

Fields of Home

An Integrated Teaching and Learning Mini Unit
for Alberta Language Arts and Social Studies



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Alberta Canola Producers Commission gratefully acknowledges the following groups and individuals who have participated in the development of this teaching and learning resource to accompany and support *Fields of Home*, *Gotta Jet* and *It's a Blast!* There will be eight more books in the *Chase Superman Duffly* series over the next three years.

If you have topic ideas, suggestions, please do not hesitate to contact us or visit www.learncanola.com.

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This StoryScapes resource is based on the *Fields of Home*, *Gotta Jet* and *It's a Blast!* graphic novels, written by Dawn Ius and illustrated by James Grasdal.

©2013 This StoryScapes resource, developed with and for Alberta Canola Producers by InPraxis Learning, engages students in an exploration of the story of a Canadian innovation — canola. The StoryScapes process facilitates experiential learning and emphasizes a "learning by doing" approach. It builds on the power of story and provides an instructional approach for developing conceptual understandings and sharing experiences. The familiar structures of story and narrative build connections and bring order to life experiences. StoryScapes resources are developed by InPraxis Learning. StoryScapes process workshops are available on demand by contacting us at postmaster@inpraxis.org. Permission to copy is granted for classroom use only.

Information about ordering *Fields of Home*, a graphic novel published by Alberta Canola Producers, can be found at http://learncanola.com/fields_of_home.aspx.

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■ overview

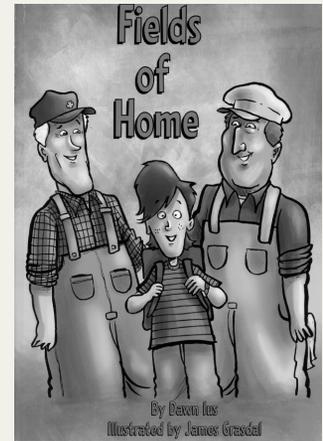
This StoryScapes mini-unit is based on an adaptation of the Storyline strategy, a method that encourages students to build and explore understandings and deepen their appreciation and knowledge of topics or concepts. The Storyline approach fosters critical and creative thinking, democratic practices and skills, curiosity and self-directed learning – all essential 21st century competencies. It is based on the basic elements of story, a structure familiar and comfortable to children. Storyline strategy integrates literacy skills and helps children apply their learning in authentic and self-directed contexts.

Fields of Home is an entertaining children's graphic novel that targets eight- to eleven-year-olds. Chase, a young track and field athlete, is charged with taking lunch to his grandfather who is scouting his canola field. On a very hot day, Chase over-exerts himself in an imagined competition with his track rivals as he looks for his grandfather. That's when he meets Mr. Slovonuk (originally Slovoniuk) from Shellbrook, Saskatchewan – the farmer who first brought rapeseed from Poland to Canada. *Fields of Home* is part fantasy, relying on a tween's belief in "perhaps." The story intertwines historical facts about canola and rapeseed, the transition from one seed to the other, and the man who started it all. Chase's journey into the canola field takes him on an exploration of the beginnings of canola in Canada and its connection to his own family and ways of life. The second book in this series, *Gotta Jet*, can also be integrated into this *Fields of Home* mini-unit. *Gotta Jet* introduces Chase to the world's first biodiesel jet engine funny car, owned and driven by Kevin Therres. Chase and his grandfather are then inspired to build a soapbox racer. Upcoming books, *It's a Blast!* and *Tasting My Story!*, tell the stories of canola's journey in space and how creativity plays a role in the creation of recipes!

The *Fields of Home* StoryScapes mini-unit is based on Chase's journeys and stories and the innovations and inventions that come out of the ingenuity of people who live and work in Alberta and Canada. The *Fields of Home* StoryScapes is organized around four learning clusters.

- 1 The setting of the StoryScapes mini-unit revolves around rural and agricultural landscapes.
- 2 The characters in the story are Canadian inventors and innovators.
- 3 The context is built and reinforced through stories of invention and ingenuity, starting with the story of canola, a unique Canadian innovation.
- 4 Students are challenged to mirror Chase's journey, writing their own stories and exploring the impact that invention and innovation can have.

Students also use the structure of the narrative of Chase's story to practise and apply literacy skills of reading, writing, listening and speaking. This integrated StoryScapes mini-unit is designed to take two to three weeks of classroom time.



The StoryScapes approach is adapted from the Storyline strategy, which originated in Scotland in the 1960s with a group of teachers brought together by the Jordanhill College of Education in Glasgow.

StoryScapes are based on the following essential assumptions:

1. Although the world is complex and layered, children already have some notion as to how it works.
2. Children are familiar with and understand story structure: a setting, characters, a way of life and experiences that characters have within their environment.
3. Modes of inquiry and problem solving are a natural part of the thinking process.
4. Children should be encouraged to integrate what they already know or can suggest about possibilities, outcomes and solutions.
5. Children should be active participants in their own learning, both individually and in groups.
6. StoryScapes should model and encourage negotiated understandings of concepts and processes.
7. Children should have opportunities to think for themselves and be assessed on those opportunities.

■ plan

The StoryScapes strategy offers a wide range of possibilities for students to build ownership in their learning, practise and apply skills such as writing, research and collaboration, and strengthen critical and creative thinking.

The *Fields of Home* StoryScapes mini-unit requires two to three weeks of classroom time, and is most effective if Language Arts and Social Studies time is integrated so that students have more sustained learning experiences. Concentrated implementation time also encourages students to develop a stronger connection to their learning and research. The chart below summarizes the timing recommendations for this mini-unit.

<i>learning cluster one</i>	3-4 40-minute class periods
<i>learning cluster two</i>	2-3 40-minute class periods
<i>learning cluster three</i>	2-3 40-minute class periods
<i>learning cluster four</i>	3-4 40-minute class periods

The StoryScapes approach also facilitates a range of individual, small group and whole class activities and the development of a classroom learning community. Plan to establish and reinforce an open and supportive classroom environment so that students feel safe and comfortable contributing what they know and understand during the StoryScape process. Encourage students to value opportunities to collaborate with others in the classroom and respond respectfully to each other.

The StoryScapes strategy requires classroom wall space for students to display the wall mural that they construct as part of the setting for their story. The wall mural should be displayed in a place that students can easily access, as it is a critical point of reference throughout the StoryScapes process.

This StoryScapes mini-unit requires materials and resources, which are listed in the following chart.

<i>learning cluster one</i>	<ul style="list-style-type: none">• Wall or bulletin board space in the classroom or in a hallway near the classroom• Poster or mural paper• Construction paper, newspapers or magazines that students can cut up into different coloured and textured shapes for their murals• Other art supplies that can be used to create buildings or objects on the wall mural• Coloured markers• Glue and scissors• Any available craft materials that could "fit" with the construction of a rural landscape, including pipe cleaners, felt, wallpaper samples, buttons and artificial plants
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<i>learning cluster two</i>	<ul style="list-style-type: none"> • Internet access and research time • Inventor – Innovator Outline (page 16) • Inventor – Innovator Profile (page 17) • Coloured markers and/or pencil crayons • Construction paper, craft materials and fabric scraps, if available, can be used to help students "dress" and complete characters
<i>learning cluster three</i>	<ul style="list-style-type: none"> • Internet access and research time • Group Assess (page 21) • Invention – Innovation Trading Card (page 22) • Coloured markers and/or pencil crayons
<i>learning cluster four</i>	<ul style="list-style-type: none"> • Blank mailing label sheets • Coloured markers and/or pencil crayons

INTEGRATE

The StoryScapes approach facilitates the integration of local and current events into the topics under study. News stories that relate to innovation and invention can encourage students to extend their learning and make new connections. Look for emerging news or stories relating to innovation and change that affect daily life or provide insights into the development of new products or processes. References to internet sites that focus on Canadian and Albertan inventions and inventors are provided throughout this resource.

ASSESS

StoryScapes provides many opportunities to genuinely assess student learning and growth. These opportunities include:

- Formative, ongoing observation and assessment. Students can be observed as they work individually and in groups on the various activities in the StoryScapes mini-unit. Use the **Checklist** on **page 4** as students demonstrate their learning. The learning criteria statements encompass learning outcomes identified in this resource on **pages 5 to 7**. The **Checklist** can be copied for each student or learning criteria statements transferred to other assessment tools. Learning criteria statements can also be used to teach students how to assess their own learning.
- Reading, writing and speaking tasks. The development of literacy and social skills are an important feature of the StoryScapes approach and can be assessed formatively and summatively.
- Portfolio or learning log development. Encourage students to start and maintain a learning log or portfolio. This can be in the form of a notebook or a section in their Language Arts or Social Studies binders. Students can also track their own learning by creating a blog, similar to the one that Chase maintains at <http://fieldsofhome.blogspot.ca>. Use **Group Assess** on **page 21** to have students assess their social skills.
- Synthesis or summative assessments. Students write a story to explore their understandings of invention and innovation in rural agricultural communities. Use the learning criteria statements in the **Checklist** and work with students to create a rubric that will be used to assess their stories.

Fields of Home StoryScapes Checklist

	<i>Yes</i>	<i>Sometimes</i>	<i>Not Jey</i>
Shares personal ideas, opinions and experiences with others to make sense of new information			
Reads and listens to the ideas and experiences of others			
Demonstrates the use of talk, notes, writing and representing to explore ideas and information			
Interprets and describes places and people encountered as part of the learning			
Identifies and describes the relationship between the land, its people and how they choose to use resources			
Describes why and how the contributions of different individuals has been important to ways of life in Albertan and Canadian communities			
Contributes opinions and interpretations to describe or explain the sequence, causes and effects of events			
Develops and applies understanding of story structure to learning tasks			
Provides feedback and support to group members and classmates as tasks are completed			
Experiments with different techniques to enhance an original story			
Recognizes the originality and contributions of group members and classmates by providing them with written or verbal feedback			
Expresses ideas about working effectively with a group			
Participates when group activities – including brainstorming, creating, discussing – are in process			
Does fair share of the work as a member of the group			
Uses graphic organizers or other visual representations to organize and demonstrate understanding of information and/or new ideas			
Communicates own ideas with others by selecting, combining and creating original text and visual media			
Accesses information from the internet in response to questions and learning tasks			

LEARNING OUTCOMES

The *Fields of Home* StoryScapes mini-unit is designed to support and reinforce learning in the Alberta Language Arts and Social Studies programs of study for Grades Four and Five.

There are a number of **Language Arts** learning outcomes that can be supported, reinforced and developed through the StoryScapes approach. The outcomes listed in the following chart are those that are most directly addressed and that can be assessed as students are engaged with the different activities in this StoryScapes mini-unit.

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Grade 4	Grade 5
Express ideas and develop understanding <ul style="list-style-type: none"> <input type="checkbox"/> compare new ideas, information and experiences to prior knowledge and experiences <input type="checkbox"/> ask questions, paraphrase and discuss to explore ideas and understand new concepts <input type="checkbox"/> share personal responses to explore and develop understanding of oral, print and other media texts 	Express ideas and develop understanding <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate prior knowledge and experiences to make sense of new ideas and information <input type="checkbox"/> read, write, represent and talk to explore personal understandings of new ideas and information <input type="checkbox"/> use own experiences as a basis for exploring and expressing opinions and understanding
Consider others' ideas <ul style="list-style-type: none"> <input type="checkbox"/> identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts 	Consider others' ideas <ul style="list-style-type: none"> <input type="checkbox"/> seek others' viewpoints to build on personal responses and understanding
Combine ideas <ul style="list-style-type: none"> <input type="checkbox"/> use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences 	Combine ideas <ul style="list-style-type: none"> <input type="checkbox"/> use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Grade 4	Grade 5
Use prior knowledge <ul style="list-style-type: none"> <input type="checkbox"/> use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information 	Use prior knowledge <ul style="list-style-type: none"> <input type="checkbox"/> describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information
Experience various texts <ul style="list-style-type: none"> <input type="checkbox"/> experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs <input type="checkbox"/> retell events of stories in another form or medium 	Experience various text <ul style="list-style-type: none"> <input type="checkbox"/> experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers <input type="checkbox"/> express points of view about oral, print and other media texts <input type="checkbox"/> describe and discuss new places, times, characters and events encountered in oral, print and other media texts
Construct meaning from texts <ul style="list-style-type: none"> <input type="checkbox"/> connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences <input type="checkbox"/> identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events <input type="checkbox"/> develop own opinions based on ideas encountered in oral, print and other media texts 	Construct meaning from texts <ul style="list-style-type: none"> <input type="checkbox"/> compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community <input type="checkbox"/> describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts <input type="checkbox"/> describe and discuss the influence of setting on the characters and events <input type="checkbox"/> support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
Appreciate the artistry of texts <ul style="list-style-type: none"> <input type="checkbox"/> explain how language and visuals work together to communicate meaning and enhance effect 	
Generate ideas <ul style="list-style-type: none"> <input type="checkbox"/> use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts 	Generate ideas <ul style="list-style-type: none"> <input type="checkbox"/> use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts

Structure texts <input type="checkbox"/> produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot <input type="checkbox"/> produce narratives that describe experiences and reflect personal responses	Structure texts <input type="checkbox"/> use structures encountered in texts to organize and present ideas in own oral, print and other media texts
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General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

Grade 4	Grade 5
Focus attention <input type="checkbox"/> use organizational patterns of expository texts to understand ideas and information	Focus attention <input type="checkbox"/> summarize important ideas in oral, print and other media texts and express opinions about them
Share ideas and information <input type="checkbox"/> communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters	Share ideas and information <input type="checkbox"/> communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

Grade 4	Grade 5
Appraise own and others' work <input type="checkbox"/> identify the general impression and main idea communicated by own and peers' oral, print and other media texts <input type="checkbox"/> use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts	Appraise own and others' work <input type="checkbox"/> use developed criteria to provide feedback to others and to revise own work
Enhance artistry <input type="checkbox"/> experiment with combining detail, voice-over, music and dialogue with sequence of events	Enhance artistry <input type="checkbox"/> experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis
Present information <input type="checkbox"/> present to peers ideas and information on a topic of interest, in a well-organized form	Present information <input type="checkbox"/> organize ideas and information in presentations to maintain a clear focus and engage the audience
Demonstrate attentive listening and viewing <input type="checkbox"/> connect own ideas, opinions and experiences to those communicated in oral and visual presentations	Demonstrate attentive listening and viewing <input type="checkbox"/> identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter

General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Grade 4	Grade 5
Celebrate accomplishments and events <input type="checkbox"/> use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom	Celebrate accomplishments and events <input type="checkbox"/> select and use language appropriate in tone and form to recognize and honour people and events
Cooperate with others <input type="checkbox"/> take responsibility for collaborating with others to achieve group goals	Cooperate with others <input type="checkbox"/> accept and take responsibility for fulfilling own role as a group member <input type="checkbox"/> discuss and decide whether to work individually or collaboratively to achieve specific goals
Work in groups <input type="checkbox"/> use brainstorming, summarizing and reporting to organize and carry out group projects	Work in groups <input type="checkbox"/> show appreciation for the contributions of others, and offer constructive feedback to group members
Evaluate group process <input type="checkbox"/> assess group process, using established criteria, and determine areas for improvement	Evaluate group process <input type="checkbox"/> show appreciation for the contributions of others, and offer constructive feedback to group members

The *Fields of Home StoryScapes* mini-unit can reinforce what students are learning in **Social Studies** about Alberta’s and Canada’s geographic characteristics and agricultural ways of life and activities of people who live in different regions and areas. The StoryScapes approach also emphasizes communication and collaborative skills within the Social Studies program of studies. The specific learning outcomes in the chart that follows provide an overview of those outcomes that can be more directly supported through instruction and assessed as students learn.

Grade 4	Grade 5
<p>4.1.1 value Alberta’s physical geography and natural environment: <input type="checkbox"/> appreciate how land sustains communities and quality of life (ER, LPP)</p> <p>4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues: <input type="checkbox"/> How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity: <input type="checkbox"/> recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities (CC, I, TCC)</p>	<p>5.1.1 value Canada’s physical geography and natural environment: <input type="checkbox"/> appreciate the variety and abundance of natural resources in Canada (ER, LPP)</p> <p><input type="checkbox"/> appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)</p> <p>5.1.3 analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues: <input type="checkbox"/> How are natural resources used, exchanged and conserved in Canada? (ER, LPP)</p> <p>5.2.9 examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues: <input type="checkbox"/> What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada? (CC, I, GC, LPP, TCC)</p>
<p>4.S.1 develop skills of critical thinking and creative thinking: <input type="checkbox"/> generate original ideas and strategies in individual and group activities <input checked="" type="checkbox"/> seek responses to inquiries from various authorities through electronic media</p> <p>4.S.3 develop skills of geographic thinking: <input type="checkbox"/> construct graphs, tables, charts and maps to interpret information</p> <p>4.S.5 demonstrate skills of cooperation, conflict resolution and consensus building: <input type="checkbox"/> demonstrate an awareness of the skills required for compromise and consensus building <input type="checkbox"/> consider the needs and points of view of others <input type="checkbox"/> work collaboratively with others to complete a group task <input checked="" type="checkbox"/> share information collected from electronic sources to add to a group task</p> <p>4.S.7 apply the research process: <input type="checkbox"/> use graphic organizers, such as webbing or Venn diagrams, to make meaning of information <input checked="" type="checkbox"/> access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>4.S.8 demonstrate skills of oral, written and visual literacy: <input type="checkbox"/> organize and present information, taking particular audiences and purposes into consideration <input type="checkbox"/> respond appropriately to comments and questions, using language respectful of human diversity <input type="checkbox"/> listen to others in order to understand their perspectives <input checked="" type="checkbox"/> create visual images for particular audiences and purposes <input checked="" type="checkbox"/> communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</p>	<p>5.S.1 develop skills of critical thinking and creative thinking: <input type="checkbox"/> generate original ideas and strategies in situations of individual and group activities <input checked="" type="checkbox"/> seek responses to inquiries from various authorities through electronic media</p> <p>5.S.3 develop skills of geographic thinking: <input type="checkbox"/> construct maps, diagrams and charts to display geographic information</p> <p>5.S.5 demonstrate skills of cooperation, conflict resolution and consensus building: <input type="checkbox"/> consider multiple points of view while attempting to reach group consensus <input type="checkbox"/> work collaboratively with others to achieve a common goal</p> <p>5.S.7 apply the research process: <input type="checkbox"/> use graphs, tables, charts and Venn diagrams to interpret information <input checked="" type="checkbox"/> access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>5.S.8 demonstrate skills of oral, written and visual literacy: <input type="checkbox"/> select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration <input type="checkbox"/> respond appropriately to comments and questions, using language respectful of human diversity <input type="checkbox"/> listen to others in order to understand their perspectives <input checked="" type="checkbox"/> create visual images for particular audiences and purposes <input checked="" type="checkbox"/> communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</p>

■ sequence

The *Fields of Home* StoryScapes mini-unit is designed to take two to three weeks of classroom time and is organized around four learning activity clusters.

LEARNING CLUSTER ONE

The *Fields of Home* StoryScape is set in a rural, agricultural community environment. Students think about, envision and construct a wall mural that represents this setting.

Students' learning is guided with the following focusing questions:

- What would you expect to see and hear in rural agricultural communities?
- What human and physical characteristics are part of rural agricultural landscapes?

The StoryScapes approach is characterized by the use of focusing questions that facilitate, reinforce and emphasize inquiry-based learning. These questions should be shared, negotiated and discussed with students throughout the StoryScapes unit.

LEARNING CLUSTER TWO

Students read Chase's story and follow his adventure back in time. They discuss and reflect on the impact that innovation, ingenuity and persistence can have and identify examples of inventions and innovation. Students explore characteristics of inventors and innovators and develop a character for their StoryScape.

Students' learning is guided with the following focusing questions:

- Why do people invent new tools or products or come up with new ideas?
- What does it take to be a successful inventor or innovator?

The books in Alberta Canola Producer's Chase Duffy series all support concepts related to agricultural communities and activities as well as invention and innovation. They can be used interchangeably with this *Fields of Home* StoryScapes mini-unit. Alternatively, student StoryScapes groups can be asked to focus on one of the Chase Duffy books and encouraged to share the different perspectives and ideas they encounter with Chase.

LEARNING CLUSTER THREE

Students sketch and describe an invention or innovation that would make life easier or provide a different and new way of doing or making something. They learn about the story of canola as an example of Canadian innovation.

Students' learning is guided with the following focusing questions:

- Why are inventions and innovations important?
- Do you think that there are inventions or innovations that people could not live without? What would these be?

LEARNING CLUSTER FOUR

Students assess the impact of different inventions and innovations and then create a story about an encounter that they might have with their StoryScapes character. They share their stories and celebrate the effect of invention and innovation!

Students' learning is guided with the following focusing question:

- What inventions and innovations have the most impact on people's ways of life?

■ learning cluster one

the setting

LAUNCH THE STORY

Tell students that they will explore and create a story about Canadian inventions and innovations, and rural agricultural landscapes and communities.

With students, revisit the basic elements of story:

- The setting tells us when and where the story takes place.
- The characters are the people who are involved in the story.
- The plot or events tell us what happened to the people in the story.

Encourage students to share examples of the setting, characters or plots of some of their favourite stories.

Invite students to share what they think they may find in a story about a rural agricultural community, by discussing questions such as the following:

- What could the setting of such a story be? What features and characteristics could this setting have? What colours, shapes and objects do you think you would see? What sounds might you hear? (*Encourage students to consider both physical and human characteristics, including examples such as fields, streams or lakes, and flat land that is suitable for farming, as well as small towns, roads and fences, farm houses, buildings and machinery or other evidence of agricultural activities.*)
- How do you think this setting would have looked 75 or 100 years ago? What would be different? What would be the same?
- Who are the people who live and work in this setting? (*Encourage students to draw on what they have learned and know about people – past and current day – who live on prairie farms and in agricultural communities. Accept a wide range of ideas and responses.*)

Work with the class to brainstorm and create a word bank, listing the descriptive words or phrases that students brainstorm in response to the discussion questions. Encourage students to consider feelings, impressions, pictures, thoughts, and ideas that come to mind when they hear the phrase "rural agricultural community." Consider whether these words or phrases can be grouped into categories, such as "Past" and "Present," or "Land" and "People." Display the word bank in the classroom so that students can consult and add to it.

Introduce this learning cluster with the following focusing questions:

- What would you expect to see and hear in rural agricultural communities?
- What human and physical characteristics are part of rural agricultural landscapes?

CREATE A WALL MURAL

Ensure that students have the opportunity to construct their wall mural before they explore any examples, photographs or pictures of rural Albertan or Canadian communities, or they will simply replicate what they see. A StoryScape should encourage students to construct what they understand and know. The wall mural provides an initial, concrete point of reference. As the StoryScapes unit progresses, students can add to their wall murals. They can also be asked to discuss and address misconceptions and misunderstandings that they may have had.

This StoryScape can be extended for Grade Five students to reinforce what they are learning in Social Studies by organizing StoryScape groups to create wall murals of an agricultural community in each of the different geographic regions of Canada. The activities that follow in this StoryScape resource – creating characters, building context and writing a story – can be adapted to focus on the unique geographic features and different agricultural activities that can be found in each region.

The construction of the wall mural encourages students to negotiate and share their understandings and perceptions. As students create their wall murals, circulate to each group and ask questions about their responsibilities and what they are choosing to include in their murals.

Read the following paragraph out loud to students. Alternatively, an Alberta song such as Ian Tyson's "Four Strong Winds" could be played for students.

When I say the phrase "rural Alberta," what are the feelings, impressions, pictures, thoughts or ideas that come to your mind? Many Albertans who were asked this question answered with ideas such as, "open spaces, fields of grain, grassland, cattle, elevators, a safe environment, peace and tranquility, big skies and clean air." One Albertan said, "The great open spaces, the panorama, the sense that all is well with the world when one sees green fields waving in the wind. A sense of pride that we are producing food."

From Growing the Future: Tomorrow's Rural Alberta (2004). Prepared by Jerome Martin and Les Brost for Rural Education and Development Association: www.acca.coop/BridgeBuildersPhaseOne.pdf. This report includes interesting perspectives from rural and urban Albertans.

Pose the following questions directly to students, asking them to think silently about their answers:

- What do you imagine when you hear the phrase "rural Alberta?"
What do you imagine when you hear the word "agriculture?"
- What does a rural community look like? What goods and services would you expect to find and see in this community?

Organize students into StoryScapes groups. Tell students that they will be working with their groups as they construct the StoryScapes story. Each group will create a wall mural of a rural and agricultural community. When they are completed, the wall murals should be combined into a collage of or a continuous "rural landscape" and displayed on a wall in the classroom.

Provide students with the following instructions:

- Decide how you will construct your rural agricultural community. Start by making a list of the characteristics and features that you think are important to include. Consult the word bank that we created earlier.
- Decide on the specific responsibilities that each group member will have. Have each group member gather the materials that he or she will need.
- Organize your work space to create your wall mural.

Make the following materials available to the StoryScapes groups:

- A sheet of poster or mural paper
- Construction paper, newspapers or magazines that students can cut into different coloured and textured shapes for their murals
- Other art supplies that can be used to create buildings or objects on the wall mural

- Coloured markers
- Glue and scissors
- Any available craft materials that could "fit" with the construction of a rural landscape, including pipe cleaners, felt, old wallpaper samples, buttons, old artificial plants

PRESENT THE LANDSCAPES

Once StoryScapes groups have completed and displayed their wall murals, provide time for each group to present their landscapes to the class. Provide some structure for students by deciding on the key features and characteristics of the murals that each group should focus on as they present. These features and characteristics can reinforce Social Studies concepts and may include:

- Physical or geographic characteristics
- Agricultural activities
- Goods and services

Ask students if they would add any additional features or characteristics to their murals after listening to other groups share. Have each group create a list of descriptive words related to their wall murals that they can add to the class word bank.

Discuss the group process involved in constructing the wall murals, with questions such as the following:

- What did your group do best as you worked together?
- What challenges did you face?
- What are the benefits and advantages of working in a group to create the wall mural, instead of working individually?

The creation of a word bank for the StoryScape can provide a base for a number of activities that reinforce Language Arts skills and processes. Students can be asked to individually write a descriptive paragraph, create a poem or construct a word puzzle based on the rural landscapes.



■ learning cluster two

the characters

Introduce this learning cluster with the following focusing questions:

- Why do people invent new tools or products or come up with new ideas?
- What does it take to be a successful inventor or innovator?

READ AND DISCUSS

Provide students with *Fields of Home*. There are a number of ways that students can read and explore this graphic novel together, including approaches such as the following:

- Pair students and have each pair read the *Fields of Home* story together.
- Have a small group of students "team read" the story. Use a roundtable structure by numbering students from "1" to "4" or "5" in each small group. Assign a series of page numbers to each group member. Alternatively, have each group member take a turn reading for an established period of time.
- Read the story together as a class, pausing to discuss the story after each of its three main parts:
 - o Learn about Chase
 - o Time travel to the past
 - o Back to the present

Discuss the story, using questions such as the following:

- What did Chase find out about the "beginnings" of canola? Why do you think he found the story of canola interesting? (*Encourage students to make inferences about where Chase lives based on the information he provides about himself. Ask that they support their inferences with information drawn from the story.*)
- What do you know or did you learn about the differences between the canola of today and the rapeseed that Mr. Slovonuk brought with him from Poland?
- What does the information at the end of the story tell you about these differences? (*The final page of the graphic novel provides a brief summary of the history of canola. Ask students to read this information and discuss its connections to Chase's story.*)

An invention involves the creation of a new material, product or process. An invention can be completely new, or can adapt or change something so that it is used in a new way.

Innovation can be more difficult to understand. Innovation involves making a positive change, finding a new way of doing something, or making something that already exists better or easier to use. Invention and innovation are connected, as inventions require innovative thinking. Both processes also involve experimentation and trial and error!

- What is an invention? What is an innovation? What would canola be - an invention or an innovation? (*Take some time to explore the meanings of these two concepts. Canola is considered to be a Canadian innovation because it was developed through years of experimentation and development from the original rapeseed brought from Poland.*)
- How do you think inventions and innovations like the development of canola help improve quality of life? For farmers? For other people? (*Challenge students to consider the difference between innovation and inventions for necessity, benefit (such as those created to improve health or safety) or convenience.*)
- Why do you think immigrants such as Mr. Slovonuk looked for ways to innovate, or implement new or different ideas? What might motivate them? (*Ask students to revisit what they have learned about the contributions people have made over time to Alberta's and Canada's growth and development. Encourage students to consider how the knowledge, skills and belongings that immigrants bring with them can enhance or improve Canadian society.*)

- Why do you think some farmers may be “inspired” to invent new tools or farming methods? What “challenges or problems” do you think these new tools or farming methods solved?
- How do you think inventions or innovations are affected by the geography or physical characteristics of the places in which people live? How was Mr. Slovonuk’s story affected by geography?

Challenge students to revisit their wall murals and point out examples of innovations or inventions that they think they have included in their rural landscapes. (*Encourage students to consider a wide range of different types of innovation or inventions – from machinery, technology and other tools used for farming crops or raising animals, transportation or housing; methods of communication; items that make life or work easier; and things that people use or do for health or safety.*)

Students can work in their StoryScapes groups and create labels to identify these inventions and innovations. Have each group add the labels to their wall murals. Challenge groups to add additional inventions or innovations to their murals. As they add each label, ask groups to describe the challenge or problem that they think each invention or innovation tried to solve.

Ask each group to share the inventions or innovations in their murals with the class or with other StoryScapes groups.

EXPLORE CHARACTER TRAITS OF INVENTORS AND INNOVATORS

Use questions such as the following to spark students’ thinking about what an inventor or innovator needs to do and have.

- What types of things would an inventor or innovator need to know?
- What skills should they have?
- What characteristics or traits do you think people need to become an inventor or innovator?

Work with the class to complete a Triple T-Chart, such as the example below, listing the characteristics and traits that inventors and innovators need.

<i>Need to know (knowledge)</i>	<i>Need to be able to do (skills)</i>	<i>Need to be (traits)</i>

Explore the meaning of the saying, “the necessity of invention.” Make connections to Social Studies by using examples from stories of Albertan or Canadian farmers and settlers who encountered problems that they had to solve in order to improve their quality of life. For example, settlers and farmers in southern Alberta had to deal with a dry climate and arid lands. Farmers in this area looked for ways to bring water to crops and prevent moisture from eroding from the soil. In 1935, Charles Noble invented the Noble blade or plough, which was used to cut weed roots beneath the soil, instead of turning the soil over. This kept the moisture in the soil.

At this point in the StoryScapes mini-unit, students may find it helpful to research examples of inventions and innovations. Introduce students to Alberta inventors like Charles Noble by exploring the Heritage Community Foundation’s Alberta Inventors and Innovators archived website at www.abheritage.ca/abinvents/index2.htm. Canadian inventors and innovators can be found on a number of other websites:

- Examples of Canadian ingenuity are profiled on the Canadian Encyclopedia website at www.thecanadianencyclopedia.com/articles/inventors-and-innovations.
- A list of some Canadian inventors and inventions can be found at <http://caql.org/gottaknow/inventions.html> and www3.sympatico.ca/taniah/Canada/things/.
- Some Canadian agricultural innovations are described on the Canada’s Got Treasures! website at www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/tresors-treasures/?lang=en.
- The Kids Zone webpage on the Canada Science and Technology Museum website at www.sciencetech.technomuses.ca/english/schoolzone/kidszone.cfm provides a number of games that encourage students to explore Canadian inventions and innovation.

Ask students to discuss their ideas with questions such as the following:

Students can use a "real" Canadian invention or innovation as the basis for an idea for their characters. However, selecting a "real" character for the story can add an additional layer of complexity and difficulty for some students. Imaginary or fictitious characters can provide just as powerful learning experiences and allow greater flexibility and creativity for students as they develop their story.

- What interesting events might have happened to people that lead them to become inventors or innovators? (*Students may identify events such as starting a life in a new place, experiencing a problem they want to solve, starting a job or occupation, getting a new idea from an activity that interests them such as a sport, or discovering a different way of doing something.*)
- Do you think the knowledge, skills and traits that inventors and innovators have would be different in rural communities than in urban communities? Why or why not?

BECOME AN INVENTOR OR INNOVATOR

Tell students that they will have the chance to invent a character who is an inventor or innovator. This inventor or innovator wants, more than anything, to improve ways of life in his or her rural agricultural community. Pose the question, "Can you imagine yourself as an inventor who lives and works in your StoryScapes setting?" Tell students that they will start the process of inventing their characters by first imagining a challenge or problem that their character wants to solve and an idea for an invention or innovation that could help solve it!

The creation of a character is a central part of the StoryScapes process. As students are encouraged to use their imaginations in creating a character, they also build ownership, connections to the story and motivation to find out more. As students work, observe and monitor their progress and provide prompts to help them if they need ideas for their characters. Remind students of the characteristics and traits of inventors and innovators.

After students create their characters, invite them to write the character's "back story" as a biography or short story.

Provide students with computer research time to explore Chase's Log Notes. These notes are available at <http://fieldsofhome.blogspot.ca>. The Log Notes provide a number of ideas that students may draw on to develop a character who creates an invention or innovation, and may motivate students to come up with ideas such as:

- The inventor of a new canola run biodiesel machine or transportation tool
- An inventor of a new ride for the Sustainival carnival that was part of the Fringe Festival in Edmonton
- An inventor or innovator who makes something that helps runners who are training
- A chef who creates a new canola recipe or product
- An innovator who blends one crop plant with another to make a new plant that has special characteristics
- A new design for a canola powered car.

If these initial ideas are shared with students, ask them to identify the challenge or problem that they think would motivate each potential invention or innovation. This may help students to think of additional ideas. Additionally, suggest that students revisit *Fields of Home* and *Gotta Jet* for ideas and inspiration for their characters. Remind students to use their imaginations as they envision the inventor or innovator they would like to create!

Provide students with time to design their character and develop a character biography. Students can work individually or with a partner. Encourage students to create an inventor or innovator who has invented something that interests them.

Ask students to draw their inventor character, using the **Inventor – Innovator Outline** on **page 16** or by creating their own drawing. Encourage students to add details (*clothing, tools or other items*) to their character outlines that relate to his or her invention or innovation. Construction paper, craft materials and fabric scraps, if available, can be used to help students “dress” and complete their characters. Use the **Inventor – Innovator Profile** on **page 17** to help students create their inventor’s story. Tell students that they will have the opportunity to think about their character’s invention or innovation in more depth after they introduce their characters to each other.

MEET THE INVENTORS AND INNOVATORS

After students have created their characters and completed their profiles, tell them that they will have the opportunity to introduce themselves to other inventors! Discuss how students can take on the role of their character, using discussion questions such as:

- How do you think this person will sound and talk?
- What are this person’s character traits? How can you portray this person so others understand his or her personality?
- How do you think this person feels about his or her invention or innovation? What motivated this person to create this invention or innovation?
- What else can you share about this person?

Students can be encouraged to prepare for their character introductions by writing an outline that includes important information they want to share. Encourage students to consult their **Inventor – Innovator Profile** as they develop their outline. Remind students to display their character as they make the introductions.

Introductions can be structured as a whole class activity, with each StoryScapes group introducing their inventors or innovators to the rest of the class. Establish structured time limits for each group. Encourage other students to ask questions about the inventors or innovators after they have been introduced.

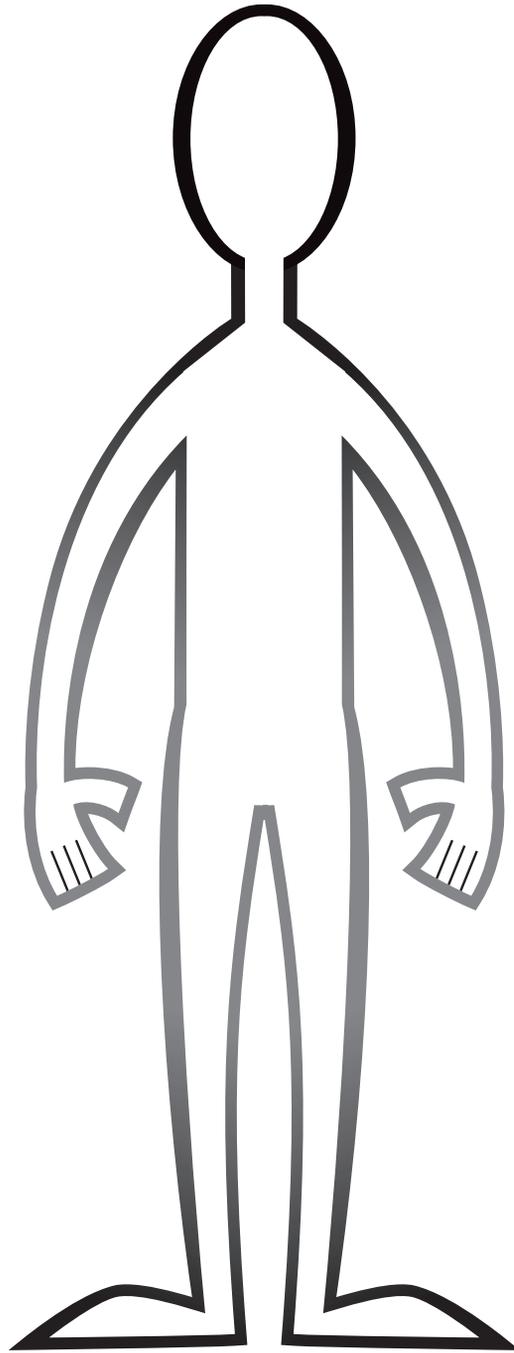
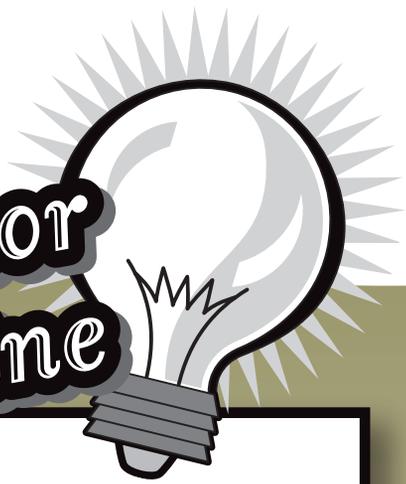
As the character introductions proceed, listen for opportunities to help students make connections to the StoryScapes setting, the concepts of invention and innovation and the *Fields of Home* story. For example, questions such as “How could you and your invention help farmers today like Chase’s grandfather?” or “What types of skills do you have in common with other inventors?” or “Who might be most interested in your invention?” can help reinforce students’ engagement in and sense of ownership to the story.

Provide a place for students to display their characters, either at their desks or with their StoryScapes group’s wall murals.

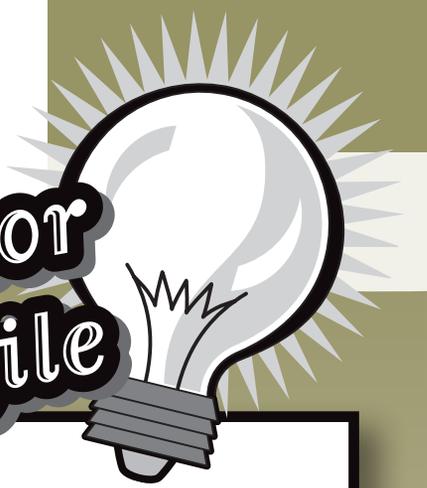
Ensure that students have the opportunity to share what they have learned about their inventors and innovators with the class, and that their classmates have the opportunity to ask questions. This type of structured interaction fosters both social and communication skill development. Students also find this opportunity highly motivating, as they have the chance to demonstrate their expertise.

The introduction of characters also provides the opportunity to practise listening skills, which can be explicitly discussed with students. Students need to listen to the introductions before they can ask relevant questions.

Inventor — Innovator Outline



Inventor — Innovator Profile



Name: _____

Age: _____

Education:

Where I Live:

Where I Work:

My Strengths and Skills:

My Interests and Talents:

Something Interesting About My Life:

My Invention or Innovation:

■ learning cluster three

the context

Introduce this learning cluster with the following focusing questions:

- Why are inventions and innovations important?
- Do you think that there are inventions or innovations that people could not live without? What would these be?

As students continue constructing their StoryScape, it is important that they explore the social context of the characters they have created. The social context involves everyday activities that characters encounter, or effects on everyday life that the activities of these characters can have.

The context of the StoryScape should encourage students to think more deeply about ordinary and authentic happenings and build them into the story. Students should continue to discuss their learning together in order to build shared understandings of people and places.

Students can explore the process of inventing and innovating on the Inventive Kids website and blog at www.inventivekids.com.

The Invention Gallery on the Canada Science and Technology Museum website at www.sciencetech.technomuses.ca/english/schoolzone/invention/index.cfm allows students to submit an original invention!

INVENT AND INNOVATE

Pose the following questions to students and invite them to share their initial thoughts:

- How do you think inventors and innovators come up with new ideas? *(Encourage students to think beyond the knowledge, skills and attitudes they identified when they created their inventor characters. Ask them to think about the invention they envisioned for their inventors. How did they apply creative thinking to come up with their idea?)*
- Do you think it is important that people be encouraged to keep coming up with new ideas? Why or why not?

Ask each student to make a sketch of the invention or innovation they identified when they developed their inventor or innovator characters. With the sketch, have students write a descriptive paragraph that illustrates why and how this invention would make daily life easier or provide a different way of doing or making something. Emphasize that the sketch does not have to be perfect, but just show what the invention or innovation would look like or how it would work. Provide students with the **Invention – Innovation Trading Card** on **page 22** to create their sketches and descriptions.

Have students share their **Invention – Innovation Trading Card** with others in their StoryScape groups. Ensure that students are provided with the opportunity to discuss the effect they think their inventions could have on daily life. Have students display their **Trading Card** beside their characters.

Challenge each StoryScape group to imagine what their inventions or innovations, or their effects, would look like within the rural agricultural settings on their wall murals. Have groups add their inventions and innovations to their wall murals.

Provide time for each group to point out and discuss the additions to their wall murals to one or two other groups.



EXPLORE THE CANOLA STORY

Invite StoryScape groups to revisit Chase's blog at <http://fieldsofhome.blogspot.ca> and identify how canola connects to daily events and happenings in his life. Blogs are added frequently to Chase's Log Notes, with connections to canola crop farming and products. Challenge students to identify "canola connections" they would expect to find in Chase's life and those that surprised them and record these by creating a class T-Chart such as the following:

Expected	Unexpected

Ask students why canola is considered a Canadian innovation. Tell students more about the story of canola, using the information below. Adapt the vocabulary as necessary to provide students with a simple overview of canola's background.

On his journey to the past, Chase found out that rapeseed was a plant that was brought to Canada by a farmer named Fred Slovonuk, who immigrated from Poland in 1927. He brought Polish rapeseed with him and started to grow it on his farm in Shellbrook, Saskatchewan in 1936. As he increased the crops he grew, he started to sell seeds to his neighbours.

Rapeseed was not widely used for food products as it contains high levels of certain substances that were not nutritious. (These substances are called erucic and eicosenoic acids and glucosinolates. Glucosinolates are not nutritionally harmful, but not suitable for consumption by animals.) The crop was mainly grown at experimental farms. However, rapeseed oil was found to be useful as a lubricant for steam engines during World War II. During the war, therefore, rapeseed crop production increased. When the steam engine was no longer used, rapeseed production decreased.

In the 1960s and 1970s, researchers in Manitoba and Saskatchewan saw the potential to make a better canola seed oil if they could breed out the erucic and eicosenoic acids and glucosinolates from rapeseed. In 1974, Dr. Baldur Stefansson, a University of Manitoba plant breeder (scientist), with the help of Dr. Keith Downy from the University of Saskatchewan, developed the first variety of today's canola seed, which reduced both erucic acids and glucosinolate levels. This variety of seed, called Tower, was the first to be called canola, a name made from the words "Canadian" and "oil." To be called canola, the oil from the plant's seeds must contain less than 2 percent erucic acid and specific quantities of glucosinolates.

Additional context building activities could reinforce language and communication or critical thinking skills.

- Have students create an advertising flyer describing the benefits of the new invention or innovation.
- Ask students to write a paragraph that explains one thing that they think they could not live without and the reasons why. Challenge them to try living without this thing for a few hours on a weekend and then share how their lives were, or were not, different.
- Challenge students to work with a partner and make an actual prototype of an invention. Collect different objects from the school or home that they could use to create an invention. Discuss the criteria for an effective and successful invention. Use this criteria to create a rubric together.

To obtain additional information on the background of the canola industry in Canada, consult the Canola Council of Canada website at www.canolacouncil.org/ind_overview.aspx. Find information on the history of canola in Canada in Chapter 2 of the *Canola Grower's Manual* at www.canolacouncil.org/crop-production/canola-grower's-manual-contents/chapter-2-canola-varieties/canola-varieties#history.

Use an interactive whiteboard to have the class watch the "Check out Agriculture!" video on canola at www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1308687191611&lang=eng. Compare canola to other agricultural crops on this weblink.

Explore other examples of agricultural inventions and innovations by watching the video on The Innovators weblink on the Agriculture and Agri-Food Canada website at www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1312901158910&lang=eng. Find out about other agricultural innovations through the links on www4.agr.gc.ca/AAFC-AAC/display-afficher.do?id=1249669518041&lang=eng. Explore these examples as a class or organize students to work in their StoryScapes groups.

Provide students with the opportunity to assess their cooperative group work skills. Use the Group Assess resource on page 21 to have groups assess how well they are working together. Ask groups to complete the questions together. Organize class time to visit with each StoryScapes group and discuss their responses.

Use a Think-Group-Share strategy, with students first individually thinking about their responses, then discussing with their StoryScapes groups, then as a class, to discuss the following questions:

- Would you consider canola to be an example of a successful innovation? Why or why not?
- What do you think the criteria are for a successful invention or innovation?
- Do you think your invention or innovation meets the criteria for a successful innovation or invention? Why or why not?
- What changes could you make to your invention or innovation to better help meet people's needs or make it more successful?

Group Assess

How well are you working together as a group? Fill out the following checklist. Then, write responses to the questions that follow.

	<i>Yes</i>	<i>Sometimes</i>	<i>Not enough</i>
We listen carefully to each other's ideas.			
We all take responsibility for the work we have to complete together.			
We make sure that each group member can be successful with his or her tasks.			
We work on solving problems together.			
We try to provide helpful feedback to each other.			

What do we do the best as a group?

What is one aspect of our group work that we think is most important to work on?

How can we improve this aspect of our group work?

■ learning cluster four

the events

ASSESS IMPACT

Ask students to review their StoryScapes settings and characters by discussing the following questions.

- What contribution do you think your characters made to the StoryScapes community with their inventions? How do you think your invention could change people's lives or make their daily activities easier or more fun? (*Encourage each StoryScape group to use examples from the places or activities they have included in their wall murals.*)
- What inventions in our StoryScapes settings do you think could have the most impact on people's lives? Why do you think this?

Use a T-Chart such as the example below to create an initial class list of inventions and innovations that students think would have the most impact on the lives of people who live in the StoryScapes setting.

Invention or Innovation	Why it Has the Most Impact

WRITE A STORY

Tell students that they will be creating their own stories about the effects that inventors' and innovators' ideas and inventions can have on other people's activities and lives. Revisit Chase's experience "travelling" back in time in the *Fields of Home* story or his meeting with the owner and driver of the world's first jet car fueled with canola-based biodiesel in the *Gotta Jet* story.

Set the stage for their stories by asking students to imagine themselves in a similar situation to the one Chase experienced in *Fields of Home* or *Gotta Jet*. They will write a story about themselves – and an encounter that they have with their StoryScapes character. Their stories should illustrate why their character's invention is important and could make a difference in people's lives or solve an important problem or challenge.

Share the following five story elements with students by writing them on the board:

- An activity that they personally enjoy doing (*like Chase's passion for running*)
- The rural agricultural setting
- Themselves and their inventor character
- The invention and its effect on ways of life
- An event that sparks a shift in time or place (*like Chase's shift to the past when he was running*)

Introduce this learning cluster with the following focusing question:

- What inventions and innovations have the most impact on people's ways of life?

The events of the StoryScape involve students and their characters in problem-solving, decision-making and critical and creative thinking. Characters respond to and deal with situations that are "typical" or possible within the context of the setting of the StoryScape.

The *Fields of Home* StoryScape is centred on a story of innovation and imagination, and therefore, the event in this mini-unit is more focused on the application of critical and creative thinking rather than on a problem or controversy.

Tell students that they must include these five elements in their stories, but can do so in any way they choose. (For example, students may choose to set their story in their StoryScapes setting or they may start their story in their own environment and “travel” or shift to the StoryScapes setting.)

Students can also pull additional ideas from *The 5W (and how) of Writing* tab in Chase’s Log Notes at <http://fieldsofhome.blogspot.ca/p/5w-and-how-of-writing.html>. This tab provides a number of who, what, where, when, why and how questions that help writers create a story.

This story writing process can provide an opportunity for students to practise writing skills, and apply a peer editing and review process.

Provide students with the option to work on their stories individually, with a StoryScapes partner or with their entire StoryScapes groups. If students choose to work individually, encourage them to use their StoryScapes groups for ideas and support as they write their stories.

Have students decide on a format to use for their stories:

- Write it as a short story.
- Create a comic book or graphic novel in the style of *Fields of Home* and *Gotta Jet*.
- Create a comic strip.

SHARE THE STORIES

Provide opportunities for students to share their stories with their StoryScapes groups or with the class.

- Have individual students, pairs or groups take turns presenting their stories to the class.
- Ask each StoryScapes group to display their stories beside their wall murals. Have groups move to another group’s StoryScapes wall mural and read the stories together.
- Have individual students, pairs or groups trade their stories with each other.
- Have StoryScapes groups select one or more of their stories to act out.

After students have an opportunity to share their stories, discuss the stories using questions such as the following:

- What different types of inventions did you learn about?
- What did you enjoy the most in the stories you read? Why?
- What did you learn about the importance of inventions and innovations that people develop and create? How was your learning similar to or different from what Chase learned about the development and uses of canola?



AWARD AND CELEBRATE

Have students revisit the T-Chart they created earlier and discuss the "most impactful" inventions or innovations that they identified. Provide students with the option of adding other inventions and innovations or additional reasons to this chart.

Ask students to work with their StoryScapes groups to create award sticker designs for the inventions or innovations that their StoryScapes characters created. Encourage students to start with the class T-Chart. Then, revisit the criteria for effective and successful inventions and innovations that were developed in previous activities. Provide examples of different types of award stickers that inventions or innovations might receive, such as "Brilliant" or "Great Design" or "Incredible Thinking" or "Amazing Idea." Invite StoryScape groups to create a sticker design for each award. Students can actually create their stickers by using blank mailing labels.

Have each StoryScapes group award their character's inventions or innovations with at least one sticker. Use this opportunity to celebrate and conclude students' learning.

Students can extend this activity and apply critical thinking skills by analyzing and assessing different Canadian inventions to come up with a list of the top ten inventions that they think had the most impact on people's daily lives.

Use the **Invention – Innovation Trading Card** on page 22 as an organizer for students to summarize and record research on different Canadian inventions. The completed cards can then be displayed around the classroom.

Provide each student with three stickers with which to "vote" for their top three picks for the most impactful invention. Tally the total stickers that each invention receives to come up with the class top ten list. Alternatively, provide students with time to "trade" the cards they create and have them develop their own top ten list.

