

HERITAGE FAIRS & THE B.C. CURRICULUM

Introduction:

The purpose of this paper is to demonstrate the relationship between participation in Heritage Fairs and the requirements of the IRP's in the curriculum documents of the B.C. Ministry of Education. It will show how teachers can help their students acquire the knowledge and skills embodied in the Learning Outcomes, at the same time facilitating the enhancement of student learning by undertaking Heritage Fair related activities in their classrooms, their schools, and ultimately the Regional and National Fairs.

The obvious links lie in the Social Studies stand, but here are less obvious but nonetheless important Learning Outcomes in Language Arts, and Fine Arts. Specifically, the Social Studies knowledge outcomes for Grades 2 to 5 and 9 & 10 lend themselves very well to Heritage Fair projects, but a review of the fundamental curriculum organizer, Applications of Social Studies shows that it is feasible to meet the desired outcomes by undertaking Heritage Fair projects at any grade level.

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The interdisciplinary nature of Heritage Fairs fosters cross-curricular connections. The acquisition and development of skills and knowledge in social studies is frequently related to other curricular areas. For example the representation of the learning achieved in a heritage project may take the form of a written, oral, visual, or audio-visual presentation, or a live performance. So literacy, language, visual and/or performing arts outcomes may also be met during the successful completion of a heritage project.

Heritage Fairs:

Heritage Fairs occur in every Canadian province and territory in the early part of the calendar year. Their purpose is to involve engage students in undertaking research into an aspect of local, regional, provincial or national history, to engage them in the intriguing stories of the people and events which have shaped their history. Many times the research involves heroes or 'personages' at one of the levels; others find fascination in the lives or events of their own families. While many of the stories are retold in varying forms from year-to-year, each Heritage fair season brings its own crop of new and unique stories that add to the fabric of Canadian history.

At the Fairs students demonstrate and present their projects to the public. In 2002 more than 167 000 students from 900 communities participated in 650 school-based or local fairs, leading to 70 Regional Fairs and the National Fair.

Heritage Fair activities begin in the classroom as hands-on individual or group projects in which students are encouraged to research a topic of strong personal interest. It's this strong personal connection that sustains the students through the rigours of research, keeps them searching when leads seem to be going nowhere,

excites them to attain a higher standard in the presentation of their work. With the support of teachers, parents, community resource people such as museum curators and archivists, and sometimes first-hand contact with a 'research subject', students explore an aspect of Canadian history. They take on the role of a researcher, historian, interpreter, interviewer, story-teller (even sometimes a myth-maker), a TV producer, a drama producer, an artist. In so doing they learn, and communicate this learning to others – their peers, teachers, parents and the wider community.

Their methods of presenting this learning are limitless: 3-dimensional models and animated cartoons, role playing and play-acting, Internet sites and video productions are among the many forms to be seen at Heritage Fairs.

The Regional Fairs, which take place in the early spring, showcase some of the outstanding projects from the school and local fairs. Usually a day or two is set aside for students to come together to set up their projects, share in a the camaraderie, take part in a field trip and in heritage activities organized for the event. Judging takes place following established criteria, and involves an interview in which the student has an opportunity to discuss his/her project and the processes involved in the research. From these Regional Fairs a number of exceptional projects are selected to go forward to the National Fair, which is held in a different part of the country each year.

The Heritage Fair program is sponsored by the Historica Foundation, a charitable organization whose mandate is to provide Canadians with a deeper understanding of their history and culture and its importance in shaping the Canadian identity. Teachers will also be familiar with other elements of Historica's work such as the Heritage Minutes, the on-line Canadiana Encyclopedia and the YouthLinks project, as well as the annual Teacher's Institutes, which the foundation sponsors both in Montreal and at the site of the National Heritage Fair.

Heritage Fairs & the B.C. Curriculum:

Participation in Heritage Fair activities can help students develop a wide variety of skills and knowledge required by the B.C. curriculum. In developing their projects, participating in the various levels of Fairs, and in associated classroom activities, students apply their knowledge and skills in a wide range of situations. In communicating and representing their findings to their peers, teachers and judges and the public at large they meet many of the criteria for the Language Arts and Fine Arts Integrated Resource Packages (IRP's). They 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.

Heritage Fairs & the Social Studies Curriculum, K to Grade 9

The Social studies IRP:

- focuses on “developing **thoughtful, responsible and active citizens** able to **acquire the requisite information** needed to make **reasoned judgements.**”
- 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.**’

These skills and attitudes are promoted within the context of the five interrelated curriculum organizers: Applications of Social Studies, Society and Culture, Politics and Law, Economy and Technology, Environment.

Prescribed Learning Outcomes for Social Studies:

Selected outcomes (PLO's) for Social Studies from the different Grade levels, with relevance for and respect to possible Heritage Fair activities (*):

*** the suggested activities throughout this section are mostly drawn from ‘Heritage Fair’, an information/teaching ideas handbook produced by S.D. 73 (Kamloops/Thompson), January 2001 (there are over 100 great activity suggestions – lots more than are listed here), and also from ‘Project and Performance Suggestions/ideas’ by the York Board of Education, Ontario.**

Kindergarten to 1:

Applications of Social Studies: *It is expected that students will:*

- collect information from a variety of sources and experiences
- draw simple interpretation from personal experiences, oral sources, and visual representations
- identify and clarify a problem
- present information using oral, visual, or written representation
- identify strategies to address problems

Suggested activities:

- *have a 'show and tell' in which students could bring something from their family past that has special significance*
- *make a class 'family tree' with each branch representing the cultural heritage of the students in your class*

Society and Culture: *It is expected that students will:*

- describe changes in their lives and their reactions to them
- identify some characteristics of their community

Suggested activities:

- *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?*
- *students could make a list of things of things in their homes which did not exist 20, 50 or 100 years ago.*
- *have students find out what their city, town or countryside looked like years ago, and note the way it is different today.*

Politics and Law: *It is expected that students will:*

- demonstrate an awareness of Canada

Suggested activities:

- *have students find out which animals are native to Canada and where they live.*

Grade 2/3:

Applications of Social Studies: *It is expected that students will:*

- collect and record information from a variety of sources and experiences
- draw simple interpretations from personal experiences, oral sources, and visual and written representations
- identify an issue and provide several reasons to support a position
- organize information into sequenced presentations that include a beginning, middle and end
- identify and implement strategies to address class problems or projects

Suggested activities:

- *collect different Canadian stamps and discuss the significance of the emblems and pictures on the stamps*
- *collect newspaper items about Canada, BC, 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.*

Society and Culture: *It is expected that students will:*

- describe ways members of a community meet one another's needs
- identify changes in the school and community throughout the year
- describe the historical developments of various BC communities
- demonstrate an awareness of British Columbia's and Canada's diverse heritage

Suggested activities:

- *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.*
- *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.*
- *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.*

Politics and Law: *it is expected that students will:*

- explain the significance of Canada's symbols

Suggested activities:

- *make a mobile for the classroom incorporating the symbols you think best represent what it means to be a Canadian*
- *collect items with a maple leaf on them. Begin with a penny or a stamp.*

Economy and Technology: *It is expected that students will:*

- describe ways in which communities are interdependent
- describe the development of various BC communities in relation to their location and availability of resources
- identify contributions of various occupations to BC communities
- describe how technology affects individuals and communities

Suggested activities:

- *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.*
- *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.

Environment: *It is expected that students will:*

- create and interpret simple maps using cardinal directions, symbols, and simple keys
- identify and describe major landforms and water bodies in British Columbia and Canada
- identify and locate British Columbia in Canada, North America, the Pacific Region, and the world
- identify and locate the provinces and territories of Canada
- describe how the physical environment influences human activities

Suggested activities:

- *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.*
- *compare current maps of your community or region with ones of the past.*
- *construct a 3-dimensional map of BC or Canada highlighting natural features and human constructs*
- *develop theories about how Canada's provincial/territorial boundaries were made.*
- *construct a map diary to show how the borders of Canada have changed over time*
- *make a display of pictures or objects representing the various provinces and territories*

Grade 4:

Applications of Social Studies: *It is expected that students will:*

- identify and clarify a problem, issue, or enquiry
- locate and record information from a variety of sources
- identify alternative interpretations from specific historical and contemporary sources
- assess at least two perspectives on a problem or an issue
- organize information into a presentation with a main idea and supporting details

Suggested activities:

- *develop some theories about how and why Canada's provincial/territorial boundaries were made. Reconstruct Canada's borders and give reasoned arguments for your decisions*
- *organize a mock trial from BC's past (e.g. Billy Miner, the McLean brothers, Charles Blessing)*

Society and culture: *It is expected that students will:*

- describe how people's basic needs are met in a variety of cultures
- demonstrate an awareness of timelines
- demonstrate awareness and appreciation of various Aboriginal cultures in Canada
- demonstrate understanding of contributions of Aboriginal people to Canadian society

Suggested activities:

- *investigate how pioneers met their basic food needs 100 years ago.*
- *find out what pioneers typically ate for dinner 100 years ago, and re-create one of their meals*
- *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.*
- *learn more about a First Nations or Inuit community. Discuss what is unique and special about the lives of Canada's First Nations people.*
- *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.*

Politics and Law: *It is expected that students will:*

- compare the “discovery” and “exploration” of North America from European and Aboriginal people's perspectives
- describe the structure and functions of the BC provincial government
- describe a traditional and contemporary Aboriginal form of government

Suggested activities:

- *create an aboriginal legend/ myth, which describes their relationship with the environment and/ or their reaction to contact with Europeans*
- *find out how the BC government works by undertaking a tour (real or virtual –CD) of the BC legislature*
- *invite your local MLA to come to your class to discuss his/her job.*
- *Create a picture dictionary of terms related to aspects of the provincial government*
- *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.*
- *research how a First Nations people traditionally organized their society, and compare that model with how they are governed today.*

Economy and Technology: *It is expected that students will:*

- compare bartering to a monetary system of exchange
- demonstrate understanding of factors that influence early European exploration of north America
- describe traditional technology used by Aboriginal people in Canada
- identify economic and technological exchanges between explorers and Aboriginal peoples

Suggested activities:

- *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?*
- *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?*
- *find out about some of the tools that First Nations peoples may have used. Make your own models of these tools and use them.*

Environment: *It is expected that students will:*

- demonstrate understanding of Aboriginal people's relationship with the land and natural resources
- demonstrate awareness of Aboriginal place names
- identify and compare physical environments and cultures of various BC Aboriginal groups
- analyze how people interact with their environment, in the past and in the present.

Suggested activities:

- *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.*
- *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.*
- *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*

Grade 5:

Applications of Social Studies: *It is expected that students will:*

- identify and clarify a problem, issue, or inquiry
- gather and record a body of information from a variety of primary and secondary sources
- develop alternative interpretations from varied sources
- defend a position on a regional issue in light of alternative perspectives
- use an outline to organize information into coherent presentation

- design, implement, and assess strategies to address community problems or projects

Suggested activities:

- *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’.*
- *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.*

Society and Culture: *It is expected that students will:*

- demonstrate understanding of Canadian culture
- explain ways people preserve and transmit culture
- demonstrate appreciation of contributions of Aboriginal peoples, the French, and the British to the development of Canada
- demonstrate understandings of why immigrants came to Canada, the challenges they face, and their contribution to Canada

Suggested activities:

- *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*
- *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).*
- *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.*

Politics and Law: *It is expected that students will:*

- explain citizenship in terms of participation in the community, province, country, and world
- demonstrate understanding of equality and fairness in Canada with respect to the *Canadian Charter of Rights and Freedoms*, the *BC Human Rights Code* and the *Ombudsman Act*.
- summarize the purposes of municipal, provincial, federal, and Aboriginal governments
- demonstrate a basic understanding of the Canadian Constitution
- demonstrate understanding of Canada as a bilingual nation within a multicultural society
- demonstrate awareness of the history of Aboriginal people’s rights

Suggested activities:

- *invite people from different ethnic backgrounds to explain what it means to be a Canadian*
- *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 directly influences you.*
- *invite the chief of the local Indian band to come and explain traditional Aboriginal rights and why they are still important today*

Economy and Technology: *It is expected that students will:*

- analyse the relationship between the development of communities and their available natural resources
- analyse factors that influence use and development of transportation and communications systems in different regions of Canada
- analyse the influence of technology on lifestyle and work

Suggested activities:

- *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)*
- *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?*
- *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.*

Environment: *It is expected that students will:*

- use latitude and longitude to locate major political features of Canada, including provinces and territories and their capitals
- locate and describe major physical features of Canada using topographic and thematic maps
- describe the diverse distribution of natural resources within Canada
- demonstrate understanding of sustainability, stewardship, and renewable versus non-renewable natural resources
- assess effects of lifestyles and industries on local and global environments

Suggested activities:

- *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.*
- *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.*
- *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.*

n.b: although the curriculum for grades 6,7,& 8 is generally more globally focussed than specifically Canadian, teachers will find plenty of opportunities to develop some heritage fair activities which fit with the P.L.O.'s (particularly in the Applications of Social studies and Environment organizers

Grade 6:

Applications of Social Studies: *It is expected that students will:*

- identify and clarify a problem, issue, or inquiry
- research information using print, non-print, and electronic sources
- evaluate the credibility and reliability of various sources
- organize information from a variety of sources into a structured presentation using more than one form of representation
- support a position on a national issue by considering competing reasons from various perspectives
- design, implement, and assess detailed courses of action to address national problems or issues

Suggested activities:

- *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)*
- *share the results of your research by creating an historical walking tour of your community incorporating information learned in the previous activity*
- *simulate an historical or controversial event(e.g. the trial of Louis Riel, the expulsion of the Acadians) from two or more perspectives.*

Society and Culture: *it is expected that students will:*

- describe ways social and economic organizations satisfy needs and wants in a variety of cultures
- assess the relationships between cultures and their environments
- describe daily life, work, family structures, and gender roles in Canada and the world
- analyse how a society's artistic expression reflects its culture
- demonstrate appreciation of contributions of a variety of cultures to Canada and the world

Suggested activities:

- *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.*
- *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?*

Grade 7:

Applications of Social Studies: *It is expected that students will:*

- identify a common problem, issue, or inquiry
- gather and record a body of information from primary archaeological and historical evidence and secondary print, non-print, and electronic sources
- generate and justify interpretations drawn from primary and secondary sources
- organize information into a formal presentation using several forms of representation

Suggested activities:

- *bring an artifact to class. Have students hypothesize about aspects of the culture from which it may derived. Have the students research from secondary sources to confirm or adjust assess their hypothesis.*
- *have groups of students create a series of artefacts that reflect an imaginary culture. Groups then try to interpret one another's cultures.*

Grade 8:

Applications of Social Studies: *It is expected that students will:*

- identify and clarify a problem, an issue, or an inquiry
- gather and organize a body of information from primary and secondary print and non-print sources, including electronic sources
- interpret and evaluate a variety of primary and secondary sources
- assess a variety of positions on controversial issues
- plan, revise, and deliver written and oral presentations
- co-operatively plan and implement a course of action that addresses the problem, issue, or inquiry initially identified

Suggested activities:

- *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, an oral report. Invite the key contact people in your research to your presentation.

- *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.*

Environment: *It is expected that student will:*

- construct, interpret and use graphs, tables, grids, scales legends, and various types of maps
- locate and describe current and historical events on maps

Suggested activities:

- *create a series of maps of your community or region through the ages, showing the changes in settlement patterns over time. Explain those changes.*
- *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.*
- *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)*

Grade 9:

Applications of Social Studies: *It is expected that students will:*

- identify and clarify a problem, an issue, or an inquiry
- select and summarize information from primary and secondary print and non-print sources, including electronic sources
- assess the reliability, currency, and objectivity of different interpretations or primary and secondary sources
- defend a position on a controversial issue after considering a variety of perspectives
- plan, revise, and deliver formal oral and written presentations
- co-operatively plan, implement, and assess a course of action that addresses the problem, issue, or inquiry initially identified

Suggested activities:

- *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.*

Society and Culture...: It is expected that students will:

- analyse the relationship between Aboriginal people and the Europeans and explain the role of each in the development of Canada
- describe daily life in Aboriginal communities, New France, and British North America
- assess how identity is shaped by a variety of factors, including:
 - family
 - gender
 - belief systems
 - ethnicity
 - nationality
- describe how different forms of artistic expression reflect the society in which they are produced
- analyse roots of present-day regional, cultural, and social issues within Canada

Suggested activities:

- *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.*
- *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.*
- *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)*
- *use a three-panel visual display, with limited written information, to show the daily life of Aboriginal, Metis, and western settlers.*

Politics and Law...: It is expected that students will:

- investigate the roots of Canada's political and legal systems, including the development of two legal systems from two cultures

Suggested activities:

- *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*
- *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 decision.*
- *research the basis of differences between English common law, as practised 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)*

Economy and Technology....: It is expected that students will:

- assess how economic systems contributed to the development of early Canada
- analyse reasons for the initial exploration and settlement of North America
- analyse effects of colonialism on trade and conflict
- assess the impact of the fur trade on exploration and settlement
- identify factors that influenced growth and development of industry

Suggested activities:

- *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*
- *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.*
- *create a model of a pioneer homestead, showing how settlers met their early needs and challenges*
- *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.*

Environment....: It is expected that students will:

- construct, interpret and use graphs, tables, grids, scales, legends, contours, and various types of maps
- describe and compare Canada's diverse geographical regions
- identify major exploration routes and historical events in the development of Canada
- demonstrate understanding of the ways in which Aboriginal people interact with their environment
- assess the role of geographical factors in the development of trade and settlement in Canada...

Suggested activities:

- *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)*
- *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.*

Other related subject areas, with connections to Heritage Fair activities:

Where there is opportunity for curriculum integration with other subject areas such as English language and the Fine Arts, Heritage Fair activities can readily facilitate the co-ordination of Learning Outcomes. This is most likely to occur in an Elementary or Middle School setting, though it also possible to achieve this within the framework of a Humanities program at the Secondary School level.

Heritage Fairs and the English Language Arts Curriculum K to 7

An English language arts program should encourage students to:

- **communicate effectively in written, spoken, and visual forms**
- develop positive attitudes toward language learning
- **make connections to other areas of study and to life outside the classroom**
- **thinking critically, creatively, and reflectively**
- **appreciate their own culture and the culture of others**
- **use technology**

Within the curriculum framework there are a number of Prescribed Learning Outcomes, which more specifically address these goals. These are grouped into three main curriculum organizers:

- Comprehend and Respond
- Communicate Ideas and Information
- Self and Society.

These are further subdivided into more specific sections including:

- Comprehending and Responding (Comprehension),
- Communicating Ideas and Information (Improving Communications) and (Presenting and Valuing)
- Self and Society (Building Community).

There are specific examples for each of these Outcomes for each grade level within the English Integrated Resource Package (IRP). Some of these examples are also included in the Social Studies IRP, reflecting the interconnectedness of the two curricula.

Some examples of ‘expectations’ addressing the P.L.O.’s which are pertinent for Heritage Fairs include: (*examples taken from the K-1 and Grades 4 & 7 P.L.O’S*)

- create simple charts, webs, or illustrations as a way of organizing information
- identify similarities and differences in simple information from two sources

- sort information, including ideas, details, and events obtained from a variety of sources
- demonstrate a willingness to experiment with written, visual, kinaesthetic, dramatic, oral, and electronic forms of communication
- demonstrate a willingness to participate in a variety of sharing activities that include the use of pictures, charts, storytelling, songs, lists, menus, and storybooks.
- acknowledge special events and honour individual and group accomplishments
- manage and organize information by grouping and sorting it into charts, webs, subtopics or logical sequences
- create and express thoughts, ideas, and feelings, in a variety of oral, written, and electronic forms
- demonstrate a willingness to work with others toward a common goal
- demonstrate an awareness of how to use language to connect their own understanding and experience to those of others
- use text and electronic media features, including indices, tables of contents, and keyword searches, to locate specific information or material.
- locate and interpret details in print and non-print media to gather information and build understanding
- interpret details in simple and direct illustrations, maps, charts, and other graphic representations
- demonstrate a willingness to explore the differences among various media presentations of the same event or topic
- select a means of organizing information and ideas that is appropriate for their purpose and audience
- apply the rules and conventions of formal presentations, including speeches, news reporting, and dramatic monologues
- use appropriate language to celebrate special events and accomplishments
- demonstrate respect for the diverse languages, ideas, opinions, cultures, and contributions of peers and the wider community

From the above list it can be seen that there are many connections between the English language curriculum and the goals of the Heritage Fair program.

Suggested activities { *n.b. these are common list, not grade specific*}

- *construct a calendar with pages for each month of the year and hang it in the classroom Each day, week, month add a significant event that occurred in Canadian history and the year in which it happened. You could perhaps enter each child's birthday as well and challenge them find an important event that coincides with that day.*
- *write a story about 'the day in the life' of a Canadian bird, animal fish, etc. What would it do? What would it see in that day?*
- *find and read passages of literature from earlier times in Canada's history*
- *write a poem about being a Canadian*

- *keep a journal of your activities for a day, week, month. Compare it with what someone your age might have written 25, 50, 100 years ago.*
- *read some pioneer diaries, then write entries for one of your own.*
- *learn to write with pen and ink. Create pen and ink sketches.*

Heritage Fairs and the Fine Arts Curriculum, K-7

The Fine Arts I.R.P. contains curricula for Dance, Drama, Music and Visual Arts. All four fine arts curricula provide opportunities for growth in three common areas:

- personal, social, cultural, and historical contexts
- knowledge, skills, and techniques
- creating, expressing, perceiving, and responding

The I.R.P. also shows connections to other subject areas. The specific connections to Social Studies state:

- cultural and historical contexts of the fine arts, artistic contents of culture and history
- fine arts as a means of expressing and maintaining cultural identity

For English, and through that to Social Studies, the connections include:

- communication
- story making, storytelling
- revising and editing process in writing = the creative process
- scriptwriting, lyric writing
- multimedia presentation

Of the four components included in Fine Arts, Drama and Visual Arts are perhaps the most relevance to Heritage Fair activities. But that's not to say that students and their teachers may not explore both Dance and Music as means by which to develop and present a Heritage activity. Indeed, both offer excellent opportunities for introducing students to folk dance and folk music – both of which are very strong elements in revealing the cultural diversity and history that is very much a part of Heritage Fair activities,

The Drama curricula is divided into three organizers:

- **Exploration and Imagination:** in which students **explore, express, and reflect on their thoughts, feelings, beliefs, and imaginative ideas through individual and group participation in drama.**
- **Drama Skills:** in which students learn to use body and voice expressively, maintain concentration and focus while in role, develop the facility to move between the concrete and the abstract while in a dramatic context, and apply technical skills and knowledge to enhance dramatic communication

- Context: in which students **experience, respond to, and reflect on the aesthetic, cultural and historical context of the drama**

In addressing these goals, some specific ‘expectations’ can be identified (*examples drawn from K-1 to Grade 7 P.L.O.’s*)

- students express ideas and emotions using verbal and non-verbal communication
- students select a means of communication to express ideas and emotions in dramatic work
- students will demonstrate an ability to use images and emotions within cultural and historical contexts to develop dramatic work

The Visual Arts curricula has four organizers (Image – Development and Design strategies, Context, Visual Elements and Principles of Art and Design, Materials, Technologies, and Processes), each of which is further divided into Perceiving and Responding and Creating and Communicating. It’s in this latter column that information pertaining to the connection between Visual Arts and Social Studies (and Heritage Fair activities) can be found.

- Context – **where students create images that communicate understanding of and appreciation for the influence of personal, social, cultural, and historical contexts**
- Materials, Technologies and Processes – **where students create images that demonstrate their ability to communicate effectively using a variety of materials, technologies and processes.**

Specific ‘expectations’ within the Visual Arts curricula that address these objectives include (*taken from the K –1 to Grade 7 P.L.O.’s*) students will:

- demonstrate a willingness to display individual and group artworks
- demonstrate the ability to collaborate to develop a group display for the school or community
- create images that convey beliefs and values
- make images using a variety of materials, tools, equipment, and processes
- select materials, tools, equipment, and processes to make images

Suggested activities: *{n.b. these are a common list: not grade specific}*

- *every month draw a picture representing a Canadian person ,symbol, place, or event and briefly explain the meaning of your picture.(this could be combined with the classroom calendar mentioned above)*
- *have an old-fashioned picnic and play some of the games that were popular back then (e.g. three-legged race, sack race, ‘egg and spoon’ race, etc)*
- *try making your own toys out of materials available to the pioneers (wood, straw, scraps of cloth, etc)*
- *learn to play games of the past and teach them to other students (e.g. hop scotch, marbles, jacks, milktops, etc)*

- *learn about Canadian artists and their works. What do they tell us about Canada's past, its environment? etc*
- *try your hand at earlier crafts (e.g. spinning, weaving, candle making, quilt making, embroidery, etc). Bring in guests who are experts in these arts.*
- *listen to songs (folk ones are good for this) about Canada's past. Discuss how they represent our traditions and our heritage. Learn and sing some of them.*
- *create a skit presenting the story of a famous Canadian person or event.*
- *put on a class musical based on some aspect of local heritage.*
- *make up a song about Canada, BC, your region or town, incorporating place names, people, etc*
- *learn some traditional Canadian dances. A local fiddler or dance group may be helpful here*

Heritage Fairs & Current Trends in Social Studies Teaching:

In 2000 the B.C. Ministry of Education established a series of professional development networks to provide teachers and interested partner groups with a forum to develop and implement new unit and lesson plans. Two of these have significant relevance to Heritage Fair activities:

1. **Teaching for Understanding (TFU)** – a project developed in association with curators and archivists from museums around the province. The model, developed by Dr. Peter Sexias, focuses on how teachers can more effectively engage their students in the study of history. It embodies several “second order historical central concepts” which help students better understand the history they are learning. These concepts include” **Continuity and change, Empathy/perspective taking, Evidence, Moral judgement, Progress and decline, and Significance.**

The key strategy of the TFU model is the idea of “backward design” for unit and lesson plans:

- a. **define** what is worth understanding in terms of generative topics framed as *big issues or questions*
- b. **think** about what students might do or make to provide evidence of understanding
- c. as the final step, **plan** the processes through which students will come to understand(through engaging lessons and units)

The development of these units and lessons, using the second order historical concepts, is most meaningful when used with primary historical sources. In developing these lessons and units teachers worked with museum curators to access artefacts and archival documents. All of this was carried out within the framework of the B.C. curriculum documents.

For a more detailed account of the TFU process and to view some of the elementary and secondary lesson plans developed using this process visit the TFU website at www.heritage.gov.bc.ca/edu/tfu

2. **Teaching Critical Thinking Cooperative (TC2):** - “critical thinking involves thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgements that embody the qualities of a competent thinker.”

Roland Case, LeRoi Daniels and others propose a four-pronged approach to promoting critical thinking:

- build a *community of thinkers* within the school and classroom
- infuse opportunities for critical thinking – what we call *critical challenges* – throughout the curriculum
- develop *the intellectual tools* that will enable students to become competent critical thinkers
- on a continuing basis *assess students’ competence* in using the intellectual tools to think through critical challenges.

The TC2 consortium involved teachers in many districts throughout B.C. working with education faculty members and other professionals to apply this model to develop a number of social studies units and lessons from K-1 through grade 12. Three of these that are very relevant to the theme of this paper are: **Celebrating Families** (for Grade K-1), **Critical Challenges in Social Studies for Upper Elementary Students** (grades 4-7), **Early Contact and Settlement in New France** (grade 9)

For more information about TC2 contact Dr. Roland Case at the Faculty of Education at Simon Fraser University