

# Our Relationship with the Land

## ESSENTIAL QUESTION

How are people connected to the land?

## BACKGROUND TO UNIT 1

In this unit, students examine the relationship between the land and the people of Saskatchewan. In Chapter 1, students are introduced to some of the unique geographic features of Saskatchewan and the influence geography has on peoples' ways of life. Students consider ways in which the people of Saskatchewan have adapted to the challenges of the land, and the ways in which the characteristics of the land have affected where and how people live. In Chapter 2, students explore how close ties to the land are reflected in First Nations and Métis peoples' worldviews. Students then learn about the events leading to the signing of the treaties, and about the importance of the treaties to Saskatchewan's present and future.

This unit provides an introduction to themes and topics related to the Grade 4 Treaty Essential Learnings unit, which is focused on the study of the Indian Act of 1876 and understanding that it was not a part of the treaty agreements made in Saskatchewan. Unit 1 also provides excellent opportunities to review Treaty Essential Learnings themes and topics from kindergarten to Grade 3, such as the following:

- lifestyles of First Nations peoples before and after the arrival of European newcomers
- First Nations traditional teachings and worldviews
- reasons for treaty

## ESTIMATED TIME FOR UNIT

- 6 to 8 weeks

## MATERIALS

- chart paper
- AM U1-1: Unit 1 Rubric
- AM U1-2: Unit 1 Your Challenge: Self-Assessment Checklist

- the spirit and intent of the treaties
- the benefits of treaty for First Nations and for non–First Nations peoples in Saskatchewan

## USING THE UNIT 1 OPENER

Ask students to consider the title of the unit—Our Relationship with the Land—and to suggest or predict what questions and topics this unit might include. Study the map and photos on pages 2 and 3 of the Student Book and invite students’ comments and observations in response to questions such as the following:

- Which of the photos most resembles the area where you live? What are some of the differences or similarities?
- What do the features in the photos suggest about the way of life for people living in the areas shown (for example, livelihood, recreation, transportation)?
- What do the photos suggest about the climate of Saskatchewan? How does the change of seasons affect the way we live?

### TEACHING TIP

The First Nations of Saskatchewan map on page 2 is available in poster format on the DVD.

The map key on page 2 uses colour coding to show the locations of the First Nations of Saskatchewan. Explain to students that First Nations peoples were living on the land for at least 10 000 years before the arrival of European newcomers. During this time, each nation had its own name for itself. Neighbouring nations may have named others in their own language as well. When English and French explorers and fur traders arrived, they used their own names or their interpretations of names from First Nations languages to identify peoples in various regions. Consequently, European contact resulted in the use of names that were different from those used by First Nations to refer to themselves. For more detailed information about the self-ascribed names of First Nations, refer students to page ix of the Student Book.

Briefly discuss the Essential Question *How are people connected to the land?* Record the question on chart paper and post it in the classroom so that you can refer to it from time to time throughout the unit. Introduce students to Naomi and Ivan, and explain that Naomi’s story in Chapter 1 and Ivan’s story in Chapter 2 provide different examples of how people are connected to the land.

Discuss the Let’s Explore! questions on page 3. Point out to students that these questions are the ones they will find at the beginning of each new section in the unit. By the end of the unit, students will have developed answers to these questions, the unit’s Essential Question, and the Chapters 1 and 2 Questions. Encourage students to use the questions as a framework for review. Ask them what other questions about people’s relationship with the land come to mind. Record any additional questions so you can refer to them as opportunities arise throughout the unit of study.

## **YOUR CHALLENGE TASK**

Point out the description of the Your Challenge task in the box on page 3 of the Student Book. Explain that students will demonstrate their learning and understanding of the unit by producing a podcast or audio recording. Their presentation will feature the information they gather through interviews with members of the community, in which students will ask about relationships with the land and ways those relationships have changed over time. Students will use background knowledge, information, and examples they acquire throughout the unit to develop the interview questions and the structure for their broadcasts.

Have students read and discuss the goals for the Your Challenge task in the Did You Meet Your Challenge? checklist on page 65. Share with the class a copy of AM U1–2: Unit 1 Your Challenge: Self-Assessment Checklist and a copy of AM U1–1: Unit 1 Rubric. Discuss the criteria for assessment. Invite students to suggest other criteria that they think could be added. Keep track of their responses on chart paper. Revisit these suggestions before work on the Your Challenge task gets under way.

It may be helpful for students to keep a file of their notes and responses to tasks featuring the YC icon throughout the unit. Their Your Challenge portfolio will allow them to easily access this information when they retrace their steps. Draw students' attention to the YC icon on page 10 beside question 2 in Thinking It Through to illustrate and explain how the questions and activities marked with this icon are related to Retrace Your Steps on page 65 of the Student Book. As students work through the unit, encourage them to consider how other activities and questions might link to the Your Challenge task as well.

## **CONNECTIONS**

### **Literacy Connections (Chapter 1)**

#### Chapter Opener

- Opening discussion provides context and sets purpose for reading.
- After listening to text and visualizing, students deepen comprehension by making personal connections to the text.

#### How is Saskatchewan's geography unique?

- Students paraphrase guiding question to set purpose for reading.
- Teacher models use of visuals to support comprehension.
- Students use graphic organizer GLM–6: Idea Builder to develop understanding of key concept: *geography*.

- Students collaborate to develop a graphic organizer to record the information they find in an online document about why species are at risk.
- Student use a Think–Pair–Share or Think–Pair–Square–Compare strategy to initiate thinking about action plans people can use to protect Saskatchewan’s ecozones.
- Teacher uses a Think Aloud strategy to model how clues from text and background knowledge are used to make inferences.
- Students analyze examples to develop criteria for persuasive images as a Pre-writing strategy.

### What has influenced where people live in Saskatchewan?

- Students restate section heading question and preview headings and visuals to make predictions about what they will read.
- Students make text-to-text connections between information in Student Book and video about life at a trading post.
- A graphic organizer is used to record and develop new vocabulary.
- Students locate specific information in text to support responses to comprehension questions.

### How does geography affect the way people live?

- Students use graphic organizer GLM–6: Idea Builder to develop understanding of new key concept: *lifestyles*.
- Paired reading provides support for less independent readers.
- Students locate specific information in text to support responses to comprehension questions.
- Students paraphrase opening statement to set purpose for reading.
- LM 1–6: Saskatchewan Architecture is used as note-taking tool when investigating website.
- Students use clues from photos to develop inferences to respond to questions.
- LM 1–5: Geography and Lifestyle is used as an organizer to record evidence and organize ideas.

### How does climate affect the way people live?

- Students make personal connections to activate background knowledge prior to reading.
- A graphic organizer—LM 1–1: Chapter 1 Vocabulary—is used to record and develop new vocabulary.
- Students use visuals and text-to-self connections to enhance comprehension.

- Carousel brainstorming is used to generate and share responses to question and support discussion.
- Students make text-to-text connections using information from Student Book and from websites and videos.
- Students read for information in pairs and record information to support discussion.
- A Jigsaw strategy is used to interpret photos and make inferences about energy-efficient technologies.
- Students use examples from text to build generalizations about the advantages and disadvantages of energy-efficient construction.

## **Literacy Connections (Chapter 2)**

### Chapter Opener

- Opening discussion provides context and sets purpose for reading.
- Students read for information and engage in small-group discussion for response to reading.

### How do traditional worldviews shape First Nations and Métis peoples' relationship with the land?

- A graphic organizer is used to record and develop new vocabulary.
- The teacher uses a Think Aloud strategy to model how to identify key ideas.
- Partners use a Read and Retell strategy to enhance comprehension.
- Students use text-to-text and text-to-self connections to build understanding of expressions of First Nations peoples' worldviews.
- Students use GLM–24: Note-Making Web to record and organize information from the text.
- Students use Think–Pair–Share and Write to Think strategies to prepare for group discussion.
- Students write poetry and songs to describe First Nations or Métis peoples' relationship with the land.
- Students design logos to communicate a central idea of interconnectedness.

### What changes did the railway bring?

- Students use a map key and maps to interpret information and set a context for reading.
- Before reading, students use information from visuals to make predictions about the impact of the railway on First Nations and Métis peoples' lifestyles.

- Students reread text to locate specific information in response to comprehension questions.
- Students collaborate to create cause-and-consequence web diagrams related to the building of the railway in Saskatchewan.

### Why were treaties made?

- Before reading, students explore a scenario to set a context.
- A graphic organizer—LM 2–1: Chapter 2 Vocabulary—is used to record and develop new vocabulary.
- Students use visuals and text-to-self connections to enhance comprehension.
- Students locate specific information in text to support responses to comprehension questions.
- Students use small-group discussion to prepare for sharing ideas with the class.

### How do treaties affect the way people live?

- Students make connections to personal experience to set a context for reading.
- Students use clues from photos to develop inferences to respond to questions.
- LM 2–2: Treaty Goals is used to organize information.
- Students locate specific information in text to support responses to comprehension questions.
- Students use an organizer to record information from a video news clip in preparation for class discussion.
- Students use a talking circle to reflect on the question *How are you a treaty person?*

## **Competency Connections**

Developing Thinking: In each section of this unit, students develop understanding by building on their own experience and prior knowledge and making connections to new information and the experiences of others. Students analyze the relationships between people and the land, and examine connections between geography, worldviews, and lifestyles. Students develop critical-thinking skills by using observations to make inferences, looking for evidence and applying criteria to make judgments, and analyzing factors that influence assumptions.

Developing Identity and Interdependence: Throughout this unit, students explore how the land has influenced worldviews of First Nations peoples and newcomers. Students gain insight and develop understanding of the events leading to the treaty agreements in Saskatchewan, and build on this understanding to appreciate the significance of treaties for people living here

today. Students also consider the importance of respect for the environment and the sustainable use of resources as part of a relationship with the land.

Developing Literacies: Students explore the concepts of *geography* and *lifestyles* and build vocabulary related to these concepts (for example, *ecozone, climate, culture, natural resource, worldview*). Students develop map-reading skills and interpret a variety of maps, and they analyze data from charts as they build their understanding of how geography influences the way people live.

Developing Social Responsibility: Throughout this unit, students are encouraged to demonstrate fair-mindedness, sensitivity, and respect for different worldviews and perspectives. Students develop understanding of the role played by beliefs and values in how treaties have been interpreted and enacted. Students develop an awareness of the impact of how we use the land on the natural environment and actions they can take, individually or together, for a sustainable future. Students reflect on their own personal relationship with the land, and are able to explain why we are all treaty people.

## **Curriculum Connections**

Science: Make connections to Life Sciences: Habitats and Communities outcomes in the following ways:

- Recognize and discuss the role of traditional knowledge in learning about, valuing, and caring for plants and animals within local habitats and communities.
- Relate habitat loss to the endangerment and extinction of plants and animals within habitats and communities in Saskatchewan and elsewhere.
- Identify local, provincial, and national organizations that work to preserve, restore, and provide education about habitats and communities.

English Language Arts: Make connections to the sample questions from themes in the following contexts:

- *Social, Cultural, and Historical:* What is Saskatchewan like? What makes Saskatchewan unique? What was Saskatchewan like 100/150/500 years ago? How does our life today compare to the lives of our older relatives and past generations?
- *Imaginative and Literary:* How do traditional narratives and tales teach us lessons about living wisely? What is the difference between a scientific explanation and a legend that explains nature?
- *Environmental and Technological:* What do people need to live? How do humans affect animals, plants, and the environment? What are the most important lessons Canadians need to learn about plants, animals, and the constructed and natural environments?

Arts Education: Extend learning about the influence of geography on architecture and design by making connections to Cultural/Historical outcomes in the following ways:

- Ask questions about Saskatchewan arts expressions to initiate, develop, and document inquiry learning.
- Describe how the arts tell something about the society in which they are created.
- Investigate, analyze, and describe features (for example, media, techniques, use of symbols and imagery) of traditional and evolving First Nations and Métis arts expressions.

## RECOMMENDED RESOURCES

Students should refer to Student Book, page ix for alternative First Nations names when conducting research.

### Videos

Search R.O.V.E.R. (Recommended Online Video Education Resources) for videos related to relationships with the land and to the significance of treaties to show in your classroom.

### Websites

Web links will be updated annually to help prevent broken links.

## Unit 1: Our Relationship with the Land

*The First Nations and the Newcomers Settle in What Is Now Known as Saskatchewan: Teaching Treaties in the Classroom, A Treaty Resource Guide for Grade 3*

<http://www.otc.ca/siteimages/Grade%203%20TFNATNSIWIKNAS.pdf>—Component of the Office of the Treaty Commissioner resource kit, providing information about First Nations peoples, the history of Saskatchewan, and treaties

*The Indian Act of 1876 Was Not Part of Treaty: Teaching Treaties in the Classroom, A Treaty Resource Guide for Grade 4*

<http://www.otc.ca/siteimages/Grade%204%20TIAOEWNPOT.pdf>—Component of the Office of the Treaty Commissioner resource kit, providing information about the treaty relationship in Saskatchewan

## Chapter 1: Exploring the Land

### my Story: A Special Connection

Saskatchewan Indian Cultural Centre

<http://www.sicc.sk.ca/elders.html>—Quotations from Elders of some First Nations can be found under the Language tab. Elder FAQs and audio and video testimonials can also be accessed from this page.



*Treaty Essential Learnings: We Are All Treaty People*

<http://www.otc.ca/siteimages/TELS.pdf>—Reference guide for teaching treaties in the classroom

Office of the Treaty Commissioner: Videos

[http://www.otc.ca/LEARNING\\_RESOURCES/Videos/](http://www.otc.ca/LEARNING_RESOURCES/Videos/)—Video Library  
Volume 2—Treaty Message Minutes: Earth and Treaty Message Minutes:  
All Connected

Video Library Volume 2: The Role of Elders

Sarcee Reserve: An Indian Community

<http://www.oomroom.ca/sarcee/eng/index.html>—Interactive tour provides picture of contemporary life on a reserve

*Nokum Is My Teacher*

<http://www.youtube.com/watch?v=17QYnw5xzWE>—Video presentation of book by David Bouchard, with illustrations by Allen Sapp

**How is Saskatchewan's geography unique?**

Coolscapes

<http://www.coolscapes.sk.ca/index.php>—Online gallery of photos of Saskatchewan landscapes for student and teacher use

Tourism Saskatchewan

<http://www.sasktourism.com/>—Photos and descriptions of destinations and locations representing the geography of Saskatchewan

Nature Saskatchewan: Stewards of Saskatchewan

<http://www.naturesask.ca/what-we-do/stewards-of-saskatchewan>—  
Information about programs to protect prairie and parkland habitat, and  
useful resources for teachers and students

Nature Saskatchewan: *At Home on the Range: Living with Saskatchewan's Prairie Species at Risk*

[http://www.naturesask.ca/rsu\\_docs/at\\_home\\_on\\_the\\_range\\_-\\_living\\_with\\_saskatchewan\\_s\\_prairie\\_species\\_at\\_risk.pdf](http://www.naturesask.ca/rsu_docs/at_home_on_the_range_-_living_with_saskatchewan_s_prairie_species_at_risk.pdf)—Online publication outlining how people can co-exist with plant and wildlife species at risk on Saskatchewan's prairies

Canadian Parks and Wilderness Society (Saskatchewan Chapter)

<http://www.cpaws-sask.org>—Information about actions and initiatives to protect wilderness areas in Saskatchewan

### Build a Prairie

<http://www.bellmuseum.umn.edu/games/prairie/build/sb1.html>—An interactive game that allows users to choose species of plants and wildlife, to rebuild a healthy prairie ecosystem

### **What has influenced where people live in Saskatchewan?**

#### Google Maps

<https://maps.google.ca/>—Access to satellite images of Saskatchewan showing geographic features

#### Mapquest

<http://www.mapquest.ca/>—Access to satellite images of Saskatchewan showing geographic features

#### Saskatchewan Stories

<http://www.saskstories.ca/>—Collection of stories, video clips, and photos about First Nations peoples and the bison hunt, the fur trade, and the arrival of homesteaders

#### Fur Trade Posts

[http://esask.uregina.ca/entry/fur\\_trade\\_posts.html](http://esask.uregina.ca/entry/fur_trade_posts.html)—Additional background information about development of fur trade

#### Saskatchewan Settlement Experience

<http://www.saskarchives.com/sasksettlement//index.php>—Collection of photos and other primary documents related to settlement by Indigenous Peoples, homesteaders, and others

<http://www.saskarchives.com/sasksettlement/display.php?cat=Steps%20to%20a%20Homestead&subcat=Advertising>—Provides a number of examples of posters promoting land to attract newcomers

#### Florence Duckett (Homesteader Experience)

<http://www.saskstories.ca/english/work/settlers/video/duckett.html>—Short video clip based on the journal of Saskatchewan homesteader Florence Duckett, in which she describes the challenges for newcomers

#### Postcards from the Prairie

<http://scaa.sk.ca/gallery/postcards/settlement>—Explores deceptive use of postcards in promotion of homesteads

## Back to Batoche

<http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/batoche/html/about/index.php>—Interactive tour of the history and culture of Batoche in the past and present

## Batoche

[http://www.virtualsk.com/current\\_issue/batoche.html](http://www.virtualsk.com/current_issue/batoche.html)—Provides background information on the history of Batoche

## Information on Some Communities in Saskatchewan

<http://progetudes.gov.sk.ca/index.jsp?view=materials&lang=en&subj=social&level=3> --Detailed information about some of Saskatchewan's communities.

## **How does geography affect the way people live?**

### “Mail Order Eaton’s House: Recreated”

<http://www.worthmagazine.ca/documents/winter10eatons.pdf>—Article about mail-order houses popular with Saskatchewan homesteaders in the early 1900s

## Provincial Heritage Property

<http://www.pcs.gov.sk.ca/sense-of-place>—Colourful brochure with photos and brief descriptions of 49 heritage properties

## Architectural Heritage Society of Saskatchewan

<http://www.ahsk.ca/photoweb.php>—Photos featuring building heritage, including structures such as bridges and a water tower

## Historic Places

<http://www.historicplaces.ca/en/results-resultats.aspx?m=2&Keyword=saskatchewan&ProvinceId=100073>—Photos and descriptions of hundreds of historic structures in Saskatchewan

## **How does climate affect the way people live?**

### Western Development Museum (Discovery Box Program)

<http://wdm.ca/EdPrograms/discoveryboxes/9.htm>—Various resources to support an exploration of weather in Saskatchewan, including Hold onto Your Hat: Weather in Saskatchewan

## Environment Canada: Public Alerting Criteria

<http://www.ec.gc.ca/meteo-weather/default.asp?lang=En&n=D9553AB5-1#tornado>—Describes the difference between weather watches and warnings

### **Pig Spleen Forecast**

<http://www.youtube.com/watch?v=fhA2zKg5Yxw>—A two-minute television interview with nephew of Gus Wickstrom, who is carrying on with the pig spleen predictions of his late uncle

### **How to Forecast Weather without Gadgets (digital poster)**

<http://www.digitalinformationworld.com/2013/01/predict-weather-forecast-without.html>—Digital poster offers tips for forecasting weather by using senses to observe the environment

### **Farmers' Almanac**

<http://www.farmersalmanac.com/weather/2010/07/06/5-ways-you-can-predict-the-weather/>—Five ways to predict the weather using signs of nature, and brief explanations about why they may work

### **Saskatchewan Indian Cultural Centre**

<http://www.sicc.sk.ca/archive/heritage/ethnography/dnl/beliefs/weathersigns.html>—Weather observations, interpretations, and beliefs of Očeti Šakowiŋ

### **Weather Proverbs**

<http://www.wxduke.com/proverb.html>—A “true or false” discussion of well-known proverbs about the weather

### **21st Century Sod House**

<http://www.youtube.com/watch?v=Dnojc9zUPi0>—A 26-minute video about the Addison sod house near Kindersley, built by homesteaders and occupied by members of the family until recently

### **Camping Health and Safety Tips**

<http://www.macecanada.com/tips/camping.htm>—Helpful pointers for planning a safe camping trip

### **Climate Change**

[http://www.climatechangesask.com/html/youth/Youth\\_resources/index.cfm](http://www.climatechangesask.com/html/youth/Youth_resources/index.cfm)—Provides a range of links for youth and kids about climate change

### **EcoKids**

[http://www.ecokids.ca/pub/homework\\_help/climate\\_change/index.cfm](http://www.ecokids.ca/pub/homework_help/climate_change/index.cfm)—Explores various topics related to climate change

### **Environment Canada Youth Zone**

<http://www.ec.gc.ca/sce-cew/default.asp?lang=en&n=87740c94-1>—Links for kids related to sustainable living

### Craik Sustainable Living Project

<http://www.craikecovillage.com/index.html>—Additional background information about the project

### Destination Conservation Saskatchewan

<http://www.environmentalsociety.ca/main/programs/destination-conservation-saskatchewan/>—Resources for teachers from the Saskatchewan Environmental Society

### Energy Hog

<http://www.energyhog.org>—Interactive games and quizzes; also includes a home-energy audit scavenger hunt

### EcoKids School Energy Audit

[http://www.ecokids.ca/pub/fun\\_n\\_games/printables/activities/assets/energy/school\\_energy\\_audit.pdf](http://www.ecokids.ca/pub/fun_n_games/printables/activities/assets/energy/school_energy_audit.pdf)—Printable instructions and support material for conducting a school energy audit

### Canadian Geographic: Classroom Energy Diet Challenge

<http://energydiet.canadiangeographic.ca/home/landing>—Provides materials for participation in the challenge and information about projects in other classrooms across Canada

### Weather Safety Tips for Kids

<http://www.weatherwizkids.com/weather-safety.htm>—Provides students with safety tips for a range of weather conditions

### Environment Canada Extreme Weather Safety Tips

<http://ec.gc.ca/meteoaloeil-skywatchers/default.asp?lang=En&n=AD084E96-1&offset=4&toc=show>—Safety tips and fast facts about extreme weather

Carriere, Ken. (2007). *The Bulrush Helps the Pond*. Saskatoon, SK: Gabriel Dumont Institute.

Delaronde, Deborah L. (2009). *The Rabbits' Race*. Penticton, BC: Theytus Books.

McLeod, Elaine. (2010). *Lessons from Mother Earth*. Toronto, ON: Groundwood Books Ltd.

## **Chapter 2: A Special Relationship with the Land**

### **my Story: Land of Opportunity**

#### Saskatchewan Coat of Arms

<http://www.ops.gov.sk.ca/Default.aspx?DN=f9a022a1-b8e7-4bf7-bda2-c245967f30ab>—Displays an image and provides an explanation of the symbols used in the Saskatchewan Coat of Arms

#### The Kids' Site of Canadian Settlement

<http://www.collectionscanada.gc.ca/settlement/kids/021013-1003-e.html>—Features information about the history, daily life, and culture of a number of communities in Canada, including Nēhiyawak, Métis, and Ukrainian

#### Ukrainian Museum of Canada

[http://www.umc.sk.ca/page/index\\_new](http://www.umc.sk.ca/page/index_new)—Provides information about the museum and a slide show of colourful images, including many traditional Ukrainian crafts and artifacts

#### Prairie Faces

<http://www.prairiefaces.ca/>—A collection of 78 photos portraying Ukrainian homesteaders from the Croxton area in the 1920s

### **How do traditional worldviews shape First Nations and Métis peoples' relationship with the land?**

#### Métis Sash

<http://www.youtube.com/watch?v=z2hj8YA03T4>—Métis Elder Elize Hartley explains the historical use and cultural significance of the Métis sash.

#### Leave No Trace Canada

[http://www.leavenotrace.ca/adnbase/js/wysiwyg/plugins/ExtendedFileManager/uploads/leaveno/Responsable\\_Ecotourism\\_EN\\_2012.pdf](http://www.leavenotrace.ca/adnbase/js/wysiwyg/plugins/ExtendedFileManager/uploads/leaveno/Responsable_Ecotourism_EN_2012.pdf)—A printable brochure elaborating on the seven principles of “Leave No Trace” camping

#### Medicine Wheels in Saskatchewan

[http://www.virtualsk.com/current\\_issue/angered\\_stones.html](http://www.virtualsk.com/current_issue/angered_stones.html)—Article discusses medicine wheels and challenges to their preservation

#### Four Directions Teachings

<http://www.fourdirectionsteachings.com>—Cree Elder Mary Lee explains the significance of the four directions, the medicine wheel, and tipi teachings

## Pysanky Symbols

<http://www.allthingsukrainian.com/Class/Beginner/PysankySymbology.htm>  
—Many photos of traditional Ukrainian Easter eggs, and explanations of the symbols used to create them

## Aboriginal Affairs and Northern Development Canada: First Nations Map of Saskatchewan

<http://www.aadnc-aandc.gc.ca/eng/1100100020616/1100100020653#chp4>—Lists the 70 First Nations communities in Saskatchewan and shows their locations on a map of the province

## Saskatchewan Indian Cultural Centre

<http://www.sicc.sk.ca/index.html>—Information about the history and culture of First Nations peoples in Saskatchewan

## History of the Denesūliné

<http://scaa.usask.ca/gallery/northern/content?pg=ex04-1>—Information about the Denesūliné culture and way of life

## The Virtual Museum of Métis History and Culture

<http://www.metismuseum.com/main.php>—Detailed information, photos, and transcripts documenting the history and culture of Métis people

## Métis History and Culture for Kids

[http://www.awchimo.ca/html\\_alt/index.html](http://www.awchimo.ca/html_alt/index.html)—Focuses on Métis history and culture, and presents games and activities

## Back to Batoche

<http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/batoche/html/about/index.php>—Interactive tour of the history and culture of Batoche in the past and present

## Office of the Treaty Commissioner: Legislature Mace Runner Ceremony

[http://www.otc.ca/LEARNING\\_RESOURCES/Videos/](http://www.otc.ca/LEARNING_RESOURCES/Videos/)—Video Library Volume 2—Video clip showing the unveiling of the mace runner and cushion in the Saskatchewan legislature, both of which symbolize the significant role of First Nations in the ongoing history of the province

## **What changes did the railway bring?**

### Via Rail Online Reservations

<https://reservia.viarail.ca/search.aspx>—Via Rail site for searching and booking passenger reservations

### Via Rail: Destination Canada

<http://www.destinationcanada.com.au/content/documents/Rail/147-150.pdf>—Advertising brochure for passenger travel in Canada

### Saskatchewan Settlement Experience: Steps to a Homestead (Travel To and In Canada)

<http://www.saskarchives.com/sasksettlement/display.php?cat=Steps%20to%20a%20Homestead&subcat=By%20Rail&btn=next&slide=3>—Photos of homesteaders travelling to Saskatchewan from Ontario by rail

### Saskatchewan Eco Network

<http://econet.ca/issues/>—Information about the impact of resource development and other environmental issues in Saskatchewan, and initiatives to address them. Also of interest is Indigenous Educators—Rekindling Traditions, under Eco Education.

### Ecofriendly Sask

<http://www.ecofriendlysask.ca/>—Organization that provides information and support for Saskatchewan environmental initiatives

### Traditional Use of Tatanka (Buffalo)

<http://sdpb.org/Badlands/Tatanka/index.asp>—A four-part series of slides featuring the traditional uses of the bison

## **Why were treaties made?**

### Duck Lake Murals

<http://www.ducklake.ca/visiting/attractions.php#murals>—Explanations and background about the Duck Lake murals that appear on pages 45 and 50 of the Student Book

### Office of the Treaty Commissioner (Video Library)

[http://www.otc.ca/LEARNING\\_RESOURCES/Videos/](http://www.otc.ca/LEARNING_RESOURCES/Videos/)—Video Library Volume 1—Videos about treaties in Saskatchewan

### Office of Treaty Commissioner: Treaty Map

[http://www.otc.ca/siteimages/treatymap\\_large.pdf](http://www.otc.ca/siteimages/treatymap_large.pdf)—Map showing treaty areas in Saskatchewan, and First Nations communities in each

### Saskatchewan Indian Cultural Centre: Treaty Map

<http://www.sicc.sk.ca/archive/bands/treaty.html>—First Nations by treaty area and links to information about each First Nation



## Aboriginal Affairs and Northern Development Canada: Treaty Annuity Payments

<http://www.aadnc-aandc.gc.ca/eng/1100100032294/1100100032295>—Government site outlining information about treaty payments

## 2012 Urban Treaty Days: Poster for 2012 Urban Treaty Days Regina

<http://fhqtc.com/wp-content/uploads/2010/08/Urban-Treaty-Days-Poster.pdf>—Poster illustrates celebratory nature of the Urban Treaty Days event in Regina

## **How do treaties affect the way people live?**

### Our Legacy: Métis Scrip

[http://scaa.sk.ca/ourlegacy/exhibit\\_scrip](http://scaa.sk.ca/ourlegacy/exhibit_scrip)—City of Saskatoon Archives page provides detailed information about the issuing of scrip and efforts to extinguish the Indigenous title of the Métis

### “Federal Court grants rights to Métis, non-status Indians”

<http://www.cbc.ca/news/politics/story/2013/01/08/pol-cp-metis-indians-federal-court-challenge.html>—News clip and article from January 2013 outlining the Federal Court ruling that Métis people are entitled to similar rights, services, and programs as First Nations peoples

### “Métis celebrate historic Supreme Court land ruling”

<http://www.cbc.ca/news/canada/story/2013/03/08/pol-metis-supreme-court-land-dispute.html>—Information about the Supreme Court decision in favour of the Manitoba Métis Federation regarding the failure of the federal government to implement the 1879 land deal

## **Your Challenge**

### Podcasting

<http://schools.spsd.sk.ca/curriculum/techyteacher/2012/05/10/podcasting/>—Detailed instructions for producing student podcasts, and links to samples

**CHAPTER QUESTION**

How does geography affect how and where people live?

## Chapter Opener *(pp. 4–5)*

**MATERIALS**

- chart paper
- digital projector or interactive whiteboard
- GLM-6: Idea Builder

**Assessment Focus *(pp. 4–5)***

<b>OUTCOMES</b>	
RW4.1	Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.
DR4.1	Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

**Assessment for Learning**

<b>FIND EVIDENCE THAT STUDENTS CAN</b>	<b>WHAT TO DO (DIFFERENTIATING INSTRUCTION)</b>
<ul style="list-style-type: none"> <li>• Determine safety measures necessary for living in the Saskatchewan climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Students keep a daily weather log for one week. In the left-hand column of a T-chart, students record details each day about the weather that they learn from observation, listening to others, weather websites, television programs, radio reports, or newspapers. In the right-hand column, students write the decisions they make based on the weather details with respect to clothing, transportation, outdoor activities, and so on.</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze the influence of geography on the lifestyle of people living in Saskatchewan.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use Naomi’s story on page 5 as a model to write “A Special Connection” story, in which they recall personal interactions they have had with some of Saskatchewan’s geographic features.</li> </ul>

## **Background Information for Teachers**

### **First Nations Peoples' Connection with the Land**

First Nations peoples have inhabited what is known as Saskatchewan for thousands of years. Many people think of the time before the arrival of European newcomers as the First Peoples era, during which time First Nations peoples developed their own spiritual, political, economic, and social systems, and interacted with one another as sovereign nations. While each First Nation has its own cultural practices, a shared element of First Nations peoples' worldviews is that all living things in creation are connected. A close connection to the land and respect for the environment is reflected in many First Nations ceremonies and traditional teachings.

Quotations from Elders about relationships with the land and interconnectedness can be found on the Saskatchewan Indian Cultural Centre website and on pages 27 to 40 of *Treaty Essential Learnings: We Are All Treaty People* (see Recommended Resources).

Two short video clips—"Earth" with Elder Danny Musqua, and "All Connected" with Elder Alma Kytwayhat—describe the importance of a connection with the land (see Office of the Treaty Commissioner: Videos under Recommended Resources).

### **Elders and Cultural Leaders**

An Elder/Traditional Knowledge Keeper is any person recognized by a First Nations' community as having knowledge and understanding of the traditional culture of the community, including the physical manifestation of the culture of the people and their spiritual and social traditions. Knowledge and wisdom, coupled with the recognition and respect of the people of the community, are the essential defining characteristics of an Elder. Some Elders have additional attributes, such as those of a traditional healer.

In addition to having led an exceptional life based on the traditions, customs, and culture of First Nations, an Elder/Traditional Knowledge Keeper is expected to have qualities such as:

- Will be knowledgeable of First Nations' heritage and history;
- Will be knowledgeable and supportive of traditional First Nations' ceremonies, protocols, and songs;
- Possess fluency and competency in a First Nations' language;
- Will be an advocate of traditional leadership, traditional governance, and traditional law;
- Will be aware and supportive of Treaty rights and history;
- Will acknowledge the diversity of First Nations cultures, languages, and traditions in Saskatchewan;
- Will work to ensure the intergenerational transfer of traditional First Nations' knowledge, history, culture, language, and practices to the youth;
- Will support and observe the sacredness of First Nations' traditions, ceremonies, sites, and practices;

- Will have an understanding, be supportive, and play a leading role in their kinship ties; and,
- Will have a knowledge of First Nations’ traditional healing that may include the use of traditional plants used for healing.

Please note that this list is a starting point toward answering the question: Who is an Elder/Traditional Knowledge Keeper? Each First Nation has terms that define wisdom keepers, knowledge keepers, medicine people, healers, and ceremonial persons. The term “Elder” is a contemporary English word commonly used for these individuals. Many of these individuals are not comfortable with this term, as it does not adequately describe their role. Today, many of these individuals are reverting to the traditional term in their own language. Being an Elder/Traditional Knowledge Keeper is not just reaching a certain chronological age, but it is about acquired and demonstrated expertise.

The role of Elders is explained in a 15-minute video available from the Office of the Treaty Commissioner. More information about the role of Elders and audio and video testimonials from Elders are available online at the Saskatchewan Indian Cultural Centre (see Recommended Resources).

## ENGAGE

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### Link to Experience

- Have students think of a place somewhere else in the world that they have visited or learned about. Encourage them to choose a place that is quite different from their community—perhaps a place with mountains or near an ocean. Ask students to describe the location and record key points of the description so that you might refer to them again later during the activity.
- Ask students to imagine that they have travelled to that destination and met someone who has never seen the region of Saskatchewan where students live. Invite students to respond to the following questions:
  - What would you tell that person about the region where you live?
  - How would you describe the land?
  - How is the way we live different from or similar to the way people live there?
  - What reasons can you think of for these differences or similarities?
- Explain that when we think or talk about the land and the way we live on the land, we are talking about geography. Support students in developing their understanding of the concept of geography by completing GLM–6: Idea Builder.
- First, display a copy of GLM–6: Idea Builder using a digital projector or interactive whiteboard and work through it as a class. Then have each student complete his or her own copy of the line master. (Answers may vary somewhat. Key Idea: geography. Facts: The geography of

Saskatchewan includes lakes, rivers, plains, and forests, but does not include mountains. Climate is an important part of Saskatchewan's geography. Examples: hills, ravines, rivers, lakes, rocky land, sandy land. Definition: the study of Earth's surface, climate, and natural resources, and how people interact with those features. Illustrations and sample sentences will vary.)

- Write the Chapter Question on the board: *How does geography affect how and where people live?* Explain that this question focuses on the big idea of the chapter and that students will work throughout the chapter to learn about the relationship between the land, the history of the people, and the way we live today in Saskatchewan. As a result of their work in this unit, students will also reflect on their own relationship with the land.

### **my Story: A Special Connection** (p. 5)

#### **Introduce the Story**

- After reading the Chapter Question at the top of page 4, read the first paragraph of my Story: A Special Connection on page 5 of the Student Book.
- Ask students to find Keeseekoose First Nation, where Naomi was born, on the map on page 4. Use the key on the map on page 2 to show that Naomi's community is a Nakawēwiniwak nation.
- Have students locate Saskatoon, Naomi's home, on the map on page 4. Have students use the scale on the map key to estimate the distance from Saskatoon to Keeseekoose First Nation. Discuss how long it might take to drive from Saskatoon to Naomi's reserve.
- Have students study the photos on pages 4 and 5 and use their observations to offer questions or suggestions about why the story is called "A Special Connection."
- Tell students that the Nakawēwiniwak word for "grandmother" is *Noko*, but that when referring to someone else's grandmother, the word is *Koko*. Ask students to share any other words they know for *grandmother* from their own or other cultures they may be familiar with.

## **EXPLORE**

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### **Read and Discuss**

- Use a Listen and Visualize strategy to read Naomi's story. Ask students to describe the images they visualized that relate to a connection to the land.
- After reading, ask students to make connections to their own personal experience with the land or with something they have learned from an older relative or adult in their community.
- To ensure students understand the text, ask questions such as the following:

- Why does Naomi go to the reserve? (to visit relatives and friends)
- What activities does Naomi enjoy while she is at her reserve? (spending time with relatives and friends; berry picking and fishing; attending culture camps)
- How does Naomi’s grandmother know that it is going to rain? (birds are quiet; leaves curl upward)

### Revisit the Text

- Use the my Story text on page 5 to prompt students to begin thinking about the big ideas in the chapter. After reading the text, use the following questions and activities to have students make inferences and share responses to Naomi’s story:
  - Why does Naomi think it is important to take part in culture camps and spend time with her grandmother? (Naomi says that the activities at culture camps and spending time with her grandmother remind her that it is important to stay connected to the land.)
  - Why does Naomi know it is important to listen quietly to the stories her grandmother tells her? (Naomi knows that her grandmother’s stories are lessons, and that she should listen respectfully.)
  - What does Naomi’s grandmother mean when she says, “Being connected to the land helps keep us safe”? (Naomi’s grandmother is saying that if we know and respect the natural environment, nature will provide the signs and resources we need to survive.)

### ASSESSMENT OBSERVATION

Note which students are offering responses to the discussion on their own. Pose direct questions to students who are not actively contributing ideas to involve them in the discussion.

### DI DIFFERENTIATION TIP

During class discussions, it can be helpful for some students to sketch or record their ideas on mini dry-erase boards or on notepaper so that they are able to wait their turn to contribute without forgetting their idea(s).

### Respond to the Text

Respond to the questions in *Inquiring Minds*, page 5, through class discussion.

- Question 1: Using a digital projector, interactive whiteboard, or chart paper, work with the class to complete a web diagram showing ways people are connected to the land.
- Question 2: Have students share their stories in pairs or triads. Consider providing a model by offering an example from your own experience.
- Question 3: Discuss what might make a situation “challenging.” Could this mean difficult? dangerous? frustrating? exciting? Use students’ interpretations of *challenge* to identify examples of how the land might be challenging.

## ELABORATE

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### Values and Attitudes

Do you think it is important for people to be connected to the land? Explain.

## EXTEND

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### Research

Students can learn more about contemporary daily life on a reserve using the interactive website *Sarcee Reserve: An Indian Community* (see Recommended Resources). This website provides information about family life, work, education, and recreation from the point of view of a Grade 2 student, Coralee Starlight. Students living on reserves can make connections between their experience and life in Coralee’s reserve community.

### Making Connections

If possible, view the video presentation *Nokum Is My Teacher* by David Bouchard, with artwork by Allen Sapp (see Recommended Resources). Extend students’ thinking about connections to the land by discussing the following questions:

- What connections can you make from this story to Naomi’s story?
- What does the boy in the story want to know?
- How does the boy’s grandmother answer his questions? Why do you think she answers with questions instead of giving him answers?
- What do you see or hear in the story that shows a connection to the land?
- The grandmother talks about “reading” the grass and the trails. Do you “read” anything other than printed texts?
- What does the grandmother say about learning to read in school?
- Why do you think the paintings of Allen Sapp were chosen by the author to help tell this story?
- How do you think the boy feels about his grandmother? Why do you think so?

### Inquiring Minds—Suggested Answers

1. *What does it mean to be connected to the land? How are you connected to the land?* Students’ responses will vary depending on their personal experiences and cultural backgrounds. They might express a connection to the land as an aesthetic or spiritual appreciation of the natural environment and the interdependence of all things in nature. The ways in which they are connected to the land might include a reliance on the land for food, shelter, and other resources. Students’ responses might extend to expressing the need to take care of the land in return.

### CURRICULUM CONNECTIONS

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The Extend activities offer opportunities to connect to Comprehend and Respond outcomes in English Language Arts and Cultural/Historical outcomes in Arts Education.

2. *What have you learned from older family members about your past?*  
Responses from students will vary according to family histories and experiences. Students with First Nations, Inuit, or Métis heritage may offer examples similar to the one in the story. Some students may have learned about homesteading or farming from older relatives. Some may know stories about how the community they live in has grown and changed. Others may have stories from their parents' or grandparents' countries of origin.
3. *What do you think people find most challenging about the land?*  
Responses may include challenges related to climate, such as extreme winter weather conditions, flooding or drought, or other challenges, such as isolation or long travel distances in areas of low population density.



# How is Saskatchewan's geography unique? (pp. 6–10)

## Assessment Focus (pp. 6–10)

OUTCOMES	
DR4.1	Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

## Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> <li>Locate Saskatchewan on a map of Canada, North America, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>Assemble a number of different maps (wall maps, atlases, digital maps) and globes and create stations where students can work in pairs to find Saskatchewan on each of the maps. Have them discuss the clues and strategies they used to find Saskatchewan.</li> </ul>
<ul style="list-style-type: none"> <li>Locate the geographic centre of Saskatchewan on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Students use the compass rose on a map of Saskatchewan to describe the location of Molanosa in relation to their own community.</li> </ul>
<ul style="list-style-type: none"> <li>Identify the characteristics of the unique geographic regions in Saskatchewan.</li> </ul>	<ul style="list-style-type: none"> <li>Divide the class into two teams to compete in an Ecozone Challenge. Assign one colour of sticky note to each team. Divide each team into four groups and assign one ecozone to each group. Have each group generate a list of six clues for their assigned ecozone. Each clue should be written on a separate sticky note. Have each group keep a master list of their clues, which might refer to plants, wildlife, climate, landforms, or names of communities found in the ecozone.</li> <li>Display a large map of Saskatchewan showing the four ecozone boundaries. Have teams exchange clues and place them on the map in the ecozone to which they belong.</li> <li>Allow teams time to determine which six clues belong to each ecozone.</li> <li>Discuss the clues and responses.</li> </ul>

## MATERIALS

- variety of wall maps, atlases, digital maps, globes
- sticky notes (two colours)
- large ecozone map of Saskatchewan
- chart paper
- Internet access
- LM 1–1: Chapter 1 Vocabulary
- LM 1–2: Using Maps to Describe Location
- LM 1–3: Exploring Saskatchewan's Ecozones
- LM 1–4: Living in Saskatchewan's Ecozones
- GLM–6: Idea Builder (for *geography*, from Chapter Opener)
- GLM–16: Comparison Chart
- GLM–28: Reading Maps
- GLM–30: Planning a Presentation
- GLM–35: Analyzing Visuals for Effectiveness
- GAM–4: Self-Evaluation of Group Work
- GAM–10: Prior Knowledge Observation Chart
- GAM–21: Finding Information on the Internet

## VOCABULARY

- geography
- Indigenous Peoples
- ecozone
- climate

## Background Information for Teachers

### Geography of Saskatchewan

For more information on the geography of Saskatchewan, and for additional student resources and visuals, check the Coolscapes and Tourism Saskatchewan websites listed under Recommended Resources.

### Reading Maps

A number of maps are used in this section of Chapter 1 and throughout the chapter to introduce new concepts and information. Students may benefit from the information about reading maps on pages 284 and 285 in the Skills section of the Student Book.

### **DI** DIFFERENTIATION TIP

Depending on your class, you may want to work with students through one or two headings, reading together and answering the questions on GLM–6: Idea Builder before students continue on their own.

Work with students who need more modelling and guided practice in reading text and finding responses to questions, while other students are working collaboratively.

### TECHNOLOGY

Slide shows can be created using PowerPoint or one of several free online presentation sites, such as Animoto or Fodey.

## ENGAGE

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### Link to Experience

- Use GLM–6: Idea Builder from the chapter opener learning plan to review the term geography and to make connections to the Chapter Question *How does geography affect how and where people live?*
- Ask the class to identify some local natural features (rivers, lakes, hills, ravines) and list them on the board or chart paper so students can refer to them later.
- Have student pairs or triads select two photos from the Coolscapes website (see Recommended Resources) that best represent the region in which they live.
- Create a bulletin-board display or slide show using the images chosen by students. Discuss the images they have selected. Are any of them “unique” to the area?

## EXPLORE

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### Read and Discuss

- Ask students to think about the section-heading question *How is Saskatchewan’s geography unique?* Have students restate the question in their own words to help set the purpose for reading.
- Read together pages 6 and 7, pausing to examine the maps and to discuss the questions and information in the captions and features.
  - Page 6: *Which provinces and territories border Saskatchewan? How would you describe where Saskatchewan is located in Canada? in North America? in the world?* Students should be able to identify that Saskatchewan is bordered by Alberta, Manitoba, and the Northwest Territories. Saskatchewan is located in the southern part of Canada, approximately in the centre between the east and west coasts. Saskatchewan is almost in the centre of North America. It is in the northern and western part of the world.

- Page 7: Name some places close to the geographic centre of Saskatchewan. Students might note La Ronge, Montreal Lake, and Green Lake
- Page 7: Compare the features of the land in this photo, taken near the geographic centre of Saskatchewan, to those in the area where you live. How are the features the same? How are they different? Students can use GLM–16: Comparison Chart to record their responses. Their answers will vary, but should identify features of Earth’s surface, natural resources, and possibly human interaction with those features.
- After reading the Learning Tip on page 7, direct students to Reading Maps on pages 284 and 285 of the Student Book for further explanation of the compass rose, cardinal directions, and intercardinal directions.
- Have students complete LM 1–2: Using Maps to Describe Locations. Have students choose four communities shown on the map on page 7 and use the compass rose to describe their location in relation to the geographic centre of the province.
- Pages 8 and 9: Have students preview the visuals and headings, and ask them to make predictions about what they will read in the text on these pages. Discuss new or important words, such as *ecozone* and *climate*, shown in boldface and explained in notes in the margin.
- Use a Listen and Read Along strategy with the information on ecozones on pages 8 and 9 and pause to make connections to the photos and to discuss captions and features.
  - Draw students’ attention to the Learning Tip on page 8. Refer them to Reading Maps on pages 284 and 285 for further explanation of map symbols and the use of map keys. Students may recognize that map symbols representing elevation might be useful in identifying landscape features that Indigenous Peoples might have used to describe the land.
  - Page 8: Which ecozone do you live in? What landscape features do you think Indigenous Peoples might have used to describe the area where you live? Remind students that Indigenous Peoples did not use ecozones, but had other ways to identify regions or territories based on landforms and vegetation. Features such as the Cypress Hills, Churchill River, and Qu’Appelle Valley defined regions. First Nations peoples also distinguished between grasslands and bush areas.
  - Distribute copies of LM 1–1: Chapter 1 Vocabulary and have students complete definitions and examples for the terms *geography*, *Indigenous Peoples*, *ecozone*, and *climate*.
- Ensure students understand that the plants and wildlife species mentioned for each ecozone on pages 8 and 9 are just a few examples. Each ecozone has numerous species of plants and wildlife. Some are found in only one ecozone, while others are found in all four.
- Read aloud the Making a Difference feature on page 10 while students follow along in the text. Pause to discuss words that may be unfamiliar to students, such as *habitat*, *stewards*, or *hectares*. If students are unfamiliar

### ASSESSMENT OBSERVATION

Use students’ completed copies of LM 1–2: Using Maps to Describe Locations as evidence of learning to demonstrate their ability to use the compass rose to locate or describe locations.

### ASSESSMENT OBSERVATION

As a pre-assessment strategy, Use GAM–10: Prior Knowledge Observation Chart to record observations regarding students’ prior knowledge about the geography of Saskatchewan and related topics in the unit.

with the word *rural*, you might share with them the definition supplied in the glossary on page 287.

## Revisit the Text

- Have students complete GLM–28: Reading Maps based on the ecozone map on page 8. Take up the answers that follow as a class.

### Step 1—Read the Title and Legend

1. *What map are you studying (book title, page, figure number)?*  
Saskatchewan Social Studies 4, Chapter 1, page 8
2. *What is the title of this map?* Saskatchewan’s Four Ecozones
3. *What kinds of information does the legend provide?* colour indicates each ecozone; provincial capital; largest community in each ecozone; scale to judge distances
4. *What type of map is this?* physical
5. *What is the purpose of the map (what is its creator trying to show)?*  
The map shows the location of ecozones in Saskatchewan. Each ecozone is a region with unique plants, wildlife, climate, and landforms.

### Step 2—Examine the Map’s Features

6. *What patterns can you find in the use of labels and symbols? Are some names or symbols bigger, bolder, or in different colours? Why?*  
A different font is used to distinguish communities from rivers and lakes.
7. *In what ways is colour used to provide information?* colours are used to indicate each ecozone

### Step 3—Analyze the Map’s Information

8. *What is this map about?* The map provides a way to compare features across the province by showing the location of ecozones.
  9. *How is its information communicated?* The map uses colour to show the locations of the ecozones.
  10. *What conclusions can you draw from this map?* You can use information about the ecozones to determine the type of land, climate, plants, and wildlife you might find in each region indicated on the map.
- Have students locate information in the text to complete LM 1–3: Exploring Saskatchewan’s Ecozones.
  - Some students may be more successful completing LM 1–3: Exploring Saskatchewan’s Ecozones if they are asked to choose only one or two boxes for each ecozone, rather than all of them.

## ASSESSMENT OBSERVATION

Use LM 1–3: Exploring Saskatchewan’s Ecozones as evidence of students’ knowledge of the characteristics of each of the four geographic regions in the province, and to assess their ability to locate relevant details in the text.

## DI DIFFERENTIATION TIP

Depending on your class, you may want to work with students through one or two headings, reading together and answering the questions on LM 1–3: Exploring Saskatchewan’s Ecozones before students continue on their own.

Work with students who need more modelling and guided practice in reading text and finding responses to questions, while other students are working collaboratively.



- In conjunction with the Making a Difference feature on page 10, you may wish to explore the Nature Saskatchewan website (see Recommended Resources) using a digital projector or an interactive whiteboard. Alternatively, have students work with a partner to explore the website on computers.
- Using the publication *At Home on the Range: Living with Saskatchewan's Prairie Species at Risk*, from the Nature Saskatchewan website (see Recommended Resources), have students use a Jigsaw strategy to investigate reasons why species come to be at risk. This will support their thinking about the effects of human behaviour on the land and the importance of stewardship.
  - Working in expert groups of three, students summarize information from the publication about one of the following reasons why species come to be at risk:
    - disappearing habitat
    - habitat degradation
    - introduction of exotic species
    - over-harvesting
    - persecution
    - isolation of populations
    - disease
    - pesticides
    - human disturbance
  - Challenge students to work together to develop a graphic organizer that all groups can use to record the information they find in the document. Have each expert group present their findings to the class.

### **ASSESSMENT OBSERVATION**

Use GAM-21: Finding Information on the Internet to help you identify students who may need additional support with Internet research.

### **DI DIFFERENTIATION TIP**

Provide a variety of resources, including picture books and videos, so that students who are less independent readers can contribute information to group research projects.

## **Respond to the Text**

- Prompt discussion of the Thinking Critically question in Making a Difference on page 10 by posing the following questions:
  - How do we protect at-risk species?
  - What other natural features should we protect?
  - How do we prevent erosion of the soil or protect water quality?
- You might use a Think–Pair–Share or Think–Pair–Square–Compare strategy to initiate thinking about action plans people can take to protect Saskatchewan's ecozones. Students should understand that it is everyone's responsibility to be good stewards of the land.
- For Thinking It Through question 1, discuss with students what it means to be "unique." Consider features that are distinctive and one of a kind, as well as the notion that various attributes that are not exclusive may combine to create something that is unique.

## ASSESSMENT OBSERVATION

Use GAM-4: Self-Evaluation of Group Work to reinforce criteria for effective group participation and to support student reflection.

- For Thinking It Through question 2, have students work in pairs to make inferences about the possible benefits and challenges of each ecozone. Work through an example to model how students should use clues or evidence from the text to draw conclusions about possible benefits or challenges. Have students record their ideas and the relevant clues for each on LM 1–4: Living in Saskatchewan’s Ecozones. Note that the information entered into this line master can be used to help students complete the Your Challenge task at the end of the unit. Have students file their completed charts in their Your Challenge portfolios.
- For Thinking It Through question 3, ask groups of three or four students to prepare their advertisement and presentation. It may be helpful for students to analyze some ads promoting Saskatchewan to establish criteria for an effective persuasive message. Students can use GLM-35: Analyzing Visuals for Effectiveness to examine promotional material on the Saskatchewan Tourism website (see Recommended Resources) or other advertisements from newspapers or magazines. Students’ answers to this generic line master will vary, depending on the advertisement they are analyzing.
  - Have students work with a T-chart to identify what information they should include in their message and what information they might want to leave out. This is an opportunity to discuss omission as a form of bias. Students will revisit this idea again later in Chapter 1, when they view advertising for homestead lands in Saskatchewan.
  - Students can use GLM-30: Planning a Presentation as a tool to help them develop their advertisements and prepare to present them to the class.

## ELABORATE

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### Identity

Why is Saskatchewan called Land of Living Skies? Is this a suitable description of our province?

### Geography

- Ask students to discuss and explain the quotation, “Saskatchewan—Easy to draw; hard to spell!” Why might some people find it difficult to spell *Saskatchewan*? What makes it easy to draw a map outline of our province?
- Build a bulletin-board display beginning with mottos for Saskatchewan that students have read or discussed so far: “Land of the Living Skies,” “Breadbasket of Canada” (both on page 6), and now “Saskatchewan—Easy to draw; hard to spell!” As students find more mottos, they can add them to the display. Students might also create their own mottos as they learn more about the province. This display could also include mottos for regions or communities in Saskatchewan (for example, “Saskatoon, the City of Bridges” or “Meadow Lake: Gateway to Pure Air and Water”).

## EXTEND

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### Map Skills

- Provide practice using cardinal and intercardinal directions by having students work in teams to design mini–scavenger hunts using the following guidelines:
  - Limit the area involved to a particular space, such as the gym or a certain area of the playground.
  - Limit the number of directions to eight.
  - Instructions should include the number of steps and direction (for example, walk six steps to the north).
  - Instructions should include all four cardinal directions and two or more intercardinal directions.

### Understanding Habitats

Students can work in pairs to extend their knowledge of prairie habitats with the interactive website *Build a Prairie* (see Recommended Resources). In this interactive game, students choose species of grasses and other plants, animals, and birds to rebuild a healthy prairie ecosystem.

CURRICULUM  
CONNECTIONS



### Thinking It Through—Suggested Answers

1. *What are the features of Saskatchewan’s geography that make it unique?*  
Students should note that Saskatchewan is the only province in Canada with entirely human-made borders. None of Saskatchewan’s borders are formed by geographical features. While not exclusive to Saskatchewan, other distinctive characteristics include the following:
  - four ecozones, each with its own climate, plants, wildlife, and landforms
  - most of the population lives south of the geographic centre of the province
2. *Identify one benefit people living in each ecozone might receive and one challenge they might face.* Students’ answers may vary. See the answer key for LM 1–4: Living in Saskatchewan’s Ecozones for possible responses.
3. *Choose one of the ecozones in Saskatchewan and create an advertisement that might attract newcomers to live in this region. Which features will you promote? Present your ad to the class. Justify what you included in your ad. What, if anything, did you leave out? Why?* Have students present the advertisements they developed in their groups. Presentations should include reasons for including features being promoted (for example, lakes for boating and water sports, proximity to urban centres, suitable land for farming). Presentations should also include explanations for features that were not included in the presentation (for example, harsh winter weather, isolated area).

# What has influenced where people live in Saskatchewan? *(pp. 11–16)*

## Assessment Focus *(pp. 11–16)*

OUTCOMES	
DR4.1	Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

### MATERIALS

- chart paper
- Internet access
- LM 1–1: Chapter 1 Vocabulary

### VOCABULARY

- First Nations peoples
- culture
- natural resource
- Métis
- the Crown
- homestead
- treaty

## Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> <li>• Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after the coming together of First Nations and European peoples, using a variety of maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students choose a location in Saskatchewan and use satellite photos from Google Maps or Mapquest (see Recommended Resources) to explore geographic features of the area. Ask them to use their observations and background knowledge as evidence to make plausible inferences about why people settled there and how they lived on the land.</li> <li>• Have students present their inferences to a partner or small group and receive peer feedback about whether their inferences are supported by one or more accurate and relevant observations from the image, or are based on other known facts.</li> </ul>
<ul style="list-style-type: none"> <li>• Investigate how residents of Saskatchewan came to occupy the land that is now our province.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students seek confirmation for the inferences they have made from observing satellite images of a community by searching the Internet for information about that community that confirms or refutes their inferences. Have students meet with partners or small groups to discuss their findings.</li> </ul>



## Background Information for Teachers

### Cumberland House

Located 163 kilometres northeast of Nipawin at the end of Highway 123, the village of Cumberland House is the oldest permanent settlement in Saskatchewan. During the fur trade era, Cumberland House was a transportation hub and supply depot. It provided access to waterways that led north to the Churchill and Athabasca regions, east to Hudson Bay, and southwest to the plains. Cumberland House was established as the first inland trading post of the Hudson's Bay Company in 1774. A number of Manitoba Métis came to the district after the Red River Resistance in 1869, and a Catholic mission was established to serve them. Cumberland House First Nations reserve lands are located southeast of the village. After 1900, as fewer people made their living from the land, outlying settlements disappeared and the village grew. In 2013, the combined population of the village and adjacent reserve was approximately 2200. Since the village of Cumberland House is located on an island, people had to rely on a seasonal ferry and ice roads until a bridge was built in 1996.

In 1976, the community and Cumberland House First Nation were awarded a compensation package worth approximately \$23 million for the adverse impact on traditional livelihoods in the area resulting from the construction of the E.B. Campbell Dam (previously known as Squaw Rapids) in 1962. While unemployment is an issue for the community, some income is still derived from trapping, hunting, and fishing, as well as seasonal employment for outfitters and guides. Logging, ranching, and harvesting wild rice provide some additional employment in the area.

Located at the confluence of the North and South Saskatchewan Rivers, the Village of Cumberland House and adjacent Cumberland House Cree Nation have experienced states of emergency due to flooding, forcing them to evacuate their homes in 2005 and 2013.

## ENGAGE

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### Link to Experience

- Introduce the section by discussing the photo and caption on page 11. Have students study the photo for clues about ways in which geography might have influenced the development of the community of Cumberland House.
- Ask students to consider whether any of the possible geographical influences they identified in the photo may have also been factors in the development of their own community. What other geographical features might have been influences in their own community?
- Read the question that heads the section on page 11: *What has influenced where people live in Saskatchewan?* Ask students to restate the question in their own words and to preview the visuals and headings on pages 11 to 16. Invite them to make predictions about what they will learn in this section.

# EXPLORE

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## Read and Discuss

- Use a Listen and Read Along strategy with the section on First Nations communities on pages 11 and 12. Pause to discuss new vocabulary or clarify information.
- Refer students to the map on page 2 of the Student Book to see where First Nations communities are located in the province. Where are most of these communities located? What might be some reasons for this? Prompt students to notice how most communities are located on or near rivers and lakes.
- Continue to have students listen and read along to the European communities section on pages 12 and 13.
- Draw students' attention to the sketch of Cumberland House in 1774 on page 13. Have students compare the historical sketch to the recent photo of Cumberland House on page 11. In what ways has the community changed? What, if anything, remains the same? (Students might observe that the river and forest are still prominent, there are more buildings and roads, and there appear to be water reservoirs northwest of the village.)
- Have students study the map of trading posts on page 13 and discuss the questions in the caption. What do students notice about the location of most of the trading posts in relation to water? Make connections to the use of the waterways for survival and transportation. Have students compare the map of trading posts with the ecozone map on page 8. Note that a larger number of posts were near or in areas where timber was available for shelter and fuel, and wildlife was plentiful for food and furs.
- Read or view accounts about the fur trade from Saskatchewan Stories (see Recommended Resources). Ask students to look for connections to the information in the text as they read or view the stories. The two-minute video based on the journal of Scottish fur trader Isaac Cowie provides a detailed and interesting portrayal of life at a trading post at Fort Qu'Appelle. (For more information on fur trade posts in Saskatchewan, see Recommended Resources.)
- Proceed with the Listen and Read Along strategy with the section on Métis communities on pages 13 and 14. Pause to discuss new vocabulary or clarify information.
- Have students study the photo on page 14. Read the caption and have students look for clues in the photo to suggest that Métis communities were more permanent than First Nations communities. Students might take note of the building materials, land that has been worked for farming, and transportation methods (canoe).
- Complete the reading by turning students' attention to Communities after the Fur Trade on pages 14 to 16. Have them listen and read along. Pause to discuss new vocabulary or to clarify information.

- Read the Voices of Saskatchewan feature on page 15 together with students. Draw their attention to the promises on the poster advertising farms in Canada. Based on his experience, ask students what questions they think Mr. Albert Remach, the newcomer from Belgium, might have about the promises on the poster.
- To enhance students' background knowledge about how Saskatchewan was promoted to newcomers (Go Online! page 15), students can read stories and view photos about Saskatchewan homesteaders in the online collection Saskatchewan Settlement Experience (see Recommended Resources). The two-minute video clip based on the journal of Florence Duckett, who arrived from England in 1905, provides an illustration of the challenges facing newcomers and some of the ways they dealt with them. Links to examples of posters and more information about efforts to attract newcomers to the land are also available in Recommended Resources.
- Turn to page 16 and have students use the map key to locate communities of different sizes. Name some communities and have students use the map symbols to determine the size of the community. Explain that there is not enough space on a map of this size to show all 786 communities in Saskatchewan, so this is a sample of randomly selected communities to show the range in populations in 2011. Draw attention to the date on the map key and discuss with students why it is useful to indicate the date for this information. Prompt students to recognize that populations increase and decrease over time due to birth rates, immigration, employment opportunities, and so on.
- Discuss the questions in the caption for the map on page 16 as a class. Students might note that some of the early trading posts have turned into permanent communities because the geographic features favour settlement (for example, trees for shelter and fuel, water for survival and transportation, fish and wildlife for food or recreation). Other reasons people might have for living in a certain area include opportunities for employment, cost of living, access to goods and services, and proximity to family.
- Explain that some people choose to live in a certain area for reasons related to lifestyle. The Voices of Saskatchewan quotations on page 16 are examples of why some young people are choosing to stay in Saskatchewan. Ask: What other reasons might young people have to stay in Saskatchewan?

### TECHNOLOGY

Consider sharing with students the Saskatchewan population data for previous census years using the digital projector or interactive whiteboard. Census data is available online from Statistics Canada or from the Government of Saskatchewan Bureau of Statistics.

### Revisit the Text

- Use information from the text to complete the entries in LM 1–1: Chapter 1 Vocabulary for *First Nations peoples, culture, natural resource, Métis, the Crown, homestead, and treaty*.
- Have students review the text to find answers to the following questions:
  - What was life like for First Nations peoples before the arrival of the Europeans? Why did they move around at different times of the year? (First Nations peoples moved to different locations from season to

## ASSESSMENT OBSERVATION

Use the questions to check student comprehension, and observe which students are able to locate information in the text to support their answers.

season to be close to sources of water and food, such as bison, elk, other large and small game, birds, and fish. They also gathered wild plants for food and medicine.)

- How did early First Nations peoples transport their tools, food, and materials for shelter to different locations? (Before horses, dogs pulling travois or sleds were used to move tools, food, and shelter materials to different locations.)
- What attracted the explorers and traders to the area in the late 1600s? (European newcomers wanted furs, which they could sell in Europe.)
- How did First Nations peoples help the European explorers and traders? (First Nations peoples taught the traders how to hunt and trap and survive in the wilderness.)
- How did the traders move furs and supplies over long distances? (Waterways and First Nations' trails were used for transporting furs and supplies.)
- What was the origin of the Métis Nation? (Members of the Métis Nation are the children and descendants of European traders and First Nations women.)
- What skills made the Métis people the “glue that held the fur trade together”? (European fur traders depended on the Métis for their knowledge of the land, trapping, and languages. Students may also be aware that European fur traders depended on the connection Métis people had to First Nations communities.)
- Besides hunting and trapping, what other skills and occupations were part of the Métis way of life? (The Métis were also farmers.)
- Why did many Métis settlements develop as river-lot communities? (Métis farmers settled on land close to rivers for a source of water for themselves and their livestock. The rivers also provided transportation.)
- What factors of geography influenced the Métis people's way of life? (The Métis needed land and a climate suitable for farming when they were not hunting and trapping. The rivers provided transportation and the grasslands and forests provided food and shelter for the animals they used for food and furs.)
- What does it mean to be loyal to the Crown? (It means to be on the side of the British monarch or Government of Canada.)
- Why did the British Crown and the Government of Canada want more people to live in the prairie region? (They wanted to prevent the United States from expanding northward.)
- How did the railway contribute to the development of Saskatchewan? (The railway brought people from other parts of Canada and the world to Saskatchewan, opened markets for manufactured goods, and made it easier to move goods and resources across Canada.)

- What are treaties? (formal agreements between two or more nations, which outline rights, responsibilities, and relationships)

## Respond to the Text

- Have students respond to the Thinking It Through questions on page 16 through class discussion.
  - For question 1, share with students the definition of *lifestyle* from the Student Book glossary. List the following aspects of lifestyle on the board: food, clothing, shelter, transportation, education, work, recreation. (Note that students will explore these aspects of lifestyle in more detail in the next section of Chapter 1.) Have students consider how moving seasonally to follow food and water sources might affect each of these aspects of their current lifestyle.
  - For question 2, review some of the factors that led to the development of permanent communities by posting them on a timeline from long before the arrival of European newcomers to 1920. Include influences such as geographic features, innovations in transportation, the fur trade, the rise of the Métis Nation, completing the railway, awarding of homesteads, and signing of treaties. Discuss why these influences led to more permanent communities. For example, farmers had to live on the land they were working. The population grew and businesses were established in towns to provide goods and services to homesteaders. The railway made it easier to move goods to and from different areas.
  - For question 3, have students compare the map on page 16 to the map of trading posts on page 13 to see if they can identify some trading posts that have become permanent communities. Ask students to consider what needs people might have if they wanted to remain in these communities. How might their needs be met? Are there resources in the area to support the community? What other considerations related to location might be important? In what ways might the land provide for food, shelter, livelihood, and transportation?

### TEACHING TIP

Using class discussion as a means to respond to questions provides an opportunity to model thinking and organization strategies that students might use independently in subsequent tasks. This process provides opportunities to demonstrate what constitutes a relevant and complete response.

### ASSESSMENT OBSERVATION

Take note of which students contribute responses and ideas and which students need direct questioning to contribute to the class discussion.

## ELABORATE

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### Viewpoints

Homesteaders faced many hardships. Why do you think they chose to come and to stay in spite of the difficult conditions and hard work?

## EXTEND

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### Inquire: Back to Batoche

Students can learn more about life in a Métis settlement by participating in a virtual tour of Batoche (see Recommended Resources). Students may select one of four avatars as their tour guide and choose from numerous virtual

exhibits, including farm life, a house visit, general store, school or post office, and church circa 1885. Have students select four areas of interest for their virtual visit. They can then write a story about their visit to Batoche as though they had actually met the host and toured the village in 1885.

### **Thinking It Through—Suggested Answers**

1. *How would your life be different if you travelled seasonally, following food and water sources?* Answers will vary. Students might note that if they had to travel seasonally to meet the need for food and water, they might camp or live in a mobile home, or they might have several homes in different locations where they could hunt, fish, and gather or grow food at different times of the year. They probably could not attend school regularly for part or all of the year, which might mean that they would change schools, be home schooled, or take correspondence or online courses. Some places might not have access to the Internet, so they would not be able to play games online or download movies and music. They probably would not be able to take part in leagues for sports such as soccer or swimming, or take music or dance lessons. They would probably have work to do to help their families and community, and would learn to hunt, fish, and prepare food from spending time with parents and other adults. Entertainment would likely involve games and music with families and other members of the community.
2. *What factors led to the development of permanent communities in Saskatchewan?* Students might note in their responses that explorers and traders arrived from Europe in the 1600s and set up trading posts. The Métis settled close to rivers and would return from hunting to river-lot communities to farm. The Government of Canada wanted people to settle in the prairie region to keep the United States from expanding north into this territory. The railway developers and the government worked together to encourage newcomers by offering affordable land for homesteads. The railway also made it possible to move products and resources to newly settled areas.
3. *Suggest three reasons why many trading posts became permanent communities.* Some of the trading posts that have turned into permanent communities include Fond-du-Lac, Southend, La Loche, Buffalo Narrows, Île-à-la-Crosse, Pinehouse, La Ronge, Pelican Narrows, Cumberland House, Meadow Lake, Nipawin, Prince Albert, North Battleford, and Fort Qu'Appelle. As interest in the fur trade declined, many of the smaller posts disappeared. Settlements that began as trading posts developed with the rise of the Métis Nation. Students should identify that early trading posts used the rivers and hunting trails to move their goods, and over time these centres grew into larger communities. The completion of the railway and efforts by the government to bring newcomers to settle the land led to further growth in many communities that began as trading posts.

# How does geography affect the way people live? (pp. 17–21)

## Assessment Focus (pp. 17–21)

OUTCOMES	
DR4.1	Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

## Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> <li>Analyze the influence of geography on the lifestyle of people living in Saskatchewan.</li> </ul>	<ul style="list-style-type: none"> <li>Using the information students record on LM 1–5: Geography and Lifestyle as evidence, have them rank the influence of each geographical feature on each of the seven components of lifestyle (for example, the influence of climate on clothing might be 6 out of 7, while the influence of climate on education might be 1 out of 7). Discuss the reasons for ranking.</li> </ul>
<ul style="list-style-type: none"> <li>Identify the impact of geography on the architecture of Saskatchewan, including how styles, materials, and cultural traditions have been affected by interaction with the land and other people in the province.</li> </ul>	<ul style="list-style-type: none"> <li>Involve students in a simulation in which they nominate three examples of architecture to represent Saskatchewan. Tell them that three choices will be featured when VIPs tour the province to demonstrate our connection with the land. Work with the class to develop criteria for selection. Students might select examples from the Student Book or other sources (see Recommended Resources). Nominations should include statements of evidence about how each example meets the criteria for demonstrating the influence of our connection with the land.</li> </ul>

## MATERIALS

- digital projector or interactive whiteboard
- chart paper
- index cards
- Internet access
- sample sketch maps
- LM 1–5: Geography and Lifestyle
- LM 1–6: Saskatchewan Architecture
- GLM–6: Idea Builder (completed for *geography*, from previous learning plans, plus additional new blank copy)
- GAM–21: Finding Information on the Internet
- GAM–22: Student Self-Assessment Checklist—Finding Information on the Internet

## VOCABULARY

- lifestyle

## Background Information for Teachers

### Mail-Order Houses

In the early 1900s, many prairie homesteaders ordered houses from a catalogue. The Canadian Aladdin Co. Ltd. sold houses that were pre-cut at a factory. Purchasers received one railway shipment containing all the

materials needed to assemble the house, including detailed plans. T. Eaton Co. Ltd. houses were not precut. Materials to build these houses came from different parts of Canada. The Art Dunlap house, built in 1916 near Harris, is an Eaton's house. See Recommended Resources for an article about the Western Development Museum's initiative to recreate one of Eaton's mail-order houses for the Winning the Prairie Gamble exhibit.

## ENGAGE

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### Link to Experience

- Review GLM–6: Idea Builder completed and updated in previous learning plans to explain the meaning of the term *geography*. Invite students to make additions or changes based on their learning so far.
- Introduce this section by explaining that just as geography influences where people live in our province, geography also influences how people live. The way we live is called *lifestyle*.
- Work with students to complete another copy of GLM–6: Idea Builder to explain the concept of lifestyle. (Answers may vary somewhat. Key Idea: lifestyle. Facts: People in different parts of the world have different lifestyles. Location, climate, and the land influence lifestyle. Lifestyle can change as conditions change over time. Examples: In Saskatchewan, we have different clothing for all four seasons. In some places, people can be comfortable in the same clothing all year round. Beef is plentiful in Saskatchewan, because we have land for pastures and hay. In some countries where there is less pastureland, other kinds of meat, such as pork, lamb, or poultry, are more common. Illustrations will vary. Sample sentence: Our grandparents' lifestyles did not include cellphones, tablets, or other portable digital devices. Definition: the way a person lives, which includes culture, attitudes, and values)
- Encourage students to look for connections between geography and lifestyle as they investigate this section of the chapter.

## EXPLORE

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### Read and Discuss

- Examine the photo on page 17 and read and discuss the caption. Offer ideas about how location influences the way people live in their own community.
- Have student pairs read the opening paragraph on page 17 using the Read for Information strategy. Ask students to find examples in the text of how geography can influence lifestyles (for example, transportation, access to technology).
- Read together and discuss each of the comparisons in the chart on page 17, pausing to clarify vocabulary and ensure that students understand the comparisons. Point out that each of these comparisons



represents a more general category, such as sources of food and employment, and access to health care. Ask students to provide examples to add to the chart that represent other categories, such as recreation, heating, and transportation. Expand the chart to include shelter and technology. Note that some First Nations peoples still rely on nature today for food, shelter, and clothing.

- Refer to the definition of *lifestyle* in the margin on page 17 and review GLM–6: Idea Builder completed earlier to explain the concept of lifestyle.
- Discuss the term *architecture*, and explain that each of the photos on pages 18 to 21 shows a different type of architecture in Saskatchewan and represents a connection to the land or cultural traditions.
- Study each photo and read and discuss the captions together, one example at a time. Before proceeding to the next photo, have students summarize each discussion by identifying connections to the land or cultural traditions.
- Turn to the Closer Look feature on pages 20 and 21. Ask students to paraphrase the opening statement about the focus of the text and photos to establish the purpose for reading.
- Have students read page 20 with a partner and discuss what the text tells them about how the environment has influenced the design of the tipi. Students may be interested to know that tipi poles were sometimes used to make the frame of a dog travois, similar to the one in the photo on page 12.
- Have partners read and discuss the passage and photo on page 21 and discuss the environmental influences in the design of the First Nations University of Canada.
- Students' responses to the Thinking Critically question on page 21 should indicate that the design and materials used should be able to withstand the climate and provide protection from the elements (for example, tiered layers provide shade for floors below in the First Nations University of Canada building). Knowing the environment may help to identify local resources for building materials. It may also help us understand the lifestyle of the people who will use the building, which might be beneficial in designing it (for example, the tipi was constructed from local materials that could be transported easily).

### Revisit the Text

- Display the comparison chart from page 17 using a digital projector or interactive whiteboard, or transcribe the text onto chart paper. Add to the chart by recording comparisons suggested by students. Make reference to the elements of lifestyle represented by each of their comparisons.
- Display a three-column chart on a digital projector, interactive whiteboard, or chart paper with the following headings: Architectural Structure, Geographical Influences, and Cultural Influences. Working through one example at a time on pages 18 to 21, have students examine each photo as they listen to the information in the caption, looking for

### TEACHING TIP

The First Nations University of Canada is also featured on pages 114 and 126 of the Student Book, where students will learn more about architect Douglas Cardinal and the cultural significance of the building.

evidence of geographical and cultural influences. Record students' observations and ideas on the chart.



## **DI** DIFFERENTIATION TIP

While pairs of students who are independent readers are exploring the websites and completing LM 1–6: Saskatchewan Architecture, you may wish to work with students who require support in a small group. Projecting the website with a digital projector or an interactive whiteboard will allow you to guide students' exploration of the web pages and links on the website.

## **ASSESSMENT** **OBSERVATION**

Monitor which students are able to use Internet sources and identify relevant information from websites in response to the Go Online! activity on page 19. Use questions or prompts to support students who are having difficulty. Consider using GAM–21: Finding Information on the Internet or GAM–22: Student Self-Assessment Checklist—Finding Information on the Internet.

- For the Go Online! activity on page 19, provide students with a copy of LM 1–6: Saskatchewan Architecture to help them gather information from such resources as Provincial Heritage Property, Architectural Heritage Society of Saskatchewan, and Historic Places (see Recommended Resources). Ask students to find three examples of Saskatchewan architecture that reflect geographic or cultural influences. Students will share their examples and reasons for their selections in a class discussion during a subsequent activity. Consider projecting the websites using a digital projector or interactive whiteboard, or have students work with a partner to explore the websites on computers.
- For Thinking Critically on page 21, use the photos on pages 20 and 21 to prompt discussion of ways in which the design features of these structures demonstrate knowledge of the environment.
- Encourage students to use clues from the photos on pages 18 to 21 to determine what the structures reveal about the environment. Ask: What can we understand about the environment or climate from the materials, size, design, or purpose of the buildings?
- For Thinking It Through question 1 on page 21, have students use LM 1–5: Geography and Lifestyle to collect evidence of the influence of geography on lifestyles. Direct them to use the information in the chart on page 17 of the Student Book, as well as their own background knowledge or investigations. Have students use their evidence to judge which of the geographic features has/have the most significant influence on lifestyle and to discuss their reasoning.
- For Thinking It Through question 2, use observations recorded by students on the three-column chart to prepare a card sort to be done as a class activity, either with the interactive whiteboard or a pocket chart using index cards.
  - Prepare cards by recording one observation on each card. Each of the photos may involve more than one observation. There should be a separate card for each observation so there may be several cards associated with a single photo. For example, the church in Sacred Heart Parish in Lebret is constructed from local fieldstone and built in a traditional Québec style. Record each of these observations on a separate card for sorting into appropriate categories. Work with students to sort observations and build and name categories.
  - Prompt students to identify categories, such as *location*, *purpose*, *available materials*, *protection from weather*, and *reflection of culture*. The observation cards in the Sacred Heart Parish example would most likely be sorted into *available materials* and *reflection of culture*.
  - Ask students to reflect on these categories as they discuss responses to question 2 on page 21.
- For Thinking It Through question 3, explain that a sketch map is drawn from observation rather than from exact measurements, and that it is

meant to show the main features of an area. You may want to show students some examples from picture books or the Internet.

- Have the class brainstorm a list of features of the area around your school. Review some examples of the influence of geography on architecture and lifestyle. Ask students to identify influences of geography in the features they have listed.
- Have students draw sketch maps and include captions explaining the influence of geography for at least three features.
- Point out that this is information they will need later for the Your Challenge task. Direct students to file their notes in their Your Challenge portfolios.

## **ELABORATE**

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### **Identity**

For many years, the grain elevator has been identified as a symbol of the prairies. Times have changed and many grain elevators have disappeared from the landscape. Is the grain elevator still an appropriate symbol for Saskatchewan? What other architectural structures do you think represent our province or regions of our province? Consider such structures as bridges, stadiums, historical sites, and structures related to business and industry.

## **EXTEND**

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### **Research**

Have students choose one of the following examples of Saskatchewan architecture and find out more about its history, significance, and ways in which it has been influenced by geography or culture.

- Saskatchewan Legislative Building
- Saskatchewan Power Corporation Building (Regina)
- Remai Art Gallery
- Moose Jaw Civic Centre
- Wanuskewin Interpretive Centre
- Keyhole Castle (Prince Albert)
- Humboldt Post Office
- Biggar Railway Station
- Shand Greenhouse
- Craik Sustainable Living Project
- Saskatchewan Science Centre

Have students present a brief, informal report to the class describing the location, purpose, and features of the example they have chosen. Ensure their reports identify any influences of land or culture in the design and/or construction.

### **Thinking It Through—Suggested Answers**

1. *What aspects of geography have most affected the lifestyles of people in Saskatchewan?* Students' should understand that lifestyle is a reflection of culture, attitudes, and values expressed through the way we live. Our work, food, clothing, transportation, recreation, and celebrations make up our lifestyle. Climate, location, and resources are aspects of geography that affect lifestyle.
2. *Identify three ways geography has influenced Saskatchewan architecture.* Students should provide examples or evidence of the following ways geography has influenced Saskatchewan architecture:
  - types of natural resources for building materials
  - features of the land that affect transportation of building materials
  - climate and weather conditions
  - culture and tradition of people who live on the land
3. *Draw a sketch map of your community. Label features that you think have been affected by geography.* Students' maps should show the main features of the area and include captions explaining how geography has influenced at least four features (for example, structures such as bridges or docks, climate-related features such as snow fences or berms, campsites or parks, bus terminals or train stations).

# How does climate affect the way people live? (pp. 22–34)

## Assessment Focus (pp. 22–34)

OUTCOMES	
RW4.1	Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

## Assessment for Learning

FIND EVIDENCE THAT STUDENTS CAN	WHAT TO DO (DIFFERENTIATING INSTRUCTION)
<ul style="list-style-type: none"> <li>List the challenges and opportunities climate presents for residents of Saskatchewan.</li> </ul>	<ul style="list-style-type: none"> <li>Have students identify an opportunity or challenge presented by climate in their own community and write a reflection on how it affects them personally.</li> </ul>
<ul style="list-style-type: none"> <li>Collect the natural weather forecasting techniques of Elders, traditional knowledge keepers, senior citizens, and others with local knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Create a bulletin-board display of “old sayings” and traditional forecasting techniques. As a class, select several of these techniques and test them by making predictions over several weeks. Keep a record of which methods seemed to be accurate and which were not. Discuss reasons why some of these techniques might be more reliable than others.</li> </ul>
<ul style="list-style-type: none"> <li>Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes.</li> </ul>	<ul style="list-style-type: none"> <li>Have students contact a member of their family or community who can share a story about surviving weather extremes. Each student retells the story in writing, with pictures, or in an oral presentation to other students. Students might retell their stories in small groups or to younger students.</li> </ul>
<ul style="list-style-type: none"> <li>Research past and present technologies used to withstand the Saskatchewan climate.</li> </ul>	<ul style="list-style-type: none"> <li>Have students look for images of past and present technologies used to withstand the Saskatchewan climate in magazines or on the Internet. Ask them to compile a “Then and Now” collage of these technologies.</li> </ul>

## MATERIALS

- chart paper
- coloured markers
- digital projector or interactive whiteboard
- Internet access
- LM 1–1: Chapter 1 Vocabulary

## VOCABULARY

- non-renewable resource

<ul style="list-style-type: none"> <li>• Determine safety measures necessary for living in the Saskatchewan climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in pairs to make a chart showing climate-related safety measures for all four seasons in Saskatchewan.</li> </ul>
<ul style="list-style-type: none"> <li>• Investigate energy-efficient technologies being developed in Saskatchewan.</li> </ul>	<ul style="list-style-type: none"> <li>• Have groups of four develop an idea for an energy-efficient technology or innovation and explain the benefits and challenges</li> </ul>

## Background Information for Teachers

### Climate Change and Saskatchewan

The geographical features of Saskatchewan influence the impact of climate change in the province. Saskatchewan lacks the moderating influence of an ocean or sea. Temperatures are influenced more directly by the heat from the sun. Variable winds and the movement of air masses also play a role. Increases in temperature in Saskatchewan are likely to be greater than in a location at the same latitude but in a coastal area.

Warmer temperatures increase evaporation rates, so without an increase in precipitation, Saskatchewan may become drier, increasing stress on crops and wildlife.

The adaptations we may need to make to climate change include the way we manage the availability and distribution of water in our province.

### Weather in Saskatchewan

The Western Development Museum (WDM) offers Discovery Box programs. Teaching plans available on the WDM website support a hands-on, onsite museum experience and provide activities on the same topics that may be used in the classroom (see Recommended Resources). Pre-booking is required.

*Hold onto Your Hat: Weather in Saskatchewan* is a teacher-led Discovery Box program that explores different ways weather shapes life in Saskatchewan. Students learn about the challenges presented by the four seasons and how we have adapted to and harnessed the forces of nature. They also learn about weather lore of the past and investigate how reliable it is for predicting the weather. This teaching plan also includes two downloadable PDF documents with background information for teachers:

- *First Nations Weather*, prepared by Lua Young for the Saskatchewan Indian Cultural Centre and the Western Development Museum, September 2003
- *Cold 'Nuff Fer Ya?* Draft by Janet MacKenzie for Winning the Prairie Gamble Western Development Museum, April 13, 2004

## ENGAGE

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### Link to Experience

- Ask students to make a prediction about the weather for tomorrow. How do they know what the weather will be like? What techniques or information are they using to support their predictions?
- Read the Voices of Saskatchewan feature at the top of page 22. Discuss how people use their senses to predict the weather. Ask students to share examples of what they have learned from others about weather watching and predicting the weather.

## EXPLORE

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### Read and Discuss

- Use the Listen and Read Along strategy with students for pages 22 and 23. When necessary, pause to examine, clarify, and discuss photos and captions, and to make connections to personal experience.
- For the Stop and Discuss on page 23, include the difference between a tornado watch and a tornado warning. Public-alert criteria are available on the Environment Canada website (see Recommended Resources).  
  
Warning signs of a tornado may include:
  - a dark, often greenish, sky
  - whirling dust or debris under a cloud base
  - large hail in the absence of rain
  - wind may die down and air may become still
  - loud, continuous roar or rumble
  - a funnel cloud
- Students may be interested in viewing a two-minute news clip about pig spleen forecasting (see Recommended Resources) after they read the margin feature on page 23. Ask students why people might or might not have confidence in these forecasts.
- Before reading the Voices of Saskatchewan accounts on pages 24 and 25, invite students to share experiences of weather extremes, such as the hottest or coldest days they can remember, or the most severe winds or thunderstorms. Share your own experiences as well. After reading each account, pause to make connections or comparisons to students' personal experiences.
- Read the opening paragraph on page 26 and briefly discuss the illustrations. Tell students that their task will be to think of some opportunities and challenges of Saskatchewan's climate today related to each of the four seasons.

- Post four sheets of chart paper in different areas of the classroom, one sheet for each season. If possible, display the illustration from page 26 of the Student Book on the corresponding sheet of chart paper, or have students refer to page 26.
- Divide the class into four groups and provide each group with a different-coloured marker. Have each group start recording ideas about opportunities and challenges of the season on one of the charts. After a few minutes, have all groups move on to the next chart and continue from where the last group left off. Continue until all groups have visited all four stations. Give groups a few minutes once they return to their original station to add any additional points to the chart and prepare to report to the class.
- Continue the discussion by having students respond to the caption question *How might the opportunities and challenges have been different for First Nations peoples who lived on the land first?*
- Use a Listen and Read Along strategy with Student Book page 27, but have student volunteers read aloud the Then and Now boxes. Pause at the end of each example to discuss the technological developments and the climate-related challenges they address.
- Draw students' attention to the Voices of Saskatchewan feature on page 27. Ask them to imagine and discuss what it must have been like to live in a sod house. By a show of hands, how many of them would consider living in a sod house today? Why or why not?
- Students can view a first-hand account of what it was like to grow up and live in a sod house by watching the 26-minute video "21st Century Sod House" (see Recommended Resources). This house, now a national historic site, was built by newcomers and occupied by members of the family until recently. Encourage students to identify links between geography and the design of the sod house.
- Have students work in pairs and use the Read for Information strategy with the Climate and Safety section on pages 28 to 30. Direct pairs to keep a list of safety measures taken by Naomi's family. After reading, have students discuss the examples they have recognized in the text and explain the importance or value of each of these measures.
- Point out the photo on page 30 and respond to the questions in the caption. Students might notice that in addition to some of the items in Naomi's story, the photo includes a warning triangle, jumper cables, snow chains, and a reflective vest.
- For the Stop and Discuss on page 30, explain that the same ultraviolet radiation from the sun that penetrates Earth's atmosphere and is a health concern in the summer months is still a concern in winter, despite the fact that the temperature may be colder. In addition, 80 percent of UVA rays are reflected off snow and ice, increasing the risk of sunburns and other skin damage, as well as damage to the eyes.
- Read with students the opening paragraph on page 31 and have them study the chart to find information in response to the caption questions. (Students' responses might include some of the following ideas:

### **ASSESSMENT OBSERVATION**

Note which students are able to interpret the information in the chart on page 31 and respond to the questions. If you have access to a digital projector or interactive whiteboard, project this chart so you can direct students' attention to the part of the chart that is the focus of each point of discussion.



Agriculture is a leading industry in Saskatchewan and might be why the energy consumption for this purpose is higher than the average for the rest of Canada, which includes large urban populations. Extracting and processing natural resources is also a large part of the economic activity in Saskatchewan. The Canadian average includes areas where there is no mining or processing of resources. Some minerals mined in Saskatchewan, such as bitumen, require more energy in the extraction process than is used in traditional methods of extracting oil. One explanation for higher levels of energy consumption for transportation might be that Saskatchewan is not as urbanized as some other parts of Canada, and goods and people need to move longer distances. We also need to transport the goods we produce to other regions, and we do not have as much access to transport by water or rail as coastal or more densely populated areas of the country do. In the area of residential energy consumption, Saskatchewan is on par with the rest of Canada.)

- Have students study the photos on page 32 and read and discuss the captions. Have them sort the information into a three-column organizer, as in the following example:

<b>PROBLEM</b>	<b>IDEA</b>	<b>BENEFIT(S)</b>
Vehicles that stop frequently use a large amount of fuel	Use hydraulic energy and energy from compressed air	Lower fuel consumption by one quarter Reduce exhaust
Manufacturing forestry products creates wood waste that ends up in landfills	Process wood waste into pellets for heating	Reduce use of non-renewable resources for heating
Refrigeration uses a lot of energy	Use cold outside air during winter months for cooling	Reduce use of electricity from non-renewable resources

- Begin the Stop and Discuss activity on page 32 by having students review the following sentence from page 11: “Long before Europeans arrived, First Nations peoples lived in harmony with the land and developed cultures that respected the environment.”

The damage to the environment from the extraction and processing of resources is interfering with the natural environment. We need to be careful about the quality of our air, water, and land if we are going to be able to sustain ourselves.

- Introduce the Closer Look feature on page 33 by reading the opening paragraph together. Ask a student volunteer to paraphrase the instructions in Focus on Technologies. Clarify the term *technologies* by explaining that this refers to the use of certain materials or designs to achieve a particular purpose. An example of an energy-efficient technology not mentioned on page 33 is using weather stripping around doors or insulating windows with krypton gas.

## TECHNOLOGY

Visit the Craik Sustainable Living Project website as a class to learn more (see Recommended Resources).

- Discuss the term *energy efficient*. Ask: What criteria would you use to judge whether a technology is energy efficient? (reduces energy costs, reduces greenhouse gas emissions, conserves natural resources)
- Use a Jigsaw strategy to explore the information on page 33. Arrange students in home groups of three and assign one of the photos to each student in each home group. Tell students that they will meet first with two other students who have been assigned the same photo to study. This is their expert group. After they have discussed the photo with their expert group, their job will be to report the highlights of the discussion to their home group.
- Discuss the Thinking Critically question on page 33 as a class. Have students reflect on the conversations from the jigsaw activity to suggest possible benefits and challenges of energy-efficient technologies and record ideas on a T-chart. Encourage students to make generalizations based on their observations (for example, “people might not like to use straw bales because of the way they look” could be stated more generally as “people may not prefer the appearance of energy-efficient materials”).

## ASSESSMENT OBSERVATION

Note which students are able to form generalizations based on more specific ideas or possibilities. Use direct questions or provide examples for students who require support.

## Revisit the Text

- Use information from the text to complete the entries in LM 1–1: Chapter 1 Vocabulary for the term *non-renewable resource*.

## Respond to the Text

- For the Inquire on page 26, students might use some of the sources listed in Recommended Resources, such as Climate Change Saskatchewan, to find information to help them respond to the questions.
- For the Inquire on page 31, students can use an inventory, such as the Home Energy Audit, available from the Destination Conservation website, or the Scavenger Hunt, which can be downloaded from Energy Hog (see Recommended Resources). If some students cannot participate fully in a home audit (for example, students who live in condominiums or apartments where utility bills may be included in rent or maintenance fees), an alternative would be to participate in a school or classroom audit, such as Canadian Geographic’s Classroom Energy Diet Challenge (see Recommended Resources).
- For Thinking It Through question 1, on page 34, facilitate a class discussion about the limitations of technology and how it may be important to our survival to be able to read the signs in nature.
- For question 2, have students work in pairs to create their checklists. (See Recommended Resources for links to weather safety tips.) Have students file their checklists in their Your Challenge portfolios.
- For Thinking It Through question 3, work with the class to brainstorm a list of benefits of energy conservation. Have each student select the benefit he or she considers to be the most important and find a partner who made a different choice. Give each partner one minute to explain why this is the most important reason to use energy more efficiently. Debrief in a class discussion by asking students to identify reasons they

## CURRICULUM CONNECTIONS

The Inquire on page 26 also links to Life Sciences: Habitats and Communities (for example, assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats).

heard from their partners that they thought were persuasive. Analyze what it was about the reasons students identified that made them seem persuasive. Were they supported by facts? Did they have an emotional impact? Did they propose workable solutions or strategies?

## **ELABORATE**

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### **Geography**

- How are weather patterns different in your region from other parts of the province? What might explain these differences? Information about weather trends and regional differences is available on the Climate Change Saskatchewan website (see Recommended Resources).
- Think of another area in the world where the geography is different from here—perhaps a desert, near an ocean, or in the mountains. How might safety measures or technology to deal with climate be different from those in Saskatchewan?

### **Values and Attitudes**

- Who should take responsibility for managing energy consumption in Saskatchewan? How can the situation be improved?
- What can an individual Grade 4 student do to help reduce energy consumption?

## **EXTEND**

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### **Investigate**

Students may enjoy learning more about ways that they can reduce energy use at home by playing interactive games on the Energy Hog website (see Recommended Resources).

### **Identifying Viewpoints**

In pairs or small groups, have students read a story that illustrates Indigenous Peoples' respect for the natural environment (see Recommended Resources for a brief list of book titles). Have each group prepare to retell the story and create a banner or poster to display the key message from the story. Create a bulletin-board display from the banners and posters students produce in response to their stories.

### **Thinking It Through—Suggested Answers**

1. *Why is learning how to forecast the weather by observing nature a valuable skill even in our age of technology?* Students may suggest that there are times when we may not have access to radio, TV, or the Internet to hear weather forecasts or warnings. Sometimes conditions change faster than our warning and communications systems can inform us. Knowing how to read the warning signs of changing weather conditions can be important for survival.

2. Create a checklist for adapting to some of Saskatchewan's climate challenges and weather extremes. Explain why you included each item. Students should note that regardless of the type of extreme weather, it is good advice to have emergency supplies on hand, such as food, water, flashlights, and a first-aid kit. It is also wise to pay attention to severe weather watches and warnings and plan activities accordingly. Additional specific safety guidelines apply to particular types of extreme weather conditions. For example:

	<b>CHECKLIST</b>	<b>REASONS</b>
<b>Blizzard</b>	<ul style="list-style-type: none"> <li>• Maintain a good supply of food and fuel for heat.</li> <li>• Keep an adequate supply of prescriptions and other medications on hand.</li> <li>• Be prepared for power failure. Have battery-powered equipment and flashlights on hand.</li> <li>• Carry a winter travel kit in your vehicle.</li> <li>• If you are stranded, do not leave your vehicle.</li> <li>• Do not run your vehicle too long without opening windows.</li> <li>• Do not wear down your vehicle's battery by overusing the headlights or radio.</li> </ul>	<ul style="list-style-type: none"> <li>• Roads may become impassable and you may not be able to get to a store or have any food or fuel delivered if you run out.</li> <li>• Power failures can occur as a result of severe weather or when the grid is overtaxed.</li> <li>• You may be stranded due to poor road conditions and it may take some time before anyone can help you.</li> <li>• Poisonous carbon monoxide from the exhaust system can enter the vehicle.</li> <li>• If the battery is run down, you will not be able to start the engine for heat or to signal for help with your lights.</li> </ul>
<b>Tornado</b>	<ul style="list-style-type: none"> <li>• If outside, take shelter immediately or lie flat in a ditch or culvert.</li> <li>• Do not take shelter in a vehicle or mobile home.</li> <li>• If indoors, stay away from windows, doors, and exterior walls. Seek shelter in a basement or in the centre of the house in a small room or closet.</li> <li>• In shopping centres, stay out of aisles and away from exterior walls and windows. Get under a table or counter, or get inside a small storeroom or washroom.</li> <li>• In multi-storey buildings, go to the lower levels and shelter in small interior rooms. Do not use elevators.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay low to avoid losing your balance or being struck by flying debris.</li> <li>• Vehicles and mobile homes are not large or strong enough to protect you from severe winds.</li> <li>• Flying debris and broken glass are a hazard near windows and exterior walls. An interior room is likely to offer more protection and is less likely to sustain as much structural damage as the outside or upper levels of buildings.</li> <li>• If there is a power failure, you may become stuck in the elevator.</li> </ul>

3. *How could you persuade others to use energy more efficiently or to limit their energy use?* Students' answers may vary. One way to persuade others is to share information about ways to reduce energy consumption and to set a good example. Providing data about the costs of energy consumption and the savings to be gained from using energy more efficiently or limiting its use is another persuasive technique. If your school has participated in Destination Conservation or a similar project, the results of the campaign could be made public through school newsletters, posters, or bulletin boards. Students might also suggest drawing attention to the issue by presenting awards or having contests. You could set a target for reducing energy consumption and consider what you might purchase with the savings.