment*)

- Research the physical and psychological effects of sound and music. Students could investigate questions such as the following: What are some of the scientifically proven effects of sound and music on humans, plants or animals? For example, how does the introduction of music to a particular environment affect plant growth or milk production? What are some recent theories? How do newborn babies react to sounds and music? What are some long term effects of loud music on rock musicians or audiences? (*Communication, Environment*)
- Research Saskatchewan composers and musicians, such as Brenda Baker, The Northern Pikes, Colin James, The Blazers, Red Hot Burritos, Hart Rouge, Lowland Chronicles, John Ballantyne, Paddy Tutty, etc., including recent recording artists. (*Saskatchewan, Artists and Intellectuals, Communication*)
- Research and present using the topic of lyrics by Saskatchewan musicians and composers; for example, Joni Mitchell, Brenda Baker, Paddy Tutty, Buffy Ste. Marie, Colin James, Hart Rouge, Red Hot Burritos, The Blazers or Lowland Chronicles. Include other artists recording today. (*Saskatchewan, Artists and Intellectuals, Communication*)
- Research Canadian music that was written with a certain function in mind. Research and discuss how each selection might be used for a specific purpose. (For example, David Foster's theme for the Olympics to create enthusiasm and identity for the Olympics, or "Tears Are Not Enough", which raised money for African relief.) (*Artists and Intellectuals, Communication*)
- Research the background, philosophy and characteristics of some traditional music of Saskatchewan's Aboriginal peoples. Research how music has been incorporated into traditional ceremonies and social occasions in various cultures. Include information on the use and importance of traditional music at contemporary events such as weddings, Olympic ceremonies, powwows, church gatherings, holidays, festivals and other celebrations. (*First Nations and Métis, Celebrations, Heritage and Identity, Multiculturalism, Saskatchewan*)
- Listen to selections of Métis music. Research the European and Indian influences. (*First Nations and Métis, Celebrations, Heritage and Identity, Multiculturalism, Saskatchewan*)
- Folk songs are one traditional way of reflecting human experience. Research and present various traditional songs. (*First Nations and Métis, Celebrations, Heritage and Identity, Multiculturalism, Saskatchewan*)
- Research Saskatchewan and Canadian folksingers and present their work. Some examples are Rita MacNeil, Gordon Lightfoot, Sylvia Tyson, etc. (*Saskatchewan, Artists and Intellectuals, Communication*)
- Research the work of Canadian composers and analyze their work as a reflection of Canadian culture. (*Artists and Intellectuals, Communication, Multiculturalism*)

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- Research groups and individual artists and present on the Canadian and Saskatchewan recording industries. (*Artists and Intellectuals, Saskatchewan, Communication, Multiculturalism*)
- Research one form of music and the Saskatchewan and Canadian artists who perform it:
 - Blues
 - Jazz
 - Rock
 - Hip Hop (*Artists and Intellectuals, Saskatchewan, Communication, Multiculturalism*)

Visual Art

Foundational Objectives

- Develop their understanding of ways that people affect and are affected by the visual environment.
- Examine sources of ideas for visual art and convey their own ideas visually, using a variety of processes and materials.
- Explore connections between ideas and the elements of art and principles of design.
- Understand the functions of visual art and examine ways that it mirrors and influences individuals, societies and cultures, past and present.
- Continue to develop an understanding of the work of various artists, considering the context in which the art was produced.
- Demonstrate critical thought and support interpretations and opinions when responding to visual art.

Activities

- Research Edward Poitras's work *Indian Territory* and the effect that the eradication of the buffalo had on the environment and lives of the Aboriginal peoples. (*Artists and Intellectuals, Saskatchewan, Heritage and Identity, Multiculturalism*)
- Research works of art which reflect cultural perspectives found in Saskatchewan. Examine, for example, the works of Bob Boyer, Ruth Cuthand, Michael Lonechild and Edward Poitras. What are some of the cultural and personal perspectives presented in each work and how are they conveyed to the viewer? Research the possible materials used in Bob Boyer's and Edward Poitras's work. How have these artists achieved meaning in their work? Examine the importance of the materials or media used in each work. Students can create works of art that reflect their own cultural perspectives and the environment. (*Artists and Intellectuals, Saskatchewan, Communication, Multiculturalism*)
- Researchers have described the relationship between the Aboriginal peoples of North America and their environments as profoundly ecological. Research examples of visual art by Aboriginal artists that reflect the environment and ecological themes. (*Artists and Intellectuals, Heritage and Identity,*

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Multiculturalism)

- Research examples of Saskatchewan and Canadian architecture. Research examples of Saskatchewan architecture and its cultural and historical significance. Examine the relationships between the architecture and the Saskatchewan environment. (*Saskatchewan, Scientific Achievements*)
- Research tipi painting. (*First Nations and Métis, Heritage and Identity, Multiculturalism*)
- Research and discuss contemporary artists who create art for specific locations or places other than art galleries; for example:
 - Saskatchewan artist Bob Boyer has created work for the Coronet Theatre and the Albert Library in Regina, as well as banners for the Sky-Dome Stadium in Toronto. Other Saskatchewan artists, such as Joe Fafard, have created many works of art for numerous public locations in Canada and elsewhere. (*Artists and Intellectuals, Saskatchewan, Communication, Multiculturalism*)
- Research rock paintings and petroglyphs (rock carvings) in Saskatchewan and elsewhere. (*Saskatchewan, Heritage and Identity, Multiculturalism*)
- Research poems, stories and legends written by Indian and Métis authors and interpret the work visually. (*First Nations and Métis, Heritage and Identity, Multiculturalism, Communication*)
- Collect and display examples of visual art works that are based on a legend or that tell a visual story. Examples might include Canadian artist Bill Reid's *Raven Discovering Mankind in a Clam Shell*; Lloyd Pinay's *Origins of the Plains Pipe*; and art works such as Sedna carvings by Inuit artists. (*First Nations and Métis, Heritage and Identity, Multiculturalism, Communication*)
- Research the types of visual images and techniques that advertisers use to communicate with consumers and thereby achieve their aims. Discuss some of the positive and negative effects that this has on individuals and society. (*Communication*)
- Examine how clothing has been a reflection of changing societies throughout the ages. Look at male and female fashions from different time periods and cultures. How do the styles reflect aspects of societies during that time period? Examples include the flappers of the roaring 20s, people of Victorian England and the 60s hippies in North America and Europe. (*Fads and Fashions, Heritage and Identity*)
- Research how visual images on television reflect or describe society. Consider the following:
 - How are teenagers portrayed on television? Is this a true reflection of society today?
 - Does violence on television truthfully reflect society? Does it influence society?

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- What television shows influence the behaviour of their viewers in a positive manner? (*Communication*)
- Explore the work of a contemporary Canadian female artist or Aboriginal artist. Provide research material on historical art works produced by women or Aboriginal artists of the past and have the students compare and discuss any changes and/or similarities to the contemporary work. (*Artists and Intellectuals, First Nations and Métis, Multiculturalism*)
- Examine the art of contemporary Saskatchewan artists and look for factors that have influenced change in their work. This would be accomplished by interviewing the artist, viewing an exhibition of the artist's work, examining a catalogue of an exhibition, or by researching articles about the artist.
 - study work by an artist whose work they admire
 - copy an art work by the artist they researched
 - imitate the style of an artist while creating original art work
 - learn the technique of an artist while creating an original art work
 - employ similar content as an artist while creating an original art work
 - use the same materials as an artist while creating an original art work. (*Artists and Intellectuals, Saskatchewan*)
- Research to find out what teenagers were like during various time periods such as the 50s or 60s. What were the predominant styles of many teenagers, in general, at these times? Do the styles reflect the times? Investigate some common interests and values of teenagers, as a whole, today. Are there any common values? If so, create an art work which expresses or reacts to these values. (*Fads and Fashions*)

Master Index of Activities

Possible topics for student research

<p>Artists and Intellectuals</p> <ul style="list-style-type: none"> • Contemporary Saskatchewan artists (Arts) Pg. 9,14 • Contemporary Canadian Aboriginal artists (Arts) Pg. 13 • Indian and Métis authors (Arts) Pg. 13 • Research Edward Poitra's work <i>Indian Territory</i> (Arts) Pg. 12 • Visual art by Aboriginal artists (Arts) Pg. 12 • Saskatchewan dramatic artists (Arts) Pg. 10 • Saskatchewan composers and musicians (Arts) Pg. 11 • Saskatchewan music artists or groups (Arts) Pg. 11 • Worldview of Saskatchewan or Canada (Social) Pg. 5 • Research Inuit artwork. (Social) Pg. 7 • Research Canadian music that was written with a certain function in mind. (Arts) Pg. 11 • Contextual drama (Arts) Pg. 10 • Music forms and artists (Arts) Pg. 12 • Canadian composers (Arts) Pg. 11 • Canadian female artists (Arts) Pg. 13 	<p>Celebrations</p> <ul style="list-style-type: none"> • Cultures and their traditional dances (Arts) Pg. 8 • Social dances of a specific era (Arts) Pg. 9 • Popular teenage dances (Arts) Pg. 9 • Styles of dance (Arts) Pg. 9 • Traditional songs (Arts) Pg. 11 <p>Military History</p> <ul style="list-style-type: none"> • The United Empire Loyalists (Social) Pg. 5
<p>Canada and the World</p> <ul style="list-style-type: none"> • Links to Ancient World cultures (Social) Pg. • Large scale migrations (Social) Pg. • The United Empire Loyalists (Social) Pg. • Canadian composers (Arts) Pg. 11 • Canadian female artists (Arts) Pg. 13 	<p>Communication</p> <ul style="list-style-type: none"> • Visual images and techniques in advertising (Arts) Pg. 13 • Lyrics of Saskatchewan composers and musicians (Arts) Pg. 11 • Saskatchewan folksingers (Arts) Pg. 11 • Physical and psychological effects of sound and music (Arts) Pg. 10 • Canadian music artists, composers and groups (Arts) Pg. 11 • Research Canadian music that

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	<p>was written with a certain function in mind. (Arts) Pg. 11</p> <ul style="list-style-type: none"> • Research poems, stories and legends written by Indian and Métis authors and interpret the work visually. (Arts) Pg. 13 • Collect and display examples of visual art works that are based on a legend or that tell a visual story. (Arts) Pg. 13 • Research the types of visual images and techniques that advertisers use to communicate with consumers and thereby achieve their aims. (Arts) Pg. 13 • Research how visual images on television reflect or describe society. (Arts) Pg. 13
<p>Heritage and Identity</p> <ul style="list-style-type: none"> • Family history (Social) Pg. 3 • Links to Ancient World cultures (Social) Pg. 3 • Large scale migrations (Social) Pg. 4 • The United Empire Loyalists (Social) Pg. 5 • Cultures and their traditional dances (Arts) Pg. 10 • Social dances of a specific era (Arts) Pg. 9 • Period of the 1960s to the 1990s (Social) Pg. 5,14 • Investigate the origins of the dances of the Métis people. (Social) Pg. 9 • The Powwow (Arts) Pg. 9 • Rock paintings and petroglyphs (Arts) Pg. 13 	<p>People</p> <ul style="list-style-type: none"> • Family history (Social) Pg. 3 • Large scale migrations (Social) Pg. 4 • The United Empire Loyalists (Social) Pg. 5 • Being a teenager (Arts) Pg. 13 • Contemporary Canadian Aboriginal artists (Arts) Pg. 13 • Indian and Métis authors (Arts) Pg. 13 • Aboriginal Elders (Social) Pg. 7 • Contemporary Saskatchewan artists (Arts) Pg. 9 • Saskatchewan dramatic artists (Arts) Pg. 10 • Saskatchewan composers and musicians (Arts) Pg. 11 • Saskatchewan folksingers (Arts) Pg. 11 • Saskatchewan music artists or groups (Arts) Pg. 12
<p>Immigration/Early Settlers</p> <ul style="list-style-type: none"> • Family history (Social) Pg. 3 • Large scale migrations (Social) Pg. 4 • The United Empire Loyalists (Social) Pg. 5 • Investigate the origins of the dances of the Métis people. 	<p>Fads and Fashions</p> <ul style="list-style-type: none"> • Clothing and fashions (Arts) Pg. • Period of the 1960s to the 1990s (Social) Pg. 13 • Social dances of a specific era (Arts) Pg. 5,14 • Examine how clothing has been a reflection of changing societies

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(Social) Pg. 9	throughout the ages. (Arts) Pg. 13
<p>Saskatchewan</p> <ul style="list-style-type: none"> • Saskatchewan and Canadian theatre companies (Arts) Pg. 10 • Traditional music of Saskatchewan's Aboriginal peoples (Arts) Pg. 11 • Métis music (Arts, Social) Pg. 9 • Research Edward Poitra's work <i>Indian Territory</i> (Arts) Pg. 12 • Contemporary Saskatchewan artists (Arts) Pg. 9 • Saskatchewan dramatic artists (Arts) Pg. 10 • Saskatchewan composers and musicians (Arts) Pg. 11 • Lyrics of Saskatchewan composers and musicians (Arts) Pg. 11 • Saskatchewan folksingers (Arts) Pg. 11 • Saskatchewan recording industry (Arts) Pg. 11 • Saskatchewan music artists or groups (Arts) Pg. 12 • Saskatchewan and Canadian architecture (Arts) Pg. 12 • Art for specific locations (Arts) Pg. 13 • Large scale migrations (Social) Pg. 4 • Research one of the treaties involving a First Nation people of Saskatchewan. (Social) Pg. 6 	<p>First Nations and Métis</p> <ul style="list-style-type: none"> • Dances of Aboriginal peoples (Arts) Pg. 8 • Dances of the Métis peoples (Arts) Pg. 9 • The Powwow (Arts) Pg. 9 • Traditional music of Saskatchewan's Aboriginal peoples (Arts) Pg. 11 • Métis music (Arts, Social) Pg. 11 • Research Edward Poitra's work <i>Indian Territory</i> (Arts) Pg. 12 • Visual art by Aboriginal artists (Arts) Pg. 12 • Tipi painting (Arts) Pg. 13 • Rock paintings and petroglyphs (Arts) Pg. 13 • Indian and Métis authors (Arts) Pg. 13 • Visual art and legends (Arts) Pg. 13 • Contemporary Canadian Aboriginal artists (Arts) Pg. 13 • Aboriginal people's worldview (Social) Pg. 5 • Aboriginal people's issues (Social) Pg. 6 • Traditional Aboriginal cultural groups (Social) Pg. 6 • Traditional Aboriginal origin theories (Social) Pg. 6 • Traditional plains Aboriginal cultures ceremonies (Social) Pg. 6 • Aboriginal spirituality (Social) Pg. 6 • Mother Earth philosophy (Social) Pg. 6 • Aboriginal people's views towards the environment (Social) Pg. 6 • Treaties (Social) Pg. 6 • The Indian Act of 1872 (Social) Pg. 6 • Contemporary Aboriginal land claims (Social) Pg. 6 • Social structures of pre-contact Aboriginal cultures (Social) Pg. 7 • Inuit artwork (Social, Arts) Pg. 7 • Aboriginal Elders (Social) Pg. 7

Saskatchewan Youth Heritage Fair/Saskatchewan Learning
Grade Nine

	<ul style="list-style-type: none"> • Cultures and their traditional dances (Arts) Pg. 8 • Traditional songs (Arts) Pg. 11 • Worldview of Saskatchewan or Canada (Social) Pg. 5 • Research Inuit artwork. (Social) Pg. 7 • Investigate the origins of the dances of the Métis people. (Social) Pg. 9
<p>Scientific Achievements</p> <ul style="list-style-type: none"> • Timekeeping (Social) Pg. 3 • Scientific origin theories (Social) Pg. 6 • Saskatchewan and Canadian architecture (Arts) Pg. 12 	<p>Environment</p> <ul style="list-style-type: none"> • Sound pollution (Arts) Pg. 10
<p>Multiculturalism</p> <ul style="list-style-type: none"> • Worldview of Saskatchewan or Canada (Social) Pg. 5 • Cultures and their traditional dances (Arts) Pg. 8 • Traditional theatre of various cultures (Arts) Pg. 10 • Traditional songs (Arts) Pg. 11 • Saskatchewan folksingers (Arts) Pg. 11 • Cultural perspectives in art (Arts) Pg. 10 • Links to Ancient World cultures (Social) Pg. 3 • Large scale migrations (Social) Pg. 4 • Investigate the origins of the dances of the Métis people. (Social) Pg. 9 • The Powwow (Arts) Pg. 9 • Styles of Dance (Arts) Pg. 9 • Contemporary Canadian Aboriginal artists (Arts) Pg. 13 	<p>Social Structures</p> <ul style="list-style-type: none"> • Family history (Social) Pg. • Organizations in Saskatchewan society (Social) Pg. • Saskatchewan and Canadian theatre companies (Arts) Pg. • Research the diverse social structures of pre-contact Aboriginal cultures. (Social) Pg.

YouthHistorica 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