

ACTION CARDS FOR VISIT TO UPPER CANADA VILLAGE

Action cards can be used by teachers and student supervisors during their visit to Upper Canada Village. These cards can be photocopied and placed on a ring for easier access. Each building showcased in the unit is included in this package.

Please use these cards to prompt and engage students while visiting each building at Upper Canada Village. Possible answers are also included for each guiding question.

Please refer to the EOCCC resource **Travelling Through Time: An Educational Resource for Upper Canada Village: Curriculum Links for Grades 1 to 8** available for download at www.eoccc.org

UPPER CANADA VILLAGE OVERVIEW

SOCIAL STUDIES

P/J: As you enter Upper Canada Village, how do you know that you have gone back in time to the 1860s? What evidence can you see to support your ideas?

Possible answers: people in different clothing, horse drawn wagons, unpaved roads, many buildings are made of wood and stone, sounds around the village

J/I: What trades and industries do you see throughout the village? How does this compare to your community today?

Possible answers: Blacksmith, Flour Mill, Woollen Mill, Sawmill, Broommaker, Tinsmith, Shoemaker, Cabinetmaker, Dressmaker, Printing Office, Bakery, Cheese factory. Many of these trades and industries would not be found in small communities today.

SOCIAL STUDIES / SCIENCE / HEALTH

P/J/I: As you tour the village, you will notice a variety of vegetable gardens. What is the purpose of the gardens? Can you identify some of the plants growing in the gardens?

Possible answers: gardens were used to provide food for the families and businesses within the village, families often grew cabbage, potatoes, lettuce, carrots, tomatoes, onions.

UPPER CANADA VILLAGE OVERVIEW (CONT.)

SOCIAL STUDIES

P/J/I: As you tour the village, observe the villagers closely. What do you notice about the various roles and responsibilities that men and women have in daily life? What do you think the roles and responsibilities of the children would be within the village?

Possible answers: men were labourers in the village, working in the fields, various mills and industries, women were responsible for cooking, sewing, and cleaning. Women were not seen in jobs outside of their homes, with the exception of the textile industry. The children were helping on the farm or in the household, some would attend school but it was not mandatory at this time

MATH

P/J: Which unit would be appropriate to measure the distance from the Tinsmith to the Shoemaker? From Cook's Tavern to the Signal Tower?

Answers: metres, kilometres

J/I: Based on the activity and type of businesses represented in the community, estimate the population of the entire village,.

Possible answer: approximately 500 people due to the various businesses such as postal service, printing office, woollen mill...

ASSELSTINE'S WOOLLEN FACTORY

SCIENCE

P/J/I: In the early 1800s, small water-powered mills began to offer settlers' wives some relief from the tedious and unpleasant tasks of carding and fulling by hand. By the 1840s, woollen mills and factories had made their appearance in Upper Canada. These mills were able to clean and card wool, spin it into yarn, and weave and fold cloth. What allowed this to take place?

Answer: Like most other mills they used water power to run their machinery.

The Asselstine Woollen Mill is powered by what type of system?

Answer: A water-powered turbine connected to machines with shafts, pulleys and belts.

What natural renewable source is used to create electricity in the Asselstine's Woollen Mill?

Answer: Water

How is energy created using a water-powered system at the Asselstine's Woollen Mill?

Answer: Water flows from a pond through a turbine at the mill to make it spin.

At various times, the equipment in the building is operational so safety is an issue and children and adults are encouraged to keep hands and loose clothing away from the operational equipment. What clothing was considered to be inappropriate to wear in the Asselstine's Woollen Mill?

Answer: Hoops and crinolines are highly dangerous.

The Woollen Mill is presently used for what type of production?

Answer: The woollen mill is presently used as a functional exhibit for the production of yarn and blankets.

BELLAMY'S GRIST MILL

SCIENCE / HISTORY

P/J:

What was the principal agricultural crop in the province?

Answer: Wheat

What was the wheat ground into?

Answer: white and whole wheat flour, bran, middling, shorts

The Bellamy's Mill uses two power systems to grind wheat into flour. What are they?

Answer: Today's Bellamy's mill represents an 1860's custom mill using both steam and water power to grind wheat into flour.

SCIENCE / HISTORY

J/I:

Prior to having steam power, the mill only operated for how many months? What was the cause of it?

Answer: Because the supply of water was limited, this meant the mill only ran efficiently for about four months of the year. The availability of water decreases in late summer and winter, therefore making it difficult to use the water supply for grinding all year.

How much did Samuel Bellamy charge his farming neighbours to grind the wheat to their specifications?

Answer: As payment for his work, he kept 1/12th of the wheat ground. This toll was established by law, so the miller could make a living, but not charge exorbitant prices.

BEACH'S SAWMILL

SOCIAL STUDIES

How many board feet was Beach's Sawmill capable of producing in a time period of 24 hours?

Answer: 2000 board of feet in 24 hours.

If you brought wood to the sawyer he would give you half the sawn wood and keep half for himself.

What did he do with his half of the wood? Answer: he sold it to other businesses.

Today, the old sawmill produces planks (more than 2 inches thick) or boards (less than 2 inches thick) for who?

Answer: To use in the Village and sell to the public.

How did Beach's Sawmill help meet the needs of the village?

Answer: The sawmill provided lumber for the village. Early settlers had a constant need for lumber; not just planks and boards for building houses, but also wood for furniture, barrels, and vehicles.

SCIENCE

P/J:

What kind of simple machines can you find at Beach's Sawmill?

Possible answers: pulleys, levers, wedges, wheels and axles, inclined planes, screws

What type of pulley is used to pull up each log?

Possible answers: a single pulley or fixed pulley

SCIENCE

J/I:

There are many machines operating on a daily basis at Beach's Sawmill. Name the system and discuss the effect it has on our environment and/or on Upper Canada Village?

Possible answers: mechanical system; effects on our environment - pollution, destruction of forests, availability of building materials

BROOMMAKER

SOCIAL STUDIES

P/J:

How tall does the plant grow?

Answer: approximately 10 feet

How long does the corn need to soak to bend and weave?

Answer: corn needs to soak for 3 hours

Where was broom corn grown in Canada?

Answer: corn was grown near Sarnia in Ontario

Where did most broom corn come from?

Answer: most broom corn came from the United States

HISTORY

J/I:

Upper Canada Village makes two types of brooms. What are they?

Answer: a round, earlier style and a more modern flat broom

How many plants does it take to make one broom?

Answer: 55 plants

Broom corn is a form of what?

Answer: sorghum

Today different varieties of sorghum are grown in Asia, including India and Micronesia, and North America. Sorghum kernels vary in color. What are some of these colours and which colour is the most common?

Answer: white and pale yellow to deep reds, purples and browns; white, bronze, and brown kernels are most common

Once the seeds are separated from the harvest stalks, what happens? Explain?

Answer: Once the seeds are separated from the harvested stalks, it is dried, baled and sent to market.

COOK'S TAVERN

SOCIAL STUDIES

P/J: The owner of Cook's Tavern lives in the building with his family. How might the Cook family and the guests have interacted?

Possible answers: The family served the guests food and drinks and prepared and kept the guest rooms clean. The guests sometimes ate meals in the kitchen with the family and stayed in their rooms if the inn was very busy.

J/I: What was the most frequently used mode of transportation for travelers arriving at Cook's Tavern? Why did this change and how did it affect the Tavern?

Possible answers: Travellers most often arrived by stagecoach until the Grand Trunk Railway opened in 1855. The train service caused a decrease in business at the Tavern because travellers did not have to stay overnight. An inn would also have lost business if the village was not on or close to a railway line.

HEALTH AND PHYSICAL EDUCATION

P/J: Where would the Cooks get the food that they served in their Tavern? Were the foods processed or unprocessed?

Possible answers: They would have gotten the food from local farmers and the bakery. They may have grown some vegetables in their own garden which were fresh and unprocessed. Processed food included salt pork, preserves, bacon, and other smoked meat/fish.

COOK'S TAVERN (CONT.)

J/I: The Temperance Movement in the 19th century was against the sale and drinking of alcohol, saying that drinking alcohol caused unemployment, violence in homes and health issues. Explain how alcohol use could cause these issues.

Possible answers: Short-term effects of alcohol use such as slower reflexes, drowsiness, slurred speech, poor decision-making, loss of consciousness and vomiting could contribute to these issues. Long-term effects such as addiction, liver damage and emotional and mental health problems could also contribute.

MATHEMATICS

P/J: Look at the “Cook’s Tavern and Livery Price List”. How much would it cost you to have a full evening meal, a single room for the night and breakfast the next morning? If you paid with a \$5 bill, how much change would you get back?

Possible answers: It would cost 90 cents and you would get back \$4.10.

CHRIST CHURCH

RELIGION

P/J: What are some of the differences between this church and the one where we celebrate our school masses?

Possible answers: Flowers in the church at that time were rare, reserved only for Feast days or Harvest Home, and never for funerals. Communion was only observed four times a year. The bare white walls are a Church of England tradition. The letters IHS above the altar, instead of INRI above a crucifix at the front of the church.

P/J: Why are there no candles or crucifixes?

Answer: Such things were unacceptable to this congregation in the 1860s.

P/J: Why is the Table bare?

Answer: Candlesticks, or an open Bible were not acceptable at this time. The Table would be kept bare unless for a service of Holy Communion, which only happened four times a year.

J/I: Who would sit in the front pews, and who would sit in the farther pews?

Answer: In the early 19th century, the pews were rented by parishioners. Family box pews were priced and claimed according to status and income in the parish. The best seats were front and center. The further back in the church, the lower one’s status. By the 1860s this was no longer the practice and seating was open.

J/I: Are there bodies buried outside on the church grounds?

Answer: In its original location (Village of Moulinette), Christ Church was surrounded by a graveyard. However, there are no bodies buried here at Upper Canada Village. The headstones are originals, gathered to represent what it would have looked like in its original state.

PASTOR'S HOME

RELIGION:

P/J: Why are there so many things that have to do with birds? (nests, cage, pictures)

Possible answers: In the boy's room, he would have made or collected nests as his hobby and his area of interest. The whole family thought that birds and nature were important, and that is why there are so many nature artifacts. As a Pastor, he appreciated nature and recognized it as a gift from God.

What children's toys are in the upstairs bedrooms? What do they tell us about what toys were available? How were they made?

Possible answers: gender related toys, hand made from natural resources, found in nature, (rocking horse, bird's nest...)

P/J/I: Why is there a second entrance on the side of the house?

Answer: This entrance was used by the parishioners. The Pastor's personal life was kept very separate from his working life. Using the front entrance meant you were visiting the whole family.

Why are there double-doors between the living room and the dining room?

Answer: The parishioners would have built the house before the church. While they would be waiting for the church to be built, they would hold the ceremonies and masses in the house.

Why would the parishioners come visit him?

Possible answers: The parishioners would seek his advice with regards to spiritual matters. They would also ask for secular advice, such as business contracts and letters.

Would the Pastor ever visit his parishioners in their houses?

Possible answers: Yes, he would make home visits to many of his sick or dying parishioners.

SHOEMAKER

SOCIAL STUDIES

P/J: How would the children get their shoes?

Possible answers: The wealthier families would get shoes for their children. He would trace the biggest foot and make a last, which was a wooden form. However, many children did not wear shoes in the summer because of the cost.

J/I: How did the Shoemaker make his money?

Possible answers: This was his 2nd job. He would also be a farmer, or might be working elsewhere and making shoes would be his way of supplementing his income. He might also repair horse harnesses or do other kinds of leatherwork.

How is his business different than the shoemaker living in the larger city?

Possible answers: While the shoemaker in the city would have more potential customers, he was also in competition with commercially made shoes and boots, which were sold, in varied sizes and styles, in urban shoe stores. The rural shoemaker would make plainer, work shoes on order. Many farmers had the skill and tools to make or repair their own shoes.

SCIENCE

P/J/I: How many pairs would someone own?

Possible answers: Only the rich could afford footwear designed specifically for winter. Therefore, most people owned one pair of shoes.

What happened when they broke?

Answer: The local shoemaker could replace the sole or the heel.

Did they worry about them not lasting long?

Possible answer: Yes, since they were an expensive item for working people. To help make them last longer, shoes did not have a left or a right foot. They could be worn on either foot (the last was made from the biggest foot) and the customer would also switch sides for the shoes, ensuring that the rate of wear be more even.

TINSMITH

SOCIAL STUDIES

P/J: What are some of the specific tools a tinsmith would need?

Possible answers: solder, stakes, soldering iron, machines for bending and folding.

What are some of the things he would make?

Possible answers: tin baths, tin wash basins, wall sconces, lanterns, storage canisters, jugs, spice boxes, pitchers, trays, dust pans, coffee and tea pots, kettles

J/I: How would he receive the tin he would need to make his products?

Answer: He would receive 10x14" sheets of tin in wooden crates. The solder was also shipped in.

Did he sell his products directly to the villagers or would his products also be sold at Crysler Store?

Answer: He sold it directly from his shop. The front of the store is set up as a storefront.

What would a tinsmith factory look like compared to a tinsmith shop? *Possible answer:* In the Tinsmith Shop, the product would often be made to order. The larger factories, employing more than half a dozen employees, would primarily manufacture for the wholesale market.

What would happen if there were 2 men with this trade in the same village?

Possible answer: There were not many tinsmith shops set up, (about 34 tinsmith shops along the St. Lawrence River), and an apprenticeship took between 5-7 years. The business was not lucrative enough to have 2 shops set up in the same village, therefore a new tinsmith would have had to relocate to another village.

SCIENCE

P/J/I: How does the tinsmith get the tin to stay together and not leak?

Answer: He uses a solder, a blend of two or more types of metal (e.g lead and tin, silver and antimony). Then solder is melted and it is then applied to the joint.

What happens if it is not heated enough or if it is too hot?

Answer: Not heated enough and the solder will not melt; too hot and the tin in the solder will burn off. It must be melted at 380°.

MATHEMATICS

J/I: Why would the tinsmith have to know the exact measurements when making a bread pan?

Answer: Bread pans could not be soldered because the heat in the oven was greater than 380° and would melt the solder.

ROBERTSON HOME

SOCIAL STUDIES

P/J: What do you think the Robertson family traditions and celebrations were? Are they the same as your family traditions and celebrations? Why or why not?

Possible answers: They celebrated Queen Victoria's birthday on May 24th, Christmas, weddings, and the harvest by holding fall fairs. We celebrate those events as well as New Year's Day, Valentine's Day, St. Patrick's Day, Easter, Canada Day, Labour Day, Thanksgiving, Halloween, and Remembrance Day.

J/I: Why did the Loyalists come to Canada? What challenges did they face when they arrived in Canada? How did they overcome these challenges?

Possible answers: The Loyalists came to Canada from the American colonies because they were loyal to Britain and the American colonies were at war with Britain. They left their homes and many belongings behind them and travelled great distances. They were promised land but had to live in tents through the cold, wet winter while they waited to find out where their land was. Some did not get land with good soil or a water source. They had to persevere and work hard to overcome these challenges. They learned many things about the environment and how to survive from the Aboriginal People.

SCIENCE

P/J: The Robertson House was built around 1784 and it was enlarged in 1820, almost 200 years ago.

What characteristics of the Robertson House make it possible for it to still be standing today?

Possible answers: The original house was timber-framed, or built using large tree trunks that had been squared-off. The timbers were fitted together and joined using large wooden pegs. The additional walls of the enlarged house have a wood frame filled with brick and mortar.

ROBERTSON HOME (CONT.)

J/I: Did the Robertson's have electricity? What did they use instead?

Possible answers: They used wood stoves and fires and candles. Most household devices were powered by hand. The sun and wind were used to dry laundry.

MATHEMATICS

P/J: How would you explain to someone how to travel from Robertson Home to: the Bakery, the Blacksmith, Ross Farm, and/or the Sawmill?

Possible answers: Directions might include direction words such as left, right, north, south, east or west. Students may describe distances using steps, paces or metres. Example: Go out the front door and turn left at the end of the path, at the end of the road turn right and walk 10 metres.

J/I: Which type of grid system would be best to use if you were creating a map of Upper Canada Village? Explain your choice.

Possible answers: A grid with numbers on one axis and letters on the other axis. Buildings on the map could be located by providing the square's number and letter. Numbers could be used on both axes and locations would be indicated by giving the letters and a direction, north, south, east or west.

CRYSLER STORE

SOCIAL STUDIES

P/J: Think about what supplies, food and clothing you need for school. Would you be able to buy those items at Crysler Store? If not where would you get them or what would you use instead?

Possible answers: Supplies-pencils, erasers, sharpener, pencil crayons, ruler, markers, scissors, notebooks, pencil case, backpack, lunch kit

Food: bread, meat, cheese, crackers, fruit, vegetables, juice boxes

Clothing: pants, jeans, skirts, dresses, tops, t-shirts, sweaters, running shoes

Pencils and notebooks could be purchased at Crysler Store. Other supplies were provided at school or were not used in the 1860s. Bread, meat and cheese could be bought there but would most likely come from the family farm. Material for clothing was bought but was handmade at home.

J/I: Which economic sector does Crysler Store belong to? Identify other industries in the village that belong to primary, secondary, tertiary and quaternary economic sectors.

Possible answers: The primary sector is resource based and includes agriculture, therefore Ross Farm, Loucks Farm and Tenant Farm belong to this sector. The secondary sector is based on manufacturing and processing and would include the Flour Mill, Woollen Factory, Sawmill, Broommaker, Shoemaker, Tinsmith, Blacksmith, Bakery, Cabinetmaker, Cheese Factory and Dressmaker. The tertiary sector is service based and includes Crysler Store, Cook's Tavern, Willard's Hotel, Christ Church, Masonic Lodge, Providence Chapel, the Printing Office, the Physician's Home, the Fire Engine House and the Tow Scow. The quaternary sector is information based and would include the School House.

SCIENCE

P/J: The shelves in Crysler Store hold many different containers. Many of them have the same purpose, to hold goods which are sold by weight. How are the containers the same and how are they different? Where do you think the materials to make the containers came from? What do you think will happen to the containers when they are emptied or when they are no longer needed?

Possible answers: Containers are the same or different shapes, colours, and sizes. They are made of different materials, such as glass, wood, cardboard, tin, and clay. Natural resources were used to make the containers. When the containers were empty they were refilled or reused to hold something else.

CRYSLER STORE (CONT.)

J/I: Do you think the early settlers reduced, reused or recycled? Explain how.

Possible answers: Yes! They reused containers by refilling them or using them for new purposes. They didn't purchase as much as we do because they grew their own food and made most of their clothing. Clothing was handed down to younger family members. When they purchased items they weren't in packaging like we use today. They had very little and got as much use out of something as they possibly could.

MATHEMATICS

P/J: Many of the items in Crysler Store are in containers of various shapes and sizes. Look around and see how many different three-dimensional figures you can identify.

Possible answers: rectangular prism, triangular prism, octagonal prism, cube, cylinder, triangular pyramid, square based pyramid

J/I: Find the Grand Trunk Railway Schedule in Crysler Store. What information is provided on the schedule? How would you determine how long a train trip would take? Could you determine how much it would cost for your family to travel at that time?

Possible answers: Starting at the time the train leaves count on the number of hours and minutes until the train arrives at its destination. Find the fare for the train trip and multiply by the number of people travelling.

PHYSICIAN'S HOME

HEALTH AND PHYSICAL EDUCATION

P/J: The physician is an educated man who travelled the countryside to visit sick people in their own homes. What types of illnesses would be typical for this time period? What types of treatments might he offer?

Answer: Bleeding, blistering, emetics (vomiting), purgatives to get rid of the poisons of disease, fever, colds/flu, baby deliveries (some surgery, amputations, infections).

SOCIAL STUDIES

P/J: The physician was a wealthy man living in the village. How does his home compare to that of the Ross Farm and the McDiarmid Home?

Answer: It has more rooms - formal entertaining room, main living area, an office, informal family room, kitchen, master bedroom, a bedroom for a child, and bedroom for hired help.

J/I: Visits to the doctor today are free. What types of fees were charged to those who required a doctor's visit in the 19th century?

Answer: A visit would average 0.50-\$1.50, obstetrics \$5.00, surgery up to \$20.00.

RELIGION

J/I: The physician's home represents the Catholic population in the village. What evidence do you see of this in his home?

Possible answer: Note the art work and decoration throughout the house.

DRESSMAKER

SOCIAL STUDIES

P/J: Why are the upstairs ceilings in the dressmaker's house so low?

Possible answer: Low ceilings were a practical, but sometimes awkward, solution to space and heating considerations.

J/I: How does the dressmaker's occupation differ from the occupations of other women at the time in terms of its financial benefit to her family?

Possible answer: Unlike the businesswoman who, perhaps, operated a local store, or an employee who worked in a business or factory, or even the farmer's wife whose economic contribution was hidden within the farm's financial success, a local dressmaker actually was paid cash for work done in her home.

LOUCKS FARM

SOCIAL STUDIES

P/J: What were some of the benefits of having a summer kitchen?

Possible answers: It would reduce heat in the home in the summer months; more workspace for cooking and preserving.

J/I: Compare the responsibilities and chores of women and men on the farm.

Possible Answers:

Women: cleaning, food preparation, preserving, childcare, gardening, care for pigs and poultry, milking

Men: work the fields, maintain equipment, care for horses and cows, building fences, chopping wood for the winter

J/I: What are some of the main differences between the Loucks Farm and the Tenant Farm?

Possible answers: The Loucks family was farming for prosperity, not just for survival; the piano in the parlour room suggests that the Loucks family had more leisure time than other families; open hearth on the tenant farm vs. stoves at Loucks Farm; no summer kitchen in the tenant farmhouse; special pictures and knickknacks decorated the Loucks farmhouse; the Loucks farmhouse had wallpaper on the walls.

TENANT FARM

SOCIAL STUDIES

P/J: The 'bench-bed' in the farmhouse has a special function. What is it? Ask a Tenant Farm interpreter to show you.

Answer: The bench opens up into a small bed with a mattress inside.

P/J: Look closely at the straw and feather mattress in the tenant farmers' bedroom. Why do you think one side is fluffier than the other?

Possible answers: Prolonged use and/or heavier weight would compress the straw and feathers over time, making the mattress less comfortable.

P/J/I: How were tenant farmers able to make the foods they harvested in the summer months last for the entire year?

Answer: They would preserve them (e.g., by canning and pickling fruits and vegetables; salting and smoking meats).

P/J/I: Describe some of the similarities and differences between kitchen tools of the past and kitchen tools today

Possible answers: an open hearth vs. a stove and oven; no sink, only basins to wash dishes; the frying pan has legs on it to stand over the coals; other pots and pans have long handles to keep hands a safe distance from the hot burning coals; muffins are made with rings; a handmade reflector oven is used to roast larger meats.

TENANT FARM (CONT.)

J/I: Describe some of the significant differences between the Tenant Farmhouse and the Loucks Farmhouse.

Possible answers: A tenant family only rented their land, whereas the Loucks family owned/inherited their land. Tenant farmers only spent what was necessary on maintenance, equipment and general improvements. Thus, tenant farms often appeared to be run on a poorer level than their owner neighbours. The tenant farmer's wife still struggles to cook over an open hearth and has no summer kitchen. She also doesn't have a fancy sitting room in which to spend her few leisure moments.

J/I: Describe some of the significant differences between the operation of the Tenant Farm and the Loucks Farm.

Possible answers: The tenant farmer uses a yoke of oxen instead of more expensive horses. He has fewer cows and does most of his farm work by hand instead of by machinery.

CHEESE FACTORY

SCIENCE

P/J: Why are dairy cows so important in the cheesemaking process?

Possible answer: Dairy cows provide the milk used to make cheese.

P/J/I: What is the process of making cheese? How are liquids turned into solids during the cheesemaking process?

Possible answer: A quantity of fresh, whole milk is warmed, curdled with a bacterial culture and rennet, and has the whey drained off and removed. The curds are dried, salted and pressed into blocks of cheese for a period of storage in a cool, dry environment before sale.

P/J/I: Why/How is the cheese dyed a yellow-orange colour?

Possible answer: The British market demanded a yellow-orange cheese for sale to please aesthetic consumer demands. Canadian cheesemakers used a vegetable dye called ANNATTO, which was introduced into the milk before curdling. The dye was, and is still, produced from the seeds of a tropical plant called “BIXA ORELLANA” and was used to colour cheese, butter and silks in the 1860s.

SOCIAL STUDIES

J/I: Why do you think the cheesemaker was considered to be a respected tradesperson?

Possible answer: The cheesemaker was a respected tradesperson with a valued skill which he performed seasonally from spring to autumn. The financial success of the cheese factory system produced prosperous farmers.

CHEESE FACTORY (CONT.)

P/J/I: Who owns the cheese factory? Why do you think that?

Possible answer: Many factories were joint-stock ventures in which farmers, operating as small-shareholders, retained ownership of the milk as well as the cheese produced, the excess sold for profit.

J/I: Why were the 1860s considered to be a period of agricultural change (in particular, related to the development and growth of the cheese factory system in central Canada)? Describe the effects of the system of “mixed farming”.

Possible answer: The factory remains a valuable and integral part of the agricultural system of mid-19th century Canada as farmers of that period found cheese production to be a profitable and secure alternative to wheat as a source of income. Farmers began to breed stock specifically for milk production. Since most farmers were dependent on the sale of various agricultural crops (and the problems associated with crops – drought, pests and crop failures...), it was not hard to convince them to convert to dairy farming for a steady predictable income.

SCHOOL HOUSE

SOCIAL STUDIES

P/J: “Merit Cards” were given to students daily or weekly as a way to award them for a variety of reasons. List a few actions that may be rewarded in the 19th century.

Answer: punctuality, good conduct, diligence, perfect recitation

Note: prizes (usually books) were awarded at the end of a quarter or half year

P/J: The school lesson routine of the 19th century differs from today’s lesson plans. What do you notice about the structure of their day?

Answer: Ring large school bell outside, students line up outside-girls on your left, boys on the right when you are facing them, health inspection (weather permitting), girls enter first into the schoolhouse, then boys, girls place hats/reticules(handbags) in a convenient location while boys hang hats on hooks, prayer, God Save the Queen, Moral Teaching, lesson (reading, copying) mental arithmetic/spelling, art (scholars finish the day with something fun!), hand out merit cards, dismissal.

J/I: As you enter into the school house, you quickly come to realize the layout and aesthetics of the room are quite different from our own classrooms today. Highlight the visuals you see around the room, as well as the set up to be respected within the one room school.

Answer: Posters around the room include God Save the Queen, Math (measurement), grammar (adjectives, nouns), calligraphy, Science (plant), girls sit to the right and boys to the left, no desks (benches by the window for light), 1 chalkboard for the teacher, writing slates/slate pencil with a rag, quill and inkwells, low ceiling, copy books to record your best work, cuckoo clock, subsidized standard textbooks.

RELIGION

J/I: In the 19th century, Religion and Education were seen as mutually supportive. Briefly describe how Religion and Moral Instruction were taught to pupils of the time.

Answer: Parents/guardians decided on the religious instruction to be received according to general regulations provided for the government of Common Schools. The importance of religious duties and the dependence on their Maker was impressed upon the pupils by having them open and close the school day by reading a portion of Scripture and by prayer. The Ten Commandments were taught to all pupils and repeated at least once a week, the clergy of any persuasion had the right to give religious instructions at a common school of their own Church at least once a week.

PRINTING OFFICE

LANGUAGE (Media Literacy) / FSL

P/J: Describe the posters that can be seen on the walls of the printing office. What are the features of posters made in the 1860s? (Colour, Font, Size).

Possible answers: black and white (no colour), different sizes of fonts, different fonts, generally no pictures

P/J/I: What is the process of creating and printing a newspaper?

SCIENCE

Describe some of the “machinery/tools/supplies” that are used in the printing office. What are their names, uses, functions? (Presses, Ink Rollers, Printer’s Ink, Paper / Paper Supplies)

Name the simple machines that you see. How does each simple machine help humans to move objects?

SOCIAL STUDIES

How are the letters stored in the cases at a printing office? Why?

Possible answer: Because type-setters set type by hand, one letter at a time, the letters had to be stored in an efficient way. They were not stored alphabetically. The distribution of boxes in the “lower case” was in order of frequency of use. The cases were designed in such a way so that reach and hand movement could be kept to a minimum. This affected speed and accuracy. The case had to be “learned” so that the reaching for a letter was automatic and swift.

What is the role of the apprentice/employees in a printing office?

Possible answer: Printing was one of the many trades that was learned through apprenticeship. Most apprentices signed on for a period of five to seven years after which they were certified by the master printer and could be paid a standard wage for their labour and seek employment in another printing business. Printers often sought out a young boy for the trade – he was a source of inexpensive ready labour in the shop and was often given the least desirable work.

McDIARMID HOME

VISUAL ARTS

P/J/I: Describe all of the examples of “crafts” in the McDiarmid House.

Possible answers: bedding, blankets, artwork on the walls, clothing, tablecloths, curtains, tapestries...

J/I: Describe the ways in which the activities of the McDiarmid House enabled women to demonstrate their artistic abilities/expression. How were weavers and spinners able to express themselves artistically during the 1860s?

Possible answers: Women could demonstrate their artistic abilities in the varieties of handwork they created, and in the making of decorative but utilitarian textiles, such as carpets, coverlets, tablecloths, and bedding. In an age where the decoration of one’s home often took the form of covering some piece of furniture or object with drapery, the making of textile products was a common form of artistic expression.

SCIENCE

P/J/I: Describe the different examples of looms. Describe the different parts of a loom. How do you think a loom works? (Can be researched at a later date.)

Possible answer: Weaving is the process of making cloth by crossing two sets of threads over and under each other. Almost all looms have the same basic features and weave fabric in much the same way.

P/J/I: Describe the different examples of spinning wheels. Describe how they work.

Possible answer: The spinning wheel was used for both wool and flax. Early models were quite large, and very simple. The spinner had to walk back and forth as she worked, and the wheel had to be turned by hand. Later models had foot treadles, which were easier to operate, and made the production of wool easier and more efficient.

SOCIAL STUDIES

P/J: Why do you think the loom dominates the main room of the house?

Possible answer: Weaving allowed for families to earn extra income in their homes. Small farm houses did not have the luxury nor the space to house the loom in a separate room.

McDIARMID HOME (CONT.)

SOCIAL STUDIES / VISUAL ARTS

P/J/I: Why is the McDiarmid Home considered to be a craft house?

Possible answer: The McDiarmid Home is designed to demonstrate the arts and crafts associated with the activities of spinning, dyeing and weaving. The activities of the home give us a chance to discuss a different range of domestic arts, from the process of dyeing yarns to making different types of woven cloth, and coverlet designs and over-shot weaving techniques.

SOCIAL STUDIES

J/I: Compare and contrast the activities of the McDiarmid House with the technology and production of the Asselstine Mill. Why would it be more efficient for home weavers to get their yarns already spun and dyed from small rural factories?

Possible answers: Many home weavers, in the 1860s, found it more efficient to get their yarns already spun and dyed from small rural factories so that they could concentrate on the production of woven cloth alone. In the early 1800s, small water-powered mills began to offer settlers’ wives some relief from the tasks of carding and fulling by hand.

SCIENCE

P/J/I: Think about the plants and insects that were used to dye yarn/wool in the 1860s. Predict the colours that each natural textile dye would colour the materials – cochineal, kermes, madder, indigo, logwood, fustic, weld, cutch, saffron, safflower, annatto, quercitron, picric acid, archil, alkanet, sumac, red sandalwood, marigold, goldenrod.

ROSS FARM

SOCIAL STUDIES

P/J: Quilting is an important activity during the 19th century. Women used old clothing and worn-out household textiles to create a variety of items. List a few quilted items you may see in the Ross Farm House.

Possible answer: Braided rugs, hooked rugs, potholders

J/I: The primary purpose of the Ross Farm is to depict aspects of communal living. Discuss reasons why quilting is important in this era.

Answer: It is a group activity for women to come together and work collectively to complete a quilt in several days. They benefit socially to counteract the loneliness and isolation of the winter months, and it gave them a chance to make something of value because they are of necessity in the winter/gifts for brides.

J/I: There are many artifacts found at the Ross Farm which are typical of a modest farmhouse of the 1860's. See if you can identify 5 items that could also be found in our homes today.

Possible answer: Coffee grinder, brass candlesticks, match holder, sewing table, clock, drop-leaf table, pine corner cupboard, antique dishes.

CABINETMAKER

SCIENCE

P/J/I: How long does the cabinetmaker need to soak the pieces of wood for?

Answer: For every inch of thickness, the wood must boil for 1 hour.

How long does it take for the wood to dry?

Answer: The wood will need two days to dry. The humidity in the air can affect the drying time.

What kind of wood is used?

Answer: The cabinetmaker would use whatever wood was found in the area. Most of the items were made of hardwoods and white pine. There was also white oak, red oak, ash, elm, maple, cherry and, walnut. Mahogany was also available, but it was expensive.

Would the cabinetmaker make coffins to sell, or were they only custom made?

Answer: Coffins would be made once the person was dead, or ahead if they knew the person was dying soon. Often, he would only have 24 hours to get it done, therefore working all night.

How did he paint the chairs?

Answer: This paint is made by mixing dry pigments with oils. The faux finish, the red and brown colours, were applied with a scrunched up rag or a feather. The gold finish, which is actually bronze was made with a stencil and a fine point brush.

Did the cabinetmaker use wood glue to put the pieces together?

Answer: Yes. It is called hide glue, and it was mixed here at the shop. It is made of animal parts that were not used at the butcher's (e.g. hooves, etc.). The glue would be dried for storage and then broken into pieces, mixed with water and heated on a double-boiler on the stove. The glue goes on hot.

How did the cabinetmaker make designs in chair legs or handles?

Answer: He would use the lathe in the back. He would start it (pump his foot on the pedal), and, using a chisel, would keep shaping the wood until it had the shape or design he wanted.

What was he making to get all the shavings on the floor?

Possible answer: One of the most common tools for the cabinetmaker is a hand plane. He would use it to size and shape the wood. Planed evenly, a fine strip of wood that comes off is actually transparent.

BLACKSMITH

SOCIAL STUDIES

P/J: Land in a community can be used in many ways, e.g. for housing, recreation, industry, commerce, agriculture, transportation. How does the blacksmith use his land? Is other land in the village being used in a similar way?

Possible answers: The blacksmith uses his land for industry. The farmers use their land for agriculture, the stores, tavern and hotel are examples of commercial use, Robertson Home and McDiarmid Home are examples of land use for housing. The canal and roads are used for transportation.

SCIENCE

P/J: The anvil and bellows are two structures that the blacksmith uses in his work. What function do they serve? What makes them strong and stable? What forces act on them?

Possible answers: The bellows are used to blow air onto the fire. It is made of wood and leather which make it strong but flexible to withstand forces. The anvil is used as a workbench. Its size, shape and the material it is made of (iron) make it strong and stable. Gravity, friction and muscular force act on these structures.

J/I: The blacksmith often made and repaired wooden wheels for carts. Look at the tools used in the wheelwright shop and think about the forces acting on a cart wheel. How is the wheel constructed to withstand these forces?

Possible answers: Gravity, friction, centripetal and centrifugal forces act on a cart wheel. The size of the wheel, the spokes and the material it is made of help the wheel withstand the forces acting on it.

MATHEMATICS

P/J: Observe the objects the blacksmith has made. Who will use them and where will they be used.

Possible answers: Shoes for horses, door latches, hinges, and hooks for inside a house, farming equipment, nails and spikes for building, tools for working on the farm.

J/I: How does the wheelwright use knowledge of geometric properties of circles to construct wheels?

Possible answers: He uses his understanding of circumference, radius and diameter and of the formula $C = 2\pi r$ to measure and construct wheels.

BAKERY

SOCIAL STUDIES

P/J: Most people in a village baked their own bread at home. Who did the baker sell his bread to?

Possible answers: The baker sold to travellers, inns and hotels, soldiers and labourers working on the canal and railroad.

SCIENCE

P/J/I: What is the difference between the baker's oven and your oven at home?

Possible answers: Oven at home is electric or gas powered, baker's oven is a brick oven heated with wood.

MATHEMATICS

P/J: What needs to be measured in a bakery? Which measurable attribute (mass or capacity) is used and which units are most appropriate for measuring each attribute?

Possible answers: The baker measures flour, salt, water, yeast, sugar and the dough. The mass of the flour and the dough are measured in pounds (lbs). The capacity of the other ingredients is measured in cups.

J/I: Describe how volume and capacity are used in the bakery.

Possible answers: Volume and capacity are used to measure the ingredients used to make the bread and to measure the loaves of bread. It is necessary for the baker to know the quantities of ingredients in relation to the amount of bread produced.