

Curricular Connections Grade 4

First Nations Technology

Social Studies 4

To analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future. (DR)

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

- a. Locate Saskatchewan on a map of Canada, North America, and the world.
- b. Locate the geographic centre of Saskatchewan on a map.
- c. Make inferences about why people in Saskatchewan settled particular locations, including settlement patterns before and after coming together of First Nations and European peoples using a variety of maps (e.g., near waterways, sources of water, rail lines, natural resources, low population density in rural areas).
- d. Identify the characteristics of the unique geographic regions in Saskatchewan.
- e. 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.
- f. Analyze the influence of geography on the lifestyle of people living in Saskatchewan (e.g., flora and fauna, pastimes, transportation, cost of food, type of food, occupations, availability of services such as education and health care).
- g. Conduct an inquiry investigating how residents of Saskatchewan came to occupy the land that is now our province (e.g., First Nations, early Europeans, and Métis).

To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development. (RW)

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

- a. List the challenges and opportunities climate presents for residents of Saskatchewan.**
- b. Determine safety measures necessary for living in the Saskatchewan climate (e.g., clothing; safety package for vehicle; never leave vehicle when stranded in winter; checking highway hotline; not licking frozen metal).**
- c. Retell the stories of Elders, traditional knowledge keepers, and senior citizens about surviving weather extremes (e.g., drought, cold, blizzards, tornadoes, extreme heat).**
- d. Collect the natural weather forecasting techniques of Elders, traditional knowledge keepers, senior citizens, and others with local knowledge.**
- e. Represent the traditions and practices Saskatchewan people developed when faced with isolation, including First Nations practices adopted by Europeans.**
- f. Research past and present technologies used to withstand the Saskatchewan climate.**
- g. Investigate the technological evolution of farming practices in Saskatchewan, including crop variety development, pesticide and herbicide use, and soil and water conservation**

RW4.3 Assess the impact of Saskatchewan resources and technological innovations on the provincial, national, and global communities.

- a. Represent on a map the major resources in Saskatchewan (e.g., minerals, potash, oil, uranium, natural gas, lumber, water, crop and livestock production).**
- b. Locate on a map the major industries in Saskatchewan (e.g., agriculture processing, mining, manufacturing, forestry products, energy refinement, tourism, livestock production).**
- c. Identify the natural resources and industries found in the local community, and analyze their impact upon the community.**
- d. Illustrate the goods made from the major natural resources, the consumers of those goods, and the export destinations.**
- e. Differentiate between primary and secondary industry.**
- f. Examine the environmental impact of the development of natural resources on the local community, the province, and the world.**
- g. Describe the impact of technological innovations originating in Saskatchewan on the global community (e.g., farm machinery, varieties of grain, automated teller machines, fibre optics, communications technologies, pesticides and herbicides, vaccines).**