



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

### **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 Fair Projects and the BC Curriculum

### Grade 8

#### Civilizations from 500 to 1600

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Applications of Social Studies</b>	<ul style="list-style-type: none"> <li>• identify and clarify a problem, an issue, or an inquiry</li> <li>• gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources</li> <li>• interpret and evaluate a variety of primary and secondary sources</li> <li>• assess a variety of positions on controversial issues</li> <li>• plan, revise, and deliver written and oral presentations</li> <li>• co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified</li> </ul>	<ul style="list-style-type: none"> <li>• <i>collect and retell stories about some of the people who contributed to the historical, cultural, political, social, and economic development of your community. Who were these people who helped shape your community over the years? What kind of local folklore is there about them? As sources of information for your research read local histories, visit your library and museum, search the archives and back copies of local papers, interview people who might have interesting stories to tell. Present your findings in a research report, a visual display, and an oral report. Invite the key contact people in your research to your presentation.</i></li> <li>• <i>research a controversial issue in your community's past – something that caused considerable debate that perhaps split the community. Investigate both sides of the issue. If you work with a partner for this activity you could present your findings in the form of a debate, where each of you took one side of the issue.</i></li> </ul>
<b>Society and Cultures</b>	<ul style="list-style-type: none"> <li>• identify factors that influence the development and decline of world civilizations</li> <li>• compare daily life, family structures, and gender roles in a variety of civilizations</li> <li>• describe a variety of diverse cultural traditions and world religions</li> <li>• demonstrate awareness of artistic expression as a reflection of the culture in which it is produced</li> <li>• identify periods of significant cultural achievement, including the Renaissance</li> <li>• describe how societies preserve identity, transmit culture, and adapt to change</li> </ul>	<ul style="list-style-type: none"> <li>• <i>an inquiry project where the students compare some of the PLO topics to their lives today such as daily life or family structure and answer questions about the extent and pace of change.</i></li> <li>• <i>A graph/timeline of the significant figures and events in different religions over time e.g. 1000 to 2010, that has time on the x axis and power/popularity on the y axis (from low to high)</i></li> <li>• <i>A project where students choose three or more cultural objects from a time period and analyse them for what they tell us about the culture</i></li> </ul>
<b>Politics and Law</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the tension between individual rights and the responsibilities of citizens in a variety of civilizations</li> <li>• assess the impact of contact, conflict, and conquest on civilizations</li> <li>• describe various ways individuals and groups can influence legal systems and political structures</li> <li>• explain the development and importance of government systems</li> </ul>	

<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• compare basic economic systems and different forms of exchange</li> <li>• analyse the effect of commerce on trade routes, settlement patterns, and cultural exchanges</li> <li>• compare the changing nature of labour in rural and urban environments</li> <li>• describe the impact of technological innovation and science on political, social, and economic structures</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a script/plan for a heritage minute for a show that answered the essential questions: “Did towns make people free?” “How much did towns matter?” or “ Was the Middle Ages only about knights?”</i></li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• construct, interpret, and use graphs, tables, grids, scales, legends, and various types of maps</li> <li>• locate and describe major world landforms, bodies of water, and political boundaries on maps</li> <li>• locate and describe current and historical events on maps</li> <li>• describe how physical geography influenced patterns of settlement, trade, and exploration</li> <li>• analyse how people interacted with and altered their environments, in terms of <ul style="list-style-type: none"> <li>- population</li> <li>- settlement patterns</li> <li>- resource use</li> <li>- cultural development</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a series of maps of your community or region through the ages, showing the changes in settlement patterns over time. Explain those changes.</i></li> <li>• <i>make up a walking tour of your community. The map should show places of historical interest, heritage buildings, and other features. For each feature write a brief description of its heritage importance.</i></li> <li>• <i>create a visual display, incorporating a variety of methods (graphs, charts, tables, etc) to show the development of your community over time. Some themes might be population growth, the influx of specific ethnic groups, changes in the economy)</i></li> <li>• <i>create a walking tour of a historical site or a relatively intact medieval town using Google Earth</i></li> </ul>

# Heritage Fair Projects and the BC Curriculum

## Grade 9

### Europe and North America from 1500 to 1815

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Applications of Social Studies</b>	<ul style="list-style-type: none"> <li>• identify and clarify a problem, an issue, or an inquiry</li> <li>• select and summarize information from primary and secondary print and non-print sources, including electronic sources</li> <li>• assess the reliability, currency, and objectivity of different interpretations of primary and secondary sources</li> <li>• defend a position on a controversial issue after considering a variety of perspectives</li> <li>• plan, revise, and deliver formal oral and written presentations</li> <li>• co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified</li> </ul>	<ul style="list-style-type: none"> <li>• <i>have students read an article about a contentious current event that has its roots in the early period of Canadian history (e.g. First Nations land claims, Quebec separatism). Challenge the students to critically analyze the article, and then have different groups of students adopt roles of opposing views and prepare a case for debate, or write a letter to the editor stating their views.</i></li> </ul>
<b>Society and Cultures</b>	<ul style="list-style-type: none"> <li>• analyse the relationship between Aboriginal people and Europeans and explain the role of each in the development of Canada</li> <li>• describe daily life in Aboriginal communities, New France, and British North America</li> <li>• assess how identity is shaped by a variety of factors, including:               <ul style="list-style-type: none"> <li>- family</li> <li>- gender</li> <li>- belief systems</li> <li>- ethnicity</li> <li>- nationality</li> </ul> </li> <li>• describe how different forms of artistic expression reflect the society in which they are produced</li> <li>• analyse roots of present-day regional, cultural, and social issues within Canada</li> </ul>	<ul style="list-style-type: none"> <li>• <i>create a one-minute vignette that addresses the themes of settlement, land ownership, and daily life from the perspective of the men and women from Aboriginal communities, New France, and British north America. Present your vignette to the class.</i></li> <li>• <i>research the role of First Nations women and men in the early exploration of Canada, the development of the fur trade, and in the establishment of early European settlements. Present the results in a written report, with visual and oral support. Be sure to point out the results of the contact between the Aboriginal and European peoples.</i></li> <li>• <i>using a jigsaw approach, have students research and compare the artistic expression of a number of BC First Nations (e.g. NW Coast, Interior Plateau)</i></li> <li>• <i>use a three-panel visual display, with limited written information, to show the daily life of Aboriginal, Metis, and western settlers.</i></li> </ul>
<b>Politics and Law</b>	<ul style="list-style-type: none"> <li>• define colonialism, imperialism, and nationalism</li> <li>• analyse factors that contribute to revolution and conflict</li> <li>• analyse the contributions of the English, French, and American revolutions in the development of democratic concepts</li> <li>• investigate the roots of Canada's political and legal systems, including the development of two legal systems from two cultures</li> <li>• evaluate the changing nature of law and its relation to social conditions of</li> </ul>	<ul style="list-style-type: none"> <li>• <i>research and re-stage the election of 1836 in Upper Canada that sparked the rebellion by recreating an 1836 tavern. Hold the vote as was it done back then with speeches, 'treating' the voters', and the vote being held by a show of hands</i></li> <li>• <i>research and re-create the dilemma facing Lord Elgin in deciding whether to sign the election losses bill in 1848. Present the various scenarios he had to consider as he made his</i></li> </ul>

	the times	<p><i>decision.</i></p> <ul style="list-style-type: none"> <li>• <i>research the basis of differences between English common law, as practiced in the English colonies, and French civil law, as practiced in New France. Have the students role play to dramatize the different ways the two systems would deal with the same legal problem (e.g. land ownership)</i></li> </ul>
<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• assess how economic systems contributed to the development of early Canada</li> <li>• analyse reasons for the initial exploration and settlement of North America</li> <li>• analyse effects of colonialism on trade and conflict</li> <li>• assess the impact of the fur trade on exploration and settlement</li> <li>• identify factors that influenced growth and development of industry</li> <li>• evaluate the effects of the Industrial Revolution on society and the changing nature of work</li> </ul>	<ul style="list-style-type: none"> <li>• <i>research and write an illustrated journal in the role of someone who has decided to leave his/her homeland to move to Canada. Describe the factors that caused the person to leave, the barriers that had to be overcome, their hopes for the future life in Canada, and the challenges they faced as a new arrival in Canada</i></li> <li>• <i>research how early immigrants came to Canada, meet the challenges of their new land, such as where to live, how to earn a living, how to clear the land and build their houses and farms, how to grow crops, rear animals, survive the winter.</i></li> <li>• <i>create a model of a pioneer homestead, showing how settlers met their early needs and challenges</i></li> <li>• <i>research the role of fur traders as Canadian entrepreneurs using current business terms (e.g. competition, market, advertising, etc) Design a folder and business plan to present to the bank when applying for a start up business loan.</i></li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps</li> <li>• describe and compare North America's diverse geographical regions</li> <li>• identify major exploration routes and historical events in the development of Canada</li> <li>• demonstrate understanding of the ways in which Aboriginal people interact with their environment</li> <li>• explain the role of Aboriginal people in the fur trade and in the exploration of North America</li> <li>• assess the role of geographical factors in the development of trade and settlement in Canada and other colonies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>design and create an animated cartoon illustrating an important event in the history of your region or province (e.g. a re-creation of the Overlander's voyage from Winnipeg to Kamloops)</i></li> <li>• <i>build a model of an early European settlement or an Aboriginal village in North America and provide a viewers guide to the model. Be sure to include important geographical features in your model.</i></li> </ul>

## Heritage Fair Projects and the BC Curriculum Grade 10

Canada from 1815 to 1914

Curriculum Organizers	Applicable Prescribed Learning Outcomes	Possible Topic Ideas
	<i>It is expected that students will:</i>	
<b>Applications of Social Studies</b>	<ul style="list-style-type: none"> <li>• identify and clarify a problem, an issue, or an inquiry</li> <li>• plan and conduct library and community research using primary and secondary print and non-print sources, including electronic sources</li> <li>• generate and critique different interpretations of primary and secondary sources</li> <li>• assess and defend a variety of positions on controversial issues</li> <li>• plan, revise, and deliver formal presentations that integrate a variety of media</li> <li>• demonstrate leadership by planning, implementing, and assessing a variety of strategies to address the problem, issue, or inquiry initially identified</li> </ul>	
<b>Society and Cultures</b>	<ul style="list-style-type: none"> <li>• identify the changing nature of families and women’s roles in Canadian society</li> <li>• assess the interaction between Aboriginal people and Europeans</li> <li>• describe contributions made by Aboriginal people, the French, and the British to the development of Canada</li> <li>• identify the influence of immigration on, and the contributions of immigrants to, the development of Canada</li> <li>• demonstrate awareness of ways the arts mirror and shape Canadian society</li> <li>• analyse the changing perception of Canadian identity and assess the influence of the United States and other countries</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What has changed in your community of 100 years ago and today? What has stayed the same?</i></li> </ul>
<b>Politics and Law</b>	<ul style="list-style-type: none"> <li>• identify contributions to the evolution of responsible government and federalism</li> <li>• analyse political, economic, social, and geographical factors that led to Confederation</li> <li>• analyse the impact of the 1837-38 Rebellions, the Red River Rebellion, and the Northwest Rebellion on the development of Canada</li> <li>• evaluate the impact of western expansion and federal policies on Aboriginal people</li> <li>• explain the fundamental nature of the <i>British North America Act</i> in terms of the division of powers between the federal and provincial governments</li> <li>• compare Canada’s developmental steps to nationhood with those of the United States</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Was Confederation necessary to Canada’s survival?</i></li> </ul>

<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• analyse the impact of the National Policy on western expansion</li> <li>• identify and describe the effects of technological innovation on settlement and employment patterns within regions of Canada</li> <li>• identify factors that contribute to the economy of British Columbia</li> <li>• assess changing economic relationships between British Columbia and its major trading partners</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analyse the association between technological innovations and settlement patterns in BC and another area of Canada such as Newfoundland.</i></li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>• construct, interpret, and use graphs, tables, grids, scales, legends, contours, and various types of maps</li> <li>• identify and describe the physiographic regions of Canada and processes that formed these regions</li> <li>• analyse how geography influenced the economic, historical, and cultural development of western Canada</li> <li>• identify key local and provincial resource development issues from 1815 to the present, considering the concepts of stewardship and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create a pictorial display of the changes that Gastown or the Fraser River have undergone in the last 100 years.</i></li> </ul>