



## **Heritage Fairs and the BC Curriculum (Primary)**

### **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.

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 Fairs and the BC Curriculum

Kindergarten

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Skills and Processes of Social Studies</b>	<ul style="list-style-type: none"> <li>• participate co-operatively in groups</li> <li>• gather information from personal experiences, oral sources, and visual representations</li> <li>• present information using oral or visual representations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have a 'show and tell' in which students could bring something from their family's past that has special significance</i></li> <li>• <i>make a class 'family tree' with each branch representing the cultural heritage of the students in the class</i></li> </ul>
<b>Identity, Society and Culture</b>	<ul style="list-style-type: none"> <li>• demonstrate an awareness of the concept of change</li> <li>• identify groups and places that are part of their lives</li> <li>• identify similarities and differences among families</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have students interview their parents and write down what they do for a living. What do their jobs involve? Did their type of work exist 20, 50, or 100 years ago? If not, why not?</i></li> <li>• <i>_____ students could make a list of things in their homes which did not exist 20, 50 or 100 years ago.</i></li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• describe their roles and responsibilities as members of the classroom and school community</li> <li>• identify the purpose of classroom and school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a wall chart/mural of classroom rules and responsibilities and have pictures of students in their roles</i></li> <li>• <i>charts of the roles and responsibilities of the people in the school such as principal, teacher, secretary, custodian, support worker, etc</i></li> </ul>
<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• identify individual human needs</li> <li>• identify work done in their community</li> <li>• identify examples of technologies used in their lives</li> </ul>	<ul style="list-style-type: none"> <li>• <i>wall murals of pictures of different professionals in the work force ... parents in their job environment</i></li> <li>• <i>create a collage of pictures of all technical appliances used at home</i></li> </ul>
<b>Human and Physical Environment</b>	<ul style="list-style-type: none"> <li>• identify characteristics of different local environments</li> <li>• demonstrate responsible behaviour in caring for their immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have students find out which animals are native to Canada and where they live and why</i></li> </ul>

# Heritage Fairs and the BC Curriculum

Grade 1

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Skills and Processes of Social Studies</b>	<ul style="list-style-type: none"> <li>• use picture maps to identify familiar locations in the school or community</li> <li>• participate co-operatively and productively in groups</li> <li>• gather information from personal experiences, oral sources, and visual representations</li> <li>• present information using oral, written, or visual representations</li> <li>• identify strategies to address relevant school-based problems</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have a 'show and tell' in which students could bring something from their family past that has special significance and explain why</i></li> <li>• <i>time line on strips correlating important events in their lives</i></li> <li>• <i>make a class 'family tree' with each branch representing the cultural heritage of the students in your class</i></li> <li>• <i>identify school based problems and plan strategies students can use to resolve the issues, what is their responsibility?</i></li> </ul>
<b>Identity, Society and Culture</b>	<ul style="list-style-type: none"> <li>• describe changes that occur in their lives</li> <li>• explain how families can be similar and different in terms of characteristics such as composition, culture, traditions, and roles of various family members</li> <li>• identify a variety of social structures in which they live, learn, work, and play together</li> <li>• identify symbols of Canada</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have students interview their parents and write down what they do for a living. What do their jobs involve? Did their type of work exist 20, 50, or 100 years ago? If not, why not?</i></li> <li>• <i>_____ students could make a list of things in their homes which did not exist 20, 50 or 100 years ago.</i></li> <li>• <i>_____ have students find out what their city, town or countryside looked like years ago, and note the way it is different today.</i></li> <li>• <i>_____ collect an array of Canadian coins beginning with the year they were born</i></li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• describe their roles, rights, and responsibilities at home and at school</li> <li>• explain the purpose of classroom and school expectations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a wall chart/mural of classroom rules and responsibilities and have pictures of students in their roles</i></li> <li>• <i>charts of the roles and responsibilities of the people in the school such as principal, teacher, secretary, custodian, support worker, etc</i></li> </ul>
<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• describe basic human needs</li> <li>• identify types of work done by people in their community</li> <li>• demonstrate awareness of the purpose of money</li> <li>• describe ways they use technologies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>wall murals of pictures of different professionals in the work force ... parents in their job environment</i></li> <li>• <i>create a collage of pictures of all technical appliances used at home</i></li> </ul>

**Human and Physical Environment**

- recognize maps of Canada
- identify characteristics of different environments
- demonstrate responsible behaviour in caring for their immediate and school environments

- *enlarge a skeletal map of Canada, cut out individual provinces, mount on wall in chronological order but separate from each other ... gather pictures to represent the landscape of each province .... compare*
- *have students find out which animals are native to Canada and where they live and why*

# Heritage Fairs and the BC Curriculum

Grade2

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Skills and Processes of Social Studies</b>	<ul style="list-style-type: none"> <li>• interpret simple maps using cardinal directions, symbols, and simple legends</li> <li>• create simple maps representing familiar locations</li> <li>• gather information from a variety of sources for presentation</li> <li>• present information using oral, written, or visual representations</li> <li>• select a solution to a classroom or school problem</li> </ul>	<ul style="list-style-type: none"> <li>• <i>collect different Canadian stamps and discuss the significance of the emblems and pictures on the stamps</i></li> <li>• <i>collect newspaper items about Canada, BC, and your community over a period of time (a week, a month). Organize them into different themes and make up a scrapbook or a wall display to show display your knowledge of these themes.</i></li> </ul>
<b>Identity, Society and Culture</b>	<ul style="list-style-type: none"> <li>• identify changes that occur in the school and community throughout the year</li> <li>• describe ways individuals contribute to a community</li> <li>• identify factors that influence who they are</li> <li>• identify significant language and cultural characteristics of Canadian society</li> </ul>	<ul style="list-style-type: none"> <li>• <i>make a bulletin board called “For the First Time in Canada”. Pin up information about when and how things happened for the first time in this country. For example, you may want to write about the first Canadian postage stamp, the invention of the telephone, the Canadarm, or any other examples of inventiveness and progress in Canada.</i></li> <li>• <i>make a scrapbook about your community, BC, and Canada and exchange it with a class elsewhere in BC or Canada or in another country so they can learn more about your home, and you about theirs.</i></li> <li>• <i>keep a monthly or seasonal record of various events in your community. Compare your current list with one of happenings 20, 50, 100 years ago.</i></li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• distinguish their roles, rights, and responsibilities within the classroom and school</li> <li>• describe how decisions are made in groups, the classroom, and the school</li> </ul>	<ul style="list-style-type: none"> <li>• <i>make a mobile for the classroom incorporating the symbols you think best represent what it means to be a Canadian</i></li> <li>• <i>collect items with a maple leaf on them. Begin with a penny or a stamp.</i></li> </ul>

<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• describe work done in the school</li> <li>• describe the purpose of money</li> <li>• describe how technology affects individuals and schools</li> </ul>	<ul style="list-style-type: none"> <li>• <i>make a list of inventions and technological improvements that help you and your family today. Compare this list with one which one of your ancestors might have made 20, 50 or 100 years ago.</i></li> <li>• <i>create a map that shows the major communities of BC. Also show on the map major natural resources (forests, minerals, water, etc). Write a brief explanation showing how the communities are located where they are in relation to the resources shown on your map. Also show the major transportation links between the various communities.</i></li> </ul>
<b>Human and Physical Environment</b>	<ul style="list-style-type: none"> <li>• locate on a map landforms and bodies of water of local and national significance, including <ul style="list-style-type: none"> <li>Pacific Ocean</li> <li>Atlantic Ocean</li> <li>Arctic Ocean</li> <li>Vancouver Island</li> <li>Rocky Mountains</li> </ul> locally relevant examples </li> <li>• describe their responsibility to the local environment</li> <li>• describe how the physical environment influences human activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a map showing your community and its location within BC, Canada, North America, the Pacific Region and the World. Include transportation routes which link it to other communities and places. Also show local natural features and resources. Create a title, legend and appropriate symbols for your map.</i></li> </ul>

# Heritage Fairs and the BC Curriculum

Grade 3

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Skills and Processes of Social Studies</b>	<ul style="list-style-type: none"> <li>• apply critical thinking skills – including questioning, predicting, imagining, comparing, classifying and identifying patterns – to selected problems or issues</li> <li>• identify a variety of symbolic representations</li> <li>• use simple maps to interpret and present information</li> <li>• gather information from a variety of sources</li> <li>• organize information in chronological order</li> <li>• create a presentation on a selected topic</li> <li>• formulate a response to a relevant classroom, school, or community problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>• <i>collect different Canadian stamps and discuss the significance of the emblems and pictures on the stamps</i></li> <li>• <i>collect newspaper items about Canada, BC, and your community over a period of time (a week, a month). Organize them into different themes and make up a scrapbook or a wall display to show display your knowledge of these themes.</i></li> </ul>
<b>Identity, Society and Culture</b>	<ul style="list-style-type: none"> <li>• identify changes that can occur in communities over time</li> <li>• describe the importance of communities</li> <li>• identify cultural similarities and differences</li> <li>• identify characteristics of Canadian society</li> </ul>	<ul style="list-style-type: none"> <li>• <i>make a bulletin board called “For the First Time in Canada”. Pin up information about when and how things happened for the first time in this country. For example, you may want to write about the first Canadian postage stamp, the invention of the telephone, the Canadarm, or any other examples of inventiveness and progress in Canada.</i></li> <li>• <i>make a scrapbook about your community, BC, and Canada and exchange it with a class elsewhere in BC or Canada or in another country so they can learn more about your home, and you about theirs.</i></li> <li>• <i>keep a monthly or seasonal record of various events in your community. Compare your current list with one of happenings 20, 50, 100 years ago.</i></li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• describe how an understanding of personal roles, rights, and responsibilities can affect the wellbeing of the school and community</li> <li>• summarize the roles and responsibilities of local governments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a flow chart of the responsibilities of every individual in the community beginning with student to school, to family, to community to province</i></li> <li>• <i>invited the mayor to speak on his role in the governance of the community</i></li> <li>• <i>compare the role of the mayor to that of the principal and to the adults in their family</i></li> </ul>
<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• compare ways in which needs and wants are met in</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a map that shows the major communities of BC.</i></li> </ul>

	<p>communities</p> <ul style="list-style-type: none"> <li>• assess how technology affects individuals and communities</li> </ul>	<p><i>Also show on the map major natural resources (forests, minerals, water, etc). Write a brief explanation showing how the communities are located where they are in relation to the resources shown on your map. Also show the major transportation links between the various communities.</i></p>
<p><b>Human and Physical Environment</b></p>	<ul style="list-style-type: none"> <li>• locate major landforms and bodies of water in BC and Canada, including <ul style="list-style-type: none"> <li>St. Lawrence Seaway</li> <li>Great Lakes</li> <li>Fraser River</li> <li>Queen Charlotte Islands</li> <li>Canadian Shield</li> <li>Hudson Bay</li> </ul> </li> <li>locally relevant examples</li> <li>• identify characteristics of the provinces and territories of Canada</li> <li>• demonstrate a sense of responsibility for the local environment</li> <li>• describe how the physical environment influenced early settlement in their local community or another community studied</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a map showing your community and its location within BC, Canada, North America, the Pacific Region and the World. Include transportation routes which link it to other communities and places. Also show local natural features and resources. Create a title, legend and appropriate symbols for your map.</i></li> <li>• <i>compare current maps of your community or region with ones of the past.</i></li> <li>• <i>construct a 3-dimensional map of BC or Canada highlighting natural features and human constructs</i></li> <li>• <i>develop theories about how Canada's provincial/territorial boundaries were made.</i></li> <li>• <i>construct a map diary to show how the borders of Canada have changed over time</i></li> <li>• <i>make a display of pictures or objects representing the various provinces and territories</i></li> </ul>