



Heritage Fairs and the BC Curriculum (Intermediate)

Introduction

The project approach to learning provides the opportunity for students to apply a variety of skills that are outlined in the Prescribed Learning Outcomes set out by the Ministry of Education in the Curriculum Packages. It is recognized that learning and instruction often take place in an integrated manner, in the elementary years in particular, and do not always stay within the boundaries of a particular subject area. Working on heritage fair projects, teachers may look for ways to connect learning in Social Studies with any or all of the following provincially prescribed curricula:

- Dance, drama, music visual arts – the role of the arts in sustaining and communicate culture; historical and cultural context of the arts
- English language arts – effective communication and research strategies; the role of literature and storytelling in sustaining and communicating culture
- Health and career education – group processes; leadership; families; purpose of rules; roles, rights, and responsibilities at home, at school, and in the community; needs and wants; decision making; work and jobs in the community
- Mathematics – the mathematical principles of map making, particularly latitude and longitude and time zones
- Science – daily and seasonal changes; resource use issues

(Curriculum Guide for Social Studies)

The interdisciplinary nature of Heritage Fairs fosters cross-curricular connections. The representation of the learning achieved in a heritage project may take the form of a written, an oral, a visual, an audio-visual presentation or a live performance. Consequently, literacy, language, visual and/or performing arts outcomes may be met during the successful completion of a heritage project. Students learn how to work individually or collaboratively in groups to access a variety of resources, to analyze their research, and to synthesize those findings into a presentation for public display. In communicating and representing their findings to their peers, teachers, adjudicators and the public at large, students have

the opportunity to refine their presentation and oral communication skills, gaining confidence and self esteem.

For the purpose of this section, the Prescribed Learning Outcomes (PLOs) for Social Studies have been listed in accordance to the five strands, curriculum organizers, outlined by the Ministry of Education. The **K-7** curriculum organizers are ***Skills and Processes of Social Studies; Identity, Society and Culture; Governance; Economy and Technology;*** and ***Human and Physical Environment***. For **Grades 8 – 10**, the curriculum organizers are listed ***as Application of Social Studies; Society and Culture; Politics and Law; Economy and Technology;*** and ***Environment***. As a result, the PLO's for grades 5 to 7 have been listed separately from those for grades 8 – 10. The suggestions made as to possible topics that could be used to invite students to take part in heritage fair research projects are by no means the only ones to consider. The suggestions are made for the sole purpose of instigating discussion and generating more appropriate research topics. They have been generated over the years by various groups involved with Heritage Fairs and represent a wide range of interest levels.

While the K-7 curriculum organizers apply to the grades inclusively, for the purpose of this document, only Grade 4 – 7 have been listed for the elementary grades.

Teachers and adults might also wish to consider how best to motivate and inspire students when choosing a topic. Dr. Michael Riley of the Historical Association of the UK suggests that one should consider the approach to take when considering a topic for research or following an historical inquiry:

1. Is this area of content **significant**?
2. How can we turn this area of content into a rigorous and motivating **enquiry question**? (for example: What conditions helped Nellie McClung make a difference?)
3. Can we focus the inquiry on **individual people**?
4. How will students **communicate their understanding** through an engaging **end product**?
5. How will we **hook** them in at the start of the enquiry?
6. How will we **sequence** the learning for maximum motivation?
7. How can we help students to **choose and use** information?
8. How can we create learning activities which appeal to **different intelligences**?
9. How can we create “mini hooks” to engage learners with particular tasks?
10. How will we create rich resources rather than ‘grubby gobbets’?

As well, Dr. Peter Sexias of UBC and Tom Morton, renowned educator, support **the Benchmarks of Historical Thinking** to perpetuate and motivate historical consciousness and understanding.

Establish *historical significance*

Use of primary source *evidence*

Identify *continuity and change*

Analyze *cause and consequence*

Take *historical perspectives*

Understand the *moral dimension of historical interpretations*

(<http://historybenchmarks.ca/>)

Social Studies Curriculum

The Social studies IRP:

- focuses on “developing **thoughtful, responsible and active citizens** able to **acquire the requisite information** needed to make **reasoned judgments.**”
- focuses on “providing students with opportunities to **critically reflect** upon events and issues in order to **examine the present, make connections with the past, and consider the future.**”
- encourages students “to understand and exercise their **roles, rights, and responsibilities** within the family, the community, Canada, and the world.”
 - ‘to demonstrate **respect for human equality and cultural diversity.**’
 - ‘to **think critically, evaluate information,** and practice **effective communication.**’

Heritage Fair Projects and the BC Curriculum

Grade 4

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
Skills and Processes of Social Studies	<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues • use maps and timelines to gather and represent information • gather information from a variety of sources • identify alternative perspectives on a selected event or issue • create a presentation on a selected historical event or topic • formulate strategies to address problems or issues 	<ul style="list-style-type: none"> • <i>develop some theories about how and why Canada’s provincial/territorial boundaries were made.</i> • <i>reconstruct Canada’s borders and give reasoned arguments for your decisions</i> • <i>organize a mock trial from BC’s past (e.g. Billy Miner, the McLean brothers, Charles Blessing)</i>
Identity, Society, and Culture	<ul style="list-style-type: none"> • distinguish characteristics of various Aboriginal cultures in BC and Canada • demonstrate knowledge of early European exploration of BC and Canada • identify effects of early contact between Aboriginal societies and European explorers and settlers 	<ul style="list-style-type: none"> • <i>investigate how pioneers met their basic food needs 100 years ago.</i> • <i>find out what pioneers typically ate for dinner 100 years ago, and re-create one of their meals</i> • <i>make an illustrated timeline of changes in methods of farming or logging (or some other local economic activity) over the past 100 or 150 years.</i> • <i>learn more about a First Nations or Inuit community. Discuss what is unique and special about the lives of Canada’s First Nations people.</i> • <i>create a comic strip or a series of cartoons to reflect the viewpoint of either a First Nation’s person or early settler’s perception of each other after an initial encounter.</i>
Governance	<ul style="list-style-type: none"> • compare governance in Aboriginal cultures with governance in early European settlements in BC and Canada • identify the impact of Canadian governance on Aboriginal people’s rights 	<ul style="list-style-type: none"> • <i>create an aboriginal legend/ myth, which describes their relationship with the environment and/ or their reaction to contact with Europeans</i> • <i>find out how the BC government works by undertaking a tour (real or virtual –CD) of the BC legislature</i> • <i>invite your local MLA to come to your class to discuss his/her job.</i> • <i>create a picture dictionary of terms related to</i>

		<p><i>aspects of the provincial government</i></p> <ul style="list-style-type: none"> • <i>identify and research current concerns of Aboriginal First Nations (e.g. self-government, land claims ,treaties, hunting/fishing rights, reservation life, the legacy of residential schools, etc) and how they have changed or not since the arrival of the first Europeans.</i> • <i>research how a First Nations people traditionally organized their society, and compare that model with how they are governed today.</i>
<p>Economy and Technology</p>	<ul style="list-style-type: none"> • compare bartering and monetary systems of exchange • describe technologies used by Aboriginal people in BC and Canada • analyse factors that influenced early European exploration of North America • describe technologies used in exploration, including <ul style="list-style-type: none"> transportation navigation food preservation • describe economic and technological exchanges between explorers and Aboriginal people 	<ul style="list-style-type: none"> • <i>investigate different methods of trading among First Nations people before the first Europeans arrived. How did these methods change after the arrival of the Europeans? How did Europeans and First Nations people trade?</i> • <i>research the roles played by First Nations people in the fur trade. How did these roles differ between the different companies engaged in the fur trade?</i> • <i>find out about some of the tools that First Nations peoples may have used. Make your own models of these tools and use them.</i>
<p>Human and Physical Environment</p>	<ul style="list-style-type: none"> • use maps and globes to locate <ul style="list-style-type: none"> the world’s hemispheres the world’s continents and oceans Aboriginal groups studied • identify the significance of selected place names in BC and Canada • describe Aboriginal peoples’ relationship with the land and natural resources 	<ul style="list-style-type: none"> • <i>display, on a map of Canada, illustrations of the various technologies used by the different First Nations peoples to provide for their basic needs. Note how these differences reflect the diverse environments that make up Canada.</i> • <i>make a list of local and/or BC place names that come from the region’s First Nations people. Find out the meaning of these. Make up a ‘guide to local place names’ booklet or display.</i> • <i>using an ecological footprint (* see ‘Environment’ PLO for Grade 6, p.62 in 1998 IRP) ,compare the environmental impact of a First Nations person, a person living in the pioneer era, and someone living in BC today</i>

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Grade 5

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
Skills and Processes of Social Studies	<ul style="list-style-type: none"> • apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues • use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada • gather a body of information from a variety of primary and secondary sources • create a presentation on a selected topic • defend a position on a selected topic • implement a plan of action to address a selected school, community, or national problem or issue 	<ul style="list-style-type: none"> • <i>pioneers organized “work bees” to raise (build) barns or clear land. Have your own work bee to clean up litter in your neighbourhood or to help someone or some organization in need of a ‘helping hand’.</i> • <i>go to your local library or the archives in your museum and find out the ‘new of the day’ 20, 50,100 years ago by looking at old newspapers, and magazines. Compare the information (news, weather, advertisements) with that of today.</i>
Identity, Society, and Culture	<ul style="list-style-type: none"> • describe the significance of key events and factors in the development of BC and Canada, including <ul style="list-style-type: none"> the fur trade the railroad the Fraser/Cariboo gold rush • assess why immigrants came to Canada, the individual challenges they faced, and their contributions to Canada • describe the contributions of significant individuals to the development of Canada’s identity 	<ul style="list-style-type: none"> • <i>invite a museum curator or archivist to come to your class and tell you about their jobs. Ask them how they see their role as a preserver of our past</i> • <i>working with a small group, bring an historical picture (painting) of Aboriginal peoples, or early French or British settlers to life. Start with a tableau representing the figures and actions in the painting. Then have the people ‘come to life’ and explain what happened before and after the scene shown in the picture (painting).</i> • <i>create a map that uses visuals and arrows to show the arrival of groups of people in Canada from early times until the present. Use brief captions to describe the push and pull factors that influenced their decisions to come here.</i>
Governance	<ul style="list-style-type: none"> • demonstrate knowledge of how Confederation formed Canada as a nation • describe levels, responsibilities, and the election of government in Canada • identify the distinct governance structures of First Nations in Canada 	<ul style="list-style-type: none"> • <i>invite people from different ethnic backgrounds to explain what it means to be a Canadian</i> • <i>invite the mayor, your MLA, and your MP to come and explain how the level of government they work at influences your lives. Ask them to tell you one thing from the Canadian Constitution, the Charter, the BC Human Rights Code, and the Ombudsman’s work that</i>

		<p><i>directly influences you.</i></p> <ul style="list-style-type: none"> • <i>invite the chief of the local Indian band to come and explain traditional Aboriginal rights and why they are still important today</i>
Economy and Technology	<ul style="list-style-type: none"> • analyse the relationship between the economic development of communities and their available resources • analyse the development of transportation systems in BC and Canada 	<ul style="list-style-type: none"> • <i>make a transportation timeline to illustrate the changes in modes of transportation (e.g. water borne, railroads, horse and buggy, the car, public transportation, aircraft, etc) Show how each has been important in the development of your community (or BC, or Canada)</i> • <i>make a collage, or some other display, showing the resources which have been important in the history and development of your community (or BC or Canada). How has the importance of each of these changed over time? Why?</i> • <i>create an illustrated timeline showing ways in which changes in technology have affected the lives of people in your community over the past 100 years, including the work place, the home, leisure activities, etc.</i>
Human and Physical Environment	<ul style="list-style-type: none"> • analyse the relationship between the economic development of communities and their available resources • analyse the development of transportation systems in BC and Canada 	<ul style="list-style-type: none"> • <i>on a map of Canada locate the federal, provincial and territorial capitals. Alongside each draw or place a symbol or picture that represents it. Add a copy of the federal, provincial and territorial flags in the appropriate place.</i> • <i>construct a map of Canada showing the major natural features (physical, water ,etc). Add the location of the major natural resources (the different vegetation systems, mineral deposits, fossil fuels, etc). Write a brief description stating in what ways the distribution of natural resources is related to the natural features.</i> • <i>keep a daily record of resources (renewable and non-renewable) used by your family. Compare this with a list of resources families 20, 50, 100 years ago might have consumed. How are the lists similar? Different? Compile the class data and show it in a graph form.</i>

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Grade 6

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
Skills and Processes of Social Studies	<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues • interpret graphs, tables, aerial photos, and various types of maps • evaluate the credibility and reliability of selected sources • deliver a formal presentation • implement a plan of action to address a selected local or global problem or issue 	<ul style="list-style-type: none"> • <i>using a number of different types of sources (e.g. internet ,phone, fax, CD-Rom, written materials) research the historical development of your community (e.g. an account of its origins, key personalities its history, contributions of various ethnic and cultural groups)</i> • <i>share the results of your research by creating an historical walking tour of your community incorporating information learned in the previous activity</i> • <i>simulate an historical or controversial event(e.g. the trial of Louis Riel, the expulsion of the Acadians) from two or more perspectives</i>
Identity, Society, and Culture	<ul style="list-style-type: none"> • assess diverse concepts of Canadian identity • compare Canadian society with the society of another country • relate a society’s artistic expression to its culture 	<ul style="list-style-type: none"> • <i>find an artifact that represents the contribution of a specific culture to Canada’s history, and write a brief description about its significance. If you can’t find an artifact, create your own one and write an accompanying information card to be displayed in a museum.</i> • <i>brainstorm a list of social and economic organizations which meet the needs and wants of Canadians. Have each student select one of these and research how it meets our needs and wants. Did such an organization exist 25, 50, 100 years ago? If so, how was it similar to, or different from, today’s one? If it didn’t exist, how were those needs and wants met back then?</i>
Governance	<ul style="list-style-type: none"> • compare the federal government in Canada with national governments of other countries • describe key characteristics of the justice system in Canada • assess equality and fairness in Canada with reference to the <i>Canadian Charter of Rights and Freedoms</i> 	

	<ul style="list-style-type: none"> • compare individual and collective rights and responsibilities in Canada with those in other countries • describe the role of Canada in the world 	
Economy and Technology	<ul style="list-style-type: none"> • describe the importance of trade for BC and Canada • analyse the significance of communications technologies in Canada • evaluate effects of technology on lifestyles and environments • compare Canada's economy, technology, and quality of life with those in one or more selected countries 	
Human and Physical Environment	<ul style="list-style-type: none"> • assess the relationship between cultures and their environments • describe factors that affect settlement patterns and population distribution in selected countries 	

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Grade 7

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
Skills and Processes of Social Studies	<ul style="list-style-type: none"> • apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues • use various types of graphs, tables, timelines, and maps to obtain or communicate information • compile a body of information from a range of sources • deliver a formal presentation on a selected issue or inquiry using two or more forms of representation • defend a position on a contemporary or historical issue 	<ul style="list-style-type: none"> • <i>bring an artifact to class. Have students hypothesize about aspects of the culture from which it may have derived from. Have the students research from secondary sources to confirm or adjust assessment of their hypothesis.</i> • <i>have groups of students create a series of artifacts that reflect an imaginary culture. Groups then try to interpret one another's cultures.</i>
Identity, Society, and Culture	<ul style="list-style-type: none"> • analyse the concept of <i>civilization</i> as it applies to selected ancient cultures • analyse social roles within one or more ancient civilizations • identify influences and contributions of ancient societies to present-day cultures 	
Governance	<ul style="list-style-type: none"> • describe the evolution and purpose of rules, laws, and government in ancient civilizations • assess how ancient systems of laws and government have contributed to current Canadian political and legal systems 	
Economy and Technology	<ul style="list-style-type: none"> • describe various ways ancient peoples exchanged goods and services • assess ways technological innovations enabled ancient peoples to <ul style="list-style-type: none"> - adapt to and modify their environments - satisfy their needs - increase exploration and trade - develop their cultures • compare ancient and modern communications media 	
Human and Physical Environment	<ul style="list-style-type: none"> • assess how physical environments affected ancient civilizations • identify the impact of human activity on physical environments in ancient civilizations 	