

Travelling Through Time

a pedagogical resource

Upper Canada
Village

*Curriculum Links
for Grades 1 to 8*

THE ST. LAWRENCE
PARKS COMMISSION
AN AGENCY OF THE
GOVERNMENT OF ONTARIO



Parks of the
St. Lawrence

Working Together for Catholic Education

www.eoccc.org



Upper Canada Village Educational Programming

We are excited to share this bilingual resource with educators. This resource is created to provide meaningful curriculum connections with programming offered at Upper Canada Village. Each unit provides guided questions to use before and during the visit to the village, and consolidation and assessment opportunities following the visit. We are confident this resource will enhance learning opportunities at Upper Canada Village.

Project Coordinator:

Charlotte Rouleau Executive Director, Eastern Ontario Catholic Curriculum Corporation

Project Lead:

Joy Martel Principal, St. Matthew Catholic Secondary School,
Catholic District School Board of Eastern Ontario

Writers:

Jacinthe Boucher J/I French Immersion Teacher, St. Francis de Sales School
Catholic District School Board of Eastern Ontario

Christine Campeau Grade 7/8 Language Teacher, St. Anne's School
Catholic District School Board of Eastern Ontario

Amy Dickson Grade 4 Teacher, St. Mary – St. Cecilia School
Catholic District School Board of Eastern Ontario

Anne Milligan Junior Teacher, St. Francis of Assisi School
Renfrew County Catholic District School Board

Isabel Needham Primary French Immersion Teacher, St. John Elementary
Catholic District School Board of Eastern Ontario

Jeff Vynckier Grade 3 Teacher, St. Mary – St. Cecilia School
Catholic District School Board of Eastern Ontario

Reviewer:

Jennifer Deschamps Kindergarten Teacher, Sacred Heart
Catholic District School Board of Eastern Ontario

Translation:

André Charlebois Education Consultant

France Dupuis FSL Consultant
Catholic District School Board of Eastern Ontario

We would like to acknowledge and thank the staff of Upper Canada Village, particularly Bruce Henbest, Julian Whittam, Geoff Waycik and Sarah Edwards, for their support and commitment throughout this project. We would also like to thank the interpreters within the village for their enthusiasm and interest, and for sharing their knowledge with us.

Table of Contents

Overall Educational Resource Summary

· Scripture Connections.....	3
· Possible Curriculum Connections.....	3
· Ontario Catholic School Graduate Expectations.....	3
· Learning Focus and Curriculum Expectations.....	4
· Curriculum Links Across the Grade Levels.....	5
· Colour Coded Curriculum Chart.....	6
· Key Points for Teacher Consideration.....	7
· Global Minds-on Learning Opportunities (pre-visit).....	7
· Global Action Learning Opportunities (visit).....	8
· Global Post-Visit Learning Opportunities.....	8
· Resources used in the Development of this Unit.....	10

Asselstine's Woollen Factory.....	13
Bellamy's Grist Mill.....	17
Beach's Sawmill.....	21
Broommaker.....	26
Cook's Tavern.....	34
Christ Church.....	39
Pastor's Home.....	43
Shoemaker.....	47
Tinsmith.....	51
Robertson Home.....	55
Crysler Store.....	63
Physician's Home.....	69
Dressmaker.....	73
Loucks Farm.....	76
Tenant Farm.....	80
Cheese Factory.....	83
School House.....	88
Gazette Printing Office.....	92
McDiarmid Home.....	96
Ross Farm.....	101
Cabinetmaker.....	104
Blacksmith.....	108
Bakery.....	113

Appendices

· Explanation of Appendices.....	117
· Appendix 1 and 2 – Primary / Junior Traveller's Log.....	119
· Appendix 3 and 4 – Junior / Intermediate Traveller's Log.....	121
· Appendix 5 – Action Cards.....	123
· Appendix 6 – Discovery Centre Scavenger Hunt.....	138

Overall Educational Resource Summary



This resource is designed to support teachers to provide learning opportunities in the following areas:

- Pre-visit learning opportunities linked to various curriculum areas
- Meaningful guided questions to enhance learning while at the Village, at the primary/junior and junior/intermediate level
- Post-visit learning extensions
- Assessment opportunities linked to the curriculum expectations

Scripture Connection

Ecclesiastes 4:9-12

Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow. But woe to him who is alone when he falls and has not another to lift him up! Again, if two lie together, they keep warm, but how can one keep warm alone? And though a man might prevail against one who is alone, two will withstand him—a threefold cord is not quickly broken.

1 Peter 4:10

As each has received a gift, use it to serve one another, as good stewards of God's varied grace.

1 Corinthians 12:25-27

That there may be no division in the body, but that the members may have the same care for one another. If one member suffers, all suffer together; if one member is honored, all rejoice together. Now you are the body of Christ and individually members of it.

POSSIBLE CURRICULUM CONNECTIONS

Science **ST**
 Social Studies **SS**
 Math **M**
 Language **L**
 History **HG**
 Religion **RE**
 Health and Physical Education **HPE**
 Arts **A**

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduate Expectations evident in this resource include:

CG1: A Discerning Believer (d), (h)

CG2: An Effective Communicator (a), (b), (c), (d)








Upper Canada Village Educational Programming

	<p>French as a Second Language (FSL) FSL</p> <p>Within this unit: P: Primary Division (Grades 1 to 3) J: Junior Division (Grades 4 to 6) I: Intermediate Division (Grades 7 & 8)</p> <p>Please note: This resource is also available in French</p>	<p>CG3: A Reflective, Creative and Holistic Thinker (b), (c), (e), (f)</p> <p>CG4: A Self-Directed, Responsible, Lifelong Learner (d), (f), (g)</p> <p>CG5: A Collaborative Contributor (a), (e)</p> <p>CG7: A Responsible Citizen (d), (g), (i)</p>
--	--	--

	LEARNING FOCUS AND CURRICULUM EXPECTATIONS	
	<p>Woollen Factory</p> <p>Flour Mill</p> <p>Sawmill</p> <p>Broommaker</p> <p>Cook's Tavern</p> <p>Christ Church</p> <p>Pastor's Home</p> <p>Shoemaker</p> <p>Tinsmith</p> <p>Robertson Home</p> <p>Crysler Store</p> <p>Physician's Home</p> <p>Dressmaker</p> <p>Loucks Farm</p> <p>Tenant Farm</p> <p>Cheese Factory</p> <p>School House</p> <p>Gazette Printing Office</p> <p>McDiarmid Home</p> <p>Ross Farm</p> <p>Cabinetmaker</p> <p>Blacksmith</p> <p>Bakery</p>	<p>Language, Science, FSL</p> <p>Language, History, Science, FSL</p> <p>Language, Social Studies, Science, FSL</p> <p>Language, Social Studies, History, Health, FSL</p> <p>Language, Mathematics, Social Studies, History, Health, FSL</p> <p>Language, Religion, FSL</p> <p>Language, Religion, Arts, FSL</p> <p>Language, Social Studies, Science, FSL</p> <p>Mathematics, Social Studies, Science</p> <p>Mathematics, Social Studies, Science, Language, History</p> <p>Language, Mathematics, Social Studies, Science, FSL</p> <p>Language, Mathematics, Social Studies, Science, Religion, Health, FSL</p> <p>Language, Mathematics, Social Studies, Science, FSL</p> <p>Language, Social Studies, Science, FSL</p> <p>Language, Social Studies, History, Health, FSL</p> <p>Language, Mathematics, Social Studies, Science, FSL</p> <p>Language, Mathematics, Social Studies, Religion, FSL</p> <p>Language, Social Studies, Science, FSL</p> <p>Language, Social Studies, Science, Arts, FSL</p> <p>Language, Social Studies, Science, FSL</p> <p>Language, Science, FSL</p> <p>Language, Mathematics, Social Studies, Science, FSL</p> <p>Language, Mathematics, Social Studies, Science, FSL</p>

Curriculum Links Across the Grade Levels

GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
<u>Bakery</u> Science Social Studies <u>Cheese Factory</u> Mathematics <u>Christ Church</u> Religious Education <u>Crysler Store</u> Mathematics <u>Loucks Farm</u> Science <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts Science <u>Pastor's Home</u> Religious Education <u>Shoemaker</u> Social Studies Science <u>Tinsmith</u> Social Studies <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health	<u>Cheese Factory</u> Mathematics Science <u>Christ Church</u> Religious Education <u>Crysler Store</u> Mathematics <u>Loucks Farm</u> Science <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts Religious Education <u>Printing Office</u> Science <u>Robertson Home</u> Social Studies <u>Broommaker</u> Health <u>Sawmill</u> Science <u>Tinsmith</u> Science <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health	<u>Cheese Factory</u> Mathematics Social Studies <u>Crysler Store</u> Mathematics <u>Cook's Tavern</u> Social Studies Health Mathematics <u>Loucks Farm</u> Social Studies <u>McDiarmid Home</u> Arts Science <u>Pastor's Home</u> Arts Religious Education <u>Printing Office</u> Science <u>Sawmill</u> Science <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health Mathematics	<u>Cheese Factory</u> Mathematics <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts <u>Crysler Store</u> Social Studies <u>Printing Office</u> Science <u>Sawmill</u> Science <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health Mathematics	<u>Cheese Factory</u> Mathematics <u>Cook's Tavern</u> Health <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts <u>Crysler Store</u> Science Mathematics <u>Bakery</u> Science <u>Flour Mill</u> Science <u>Cabinetmaker</u> Science <u>Robertson Home</u> Mathematics <u>Shoemaker</u> Science <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health <u>Woolen Factory</u> Science	<u>Cheese Factory</u> Mathematics <u>Christ Church</u> Religious Education <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts <u>Broommaker</u> Religious Education Health <u>Robertson Home</u> Social Studies Science <u>Crysler Store</u> Mathematics <u>Shoemaker</u> Social Studies <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health <u>School House</u> Mathematics	<u>Cheese Factory</u> Mathematics <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts <u>Broommaker</u> Religious Education Health <u>Robertson Home</u> History <u>Blacksmith</u> Science <u>Flour Mill</u> Science <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health <u>Tinsmith</u> Science History Mathematics <u>Dressmaker</u> Mathematics Science <u>Physician's Home</u> Religious Education Health Science <u>Ross Farm</u> Science	<u>Cheese Factory</u> Mathematics <u>McDiarmid Home</u> Arts <u>Pastor's Home</u> Arts <u>Sawmill</u> Science <u>Blacksmith</u> Mathematics <u>Bakery</u> Mathematics <u>Cook's Tavern</u> History <u>Dressmaker</u> Mathematics <u>Physician's Home</u> Religious Education Health <u>Tenant Farm</u> History

Links to Curriculum Areas by Building						
SCIENCE & TECHNOLOGY	SOCIAL STUDIES	HISTORY & GEOGRAPHY	HEALTH & PHYSICAL EDUCATION	RELIGIOUS EDUCATION	MATHEMATICS	THE ARTS
Bakery Crysler Store McDiarmid Home Shoemaker Woollen Factory Cheese Factory Loucks Farm Printing Office Sawmill Tinsmith Blacksmith Cabinetmaker Robertson Home Flour Mill Dressmaker Ross Farm	Bakery Cook's Tavern Shoemaker Tinsmith Robertson Home Crysler Store Loucks Farm McDiarmid Home Blacksmith Printing Office Broommaker Sawmill Dressmaker Ross Farm Physician's Home Tenant Farm School House Cheese Factory	Broommaker Robertson Home Flour Mill Cook's Tavern Tenant Farm Tinsmith	Physician's Home Broommaker Cook's Tavern Tenant Farm	Christ Church Pastor's Home Physician's Home School House	Cheese Factory Dressmaker Crysler Store Bakery Blacksmith Robertson Home School House Tinsmith Cook's Tavern Physician's Home	McDiarmid Home Pastor's Home
						

Please note: Language and French as a Second Language are embedded throughout the units.

KEY POINTS FOR TEACHER CONSIDERATION

- To make your experience at Upper Canada Village as meaningful as possible for you and your students, please engage with your group at each learning opportunity. Please share this expectation with parent volunteers as well.
- Students should be organized into groups of 6 students or less to maximize their engagement and learning while at Upper Canada Village.
- Do not feed the animals, pick the flowers or plants or climb the fences at the village. Please do not climb the trees.
- Please do not eat or drink in the buildings.
- Pre-visit work with the students is critical to provide background information and to create an appropriate mindset about Upper Canada Village and what they will be experiencing while at the village.
- Action cards should be copied by each teacher to bring with them to the Village, for the guided questions and curriculum connections. (Action Rings for the visit to Upper Canada Village)
- Assessment considerations for the post-visit are included and can be used at the teacher's discretion.
- Teachers can use their discretion regarding which buildings and learning templates they will focus on, based on their grade level and student interests.

GLOBAL MINDS-ON LEARNING OPPORTUNITIES (PRE-VISIT)

- Student Traveller's Log activity provides a RAN chart learning opportunity to be created with the students prior to the visit. Students can take some ownership in how they would like their Traveller's Log designed for the visit. (See Appendices 1-4)
- Students can be assigned an area of focus for the visit, where they may become the experts in a specific area or building, in order to share with the class following the visit to Upper Canada Village.
- Photos can be used for student focus and interest. In this respect, teachers should be mindful about student interests and learning direction when creating student groupings for the field trip.
- Various industries and trades can be researched and reviewed prior to visiting the village, with an emphasis on their roles within the community at large.
- Research the social, economic and financial differences between life in the 1860s and the current year. This is a good opportunity to introduce a K-W-L chart or various comparison graphic organizers.

GLOBAL ACTION LEARNING OPPORTUNITIES (VISIT)

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.

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...

GLOBAL POST-VISIT LEARNING OPPORTUNITIES – can be used with a Choice Board for students

SCIENCE – J/I: Upper Canada Village offers a representation of the Industrial revolution in local society. Describe in detail one of the areas of industry showcased at the village (wool, sawmill, water power, etc.). Compare the process and equipment to present day

services in a similar industry field. Discuss the evolution of that industry locally and globally. (This assignment can be modified to meet primary expectations. The focus could also change to the trades within the village, such as the blacksmith, tinsmith, shoemaker, etc.)

SCIENCE / GEOGRAPHY – J/I: The location of the St. Lawrence River played a significant role in local industry and immigration. Explore this idea further, with clear examples to reference your opinions.

SOCIAL STUDIES / LANGUAGE ARTS – P/J/I: Choose a role within the village and create a schedule for a day in the life of that character. The teacher can create roles to be assigned (son of tenant farmer, doctor, cabinetmaker, etc.) If teachers assign this activity prior to the visit, students could also take photos to enhance their final product while at the Village.

ARTS / LANGUAGE / RELIGION - P/J/I: Scholars were often awarded merit cards from their mistress or master at school. Design your own merit card to be awarded in your classroom. What kind of behaviours and achievements would you award in your classroom? (Extension for intermediate students could include the process for awarding the merit card and determining what students will be awarded for their merit cards.)

SCIENCE – Primary – Throughout the village there are many simple machines created to make life easier (levers, wheels, gears). Discuss how these simple machines made life easier in the village in the 1860s. (Common mechanisms and simple machines make it easier to carry out tasks that require movement because less force is needed.) List a variety of machines and their uses. (Extension for junior / intermediate: design, build and test their own simple machines.)

SCIENCE – Intermediate - Identify various types of systems. Investigate a system that performs a function or a need.

SCIENCE / MATH – J/I: Examine various building structures within Upper Canada Village, from log buildings, to stone, to brick. Does the structure indicate anything related to social class and financial standing? (Consider comparing the tenant farm to Loucks Farm.)

MATH / SOCIAL SCIENCE – J/I: Within this community in the 1860s, products and needs were sometimes exchanged through a bartering system. Research how a barter system would be used within a global community. How would this system correspond to the use of cash for various items within the same community?

SOCIAL SCIENCE – P/J/I: Compare the role of men, women and children in a community in the 1860s.

RESOURCES USED IN THE DEVELOPMENT OF THIS UNIT

- All About Steam Engines (2016). Retrieved from <http://easyscienceforkids.com/all-about-steamengines/>
- Activity Village (2016). *Weaving*. Retrieved from <http://www.activityvillage.co.uk/weaving>
- Art Bar Blog (2016). *Weaving with Kids*. Retrieved from <http://www.artbarblog.com/create/weaving-kids/>
- Art with Mrs. Nguyen (2016). *Paper Weaving and Dream Catchers*. Retrieved from <http://www.artwithmrsnguyen.com/search/label/5th%20grade?updated-max=2014-01-30T09:29:00-05:00&max-results=20&start=9&by-date=false>
- Bona Fide Boho (2013). *DIY: Dyeing Wool with Tea, Coffee and Turmeric*. Retrieved from <http://bonafideboho.blogspot.ca/2012/01/diy-dyeing-wool-with-tea-coffee-and.html>
- Boston Children's Museum (2016). *How Does Milk Turn Into Cheese? Making Cheese with Kids*. Retrieved from <http://www.beyondthechalkboard.com/activities/making-cheese/>
- Chalklegs Life Handmade (2016). *Making Handpainted and Custom Dyed Yarns*. Retrieved from <https://chalklegs.com/2012/04/12/smart-dyeing/>
- ClipArt Best. (2016) Retrieved from: <http://www.clipartbest.com/clipart-acqeL4RcM>
- Cofield, R. (2009, May 15). *Pitsawing* [Video File]. Retrieved from <https://www.youtube.com/watch?v=q4YBOK-JN3c>
- Elementary Teachers' Federation of Ontario. (2002). *Learning Circles – Grades 3-6, Curriculum Links for Ontario Teachers*. Retrieved from <http://www.etfo.ca/Resources/ForTeachers/Documents/Learning%20Circles%20Grades%203-6%20-%20Curriculum%20Links%20for%20Ontario%20Teachers.pdf>
- Energy Fuel for Thought. (2011, November 16). Retrieved from http://www.blm.gov/wo/st/en/res/Education_in_BLM/Learning_Landscapes/For_Teachers/science_and_children/energy/index/energy8/energy10.html
- Exploring Corn! Illinois Ag in the Classroom (n/d). *Exploring Corn Lessons pdf*. Retrieved from <http://www.agintheclassroom.org/TeacherResources/Lesson%20Booklets/Exploring%20Corn%20Lessons.pdf>
- Gardner, B. (2011). The Importance of Steam Power to the Industrial Revolution. *Word Press*, Retrieved from <http://westerncivguides.umwblogs.org/2011/12/17/the-importance-of-steam-power-to-the-industrial-revolution/>

Gibb, T., Hammill, C., Hayhoe, D. & Paré, D. (2008, August 7). *Science & Technology Perspectives: Systems in Action*. Retrieved from http://www.nelson.com/perspectives/8/documents/Systems_Sampler.pdf

Grade 8 Science and technology (BL): LMS (n.d.). *Unit 2: Understanding Structures and Mechanisms - Structures in Action; Activity 8: Culminating Activity*. Retrieved from <http://www.bcc.bwdsb.on.ca/teachers/FOV100034ADE/System%20in%20Action/Systems%20in%20Action%202/GR8SCI-BLEU02A08/assignment.html>

Henbest, B., & Henbest, K. (2003). *Early Settlers*. Duval House Publishing Inc. Edmonton, Alberta

Industrial Revolution. (2016). *Steam Engine Drives a Revolution [TC-PG]*. A&E Networks. Retrieved from <http://www.history.com/topics/industrial-revolution/videos/steam-engine-drives-transportation-revolution#>

Jigidi (n.d.). Retrieved from <http://www.jigidi.com/solve.php?id=IOHPPU2U>

Jiwi's Machines. (2016). *Simple Machines - Teaching Resources*. Retrieved from <http://jiwismachines.com/education>

Knott, M. (2013) *Discovery Centres Upper Canada Village and Fort Henry*. Retrieved from: [www.parks.on.ca/default/.../DiscoveryCentreOverview2013%20\(2\).pdf](http://www.parks.on.ca/default/.../DiscoveryCentreOverview2013%20(2).pdf)

Minister of Indian Affairs and Northern Development. (2006). *Learning Circles – Classroom Activities on First Nations in Canada*. Retrieved July 12, 2016 from <http://www.etfo.ca/Resources/ForTeachers/Documents/The%20Learning%20Circle%20-%20Classroom%20Activities%20on%20First%20Nations%20in%20Canada.pdf>

MocomiKids. (2012, February 14). What is a Pulley? [Video File]. Retrieved from <https://www.youtube.com/watch?v=LiBcur1aqcg>

Modern World History - Interactive Textbook 30-63, The Industrial Revolution. Retrieved from <http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/index.html>

NASAECLIPS (2008, September 3). Real World: Work, Force, Energy and Motion [Video File]. Retrieved from https://www.youtube.com/watch?v=iCqm5uxc2dE&list=PLsRCFEJZFwqeST__HZOJu3W8yV5yJARqt

Real Life at Home: Helping to make family life a little easier. (n.d.). *Learning about birds*. Retrieved from <http://www.reallifeathome.com/learning-about-birds/>

Renewal Energy Project for Kids: Power from Water. (2016). Retrieved from <http://www.education.com/science-fair/article/water-produce-energy/>

St. Lawrence Parks Commission (2016). *Upper Canada Village*. An Agency of the Government of Ontario. Retrieved from <http://www.uppercanadavillage.com/>
Science Projects (2016). Retrieved from <http://www.energyquest.ca.gov/projects/steamboat.html>

Science Trek: Explore Your Universe. (2016). *Simple Machines: Facts*. Retrieved from http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm
Somers Intermediate School's Hands-On Science Night. (n.d.). *Balloon Experiments : Will Hot or Cold Be Bigger?* Retrieved from scinight.weebly.com/balloon-experiments.html

Stead, Tony (2005). *Reality Check*. Stenhouse Publishers

Student Energy (2015, May 17). *Hydropower 101* [Video File]. Retrieved from <https://www.youtube.com/watch?v=q8HmRLCgDAI>

Super Teacher Tools (2016). Retrieved from <https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=256042#.V4mowzXL1A>

The Henry Ford. (2016, June 26). *The Henry Ford's Innovation Nation: Steam Engines* [Video File]. Retrieved from <https://www.youtube.com/watch?v=I7Gu3aa6o-s>

Upper Canada Village Interpretive Manual (n.d.), *Printing Office*.
Upper Canada Village Interpretive Manual (2001), *Blacksmith Shop*.
Upper Canada Village Interpretive Manual (2002), *Cabinetmaker's Shop*.
Upper Canada Village Interpretive Manual (2002), *Cheese Factory*.
Upper Canada Village Interpretive Manual (2004), *The Bakery*.
Upper Canada Village Interpretive Manual (2004), *Tinsmith Shop*.
Upper Canada Village Interpretive Manual (2006), *McDiarmid House*.
Upper Canada Village Interpretive Manual (2006), *Shoemaker's*.
Upper Canada Village Interpretive Manual (2006), *Tenant Farm – Agricultural Section*.
Upper Canada Village Interpretive Manual (2014), *Pastor's House*.
Upper Canada Village Interpretive Manual (2014), *Robertson Home*.
Upper Canada Village Interpretive Manual (2014), *School House*.
Upper Canada Village Interpretive Manual (2015), *Christ Church*.
Upper Canada Village Interpretive Manual (2015), *Dressmaker*.
Upper Canada Village Interpretive Manual (2015), *Loucks' Farm Yard*.
Upper Canada Village Interpretive Manual (2015), *Ross Farm*.
Upper Canada Village Interpretive Manual (2016), *Cook's Tavern*.
Upper Canada Village Interpretive Manual (2016), *Crysler Store*.
Upper Canada Village Interpretive Manual (2016), *Physician's Home*.

Asselstine's Woollen Factory



The Asselstine Woollen Factory was erected in 1828 on Mill Creek in Ernestown Township, close to Kingston and 174 kilometers west from here. It was one of the earliest water-powered textile mills to operate in Upper Canada, and offered an unusually wide range of services. By 1841, the mill was owned by Michael Asselstine Sr. In the 1860, his son, Michael Asselstine Jr., continued the business by investing in new and bigger machinery. The factory closed for good in the 1930s and, in 1957, was dismantled and reconstructed at Upper Canada Village. Today, the Asselstine Mill does the work of a woollen mill in the 1860s and offers valuable insight into the impact of the industrial revolution in Upper Canada.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Oral Communication Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>SCIENCE Understanding Earth and Space Systems</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (b) Reads, understands and uses written materials effectively (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 7: A Responsible Citizen (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>

	<p>Grade 5 Overall Expectation 2: Investigate energy transformation and conservation</p> <p>Grade 5 Overall Expectation 3: Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.</p>	
--	---	--

	<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning 	
	<p>The Woollen Factory uses the latest machinery of the time to transform raw wool into yarn and blankets. The factory provided custom services to local spinners and weavers. It shows the emergence of the new mechanized factory system. The Asselstine's Woollen Mill at Upper Canada Village continues to function using a water-powered system.</p> <p>SCIENCE</p> <ol style="list-style-type: none"> 1. Discuss with students the difference between renewable and non-renewable sources. 2. Have students create a T-chart and list the different sources. 3. Inform students that today's focus will be on renewable sources, specifically – "Hydropower". 4. Have students view the video below on hydropower. https://www.youtube.com/watch?v=q8HmRLCgDAI 5. Following the video, discuss the definition of hydropower. 6. Discuss the hydropower from past to present with students. 7. Have students list some advantages and disadvantages of hydropower. What are some of the challenges? 8. Using the following link, have students build their own <i>waterwheels</i>. By building and experimenting with their own waterwheels, students can learn how water can be used to generate energy. http://www.blm.gov/wo/st/en/res/Education_in_BLM/Learning_Landscapes/For_Teachers/science_and_children/energy/index/energy8/energy10.html <p>Expansion Questions:</p> <ol style="list-style-type: none"> 9. Once students have finished building their waterwheels, discuss with students how water can produce electricity. 10. Create an anchor chart for the classroom explaining how water produces electricity. 	

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Students will explore how to get power from water.

SCIENCE/ LANGUAGE

Have students work in small groups and visit several links below to answer the big question "How can we get power from water?".

Helpful teacher resource:

<http://www.eschooltoday.com/energy/renewable-energy/hydro-energy.html>

http://www.ucsusa.org/clean_energy/our-energy-choices/energy-and-water-use/water-energy-electricity-overview.html

<http://wonderopolis.org/wonder/can-you-make-electricity-with-water/>

ASSESSMENT

Students will create a small prototype hydropower machine.

SCIENCE/ LANGUAGE

J/I

Using the proper science terminology, students will explain the process of how hydropower can be used to lift an object. Students will present their model to the class using any multimedia presentation of their choice for their oral presentation and be graded on the achievement chart.

Helpful teacher resource:

<http://www.education.com/science-fair/article/water-produce-energy/>

Bellamy's Grist Mill



This beautiful stone mill was built in 1821 in Augusta township. Before 1863, the mill operated solely by water power. In 1863 a fire destroyed the interior of the mill. Three months later, it was back in operation, with new steam-powered machinery. In the early 1980's, the mill was dismantled and rebuilt at Upper Canada Village. Today, Bellamy's Mill represents an 1860's custom mill using both steam and water power to grind wheat into flour.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Media Communication Overall Expectation 3: Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>FRENCH AS A SECOND LANGUAGE – Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p> <p>HISTORY Grade 7 Overall Expectation 2: Inquiry: Use the historical inquiry process to investigate perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1800 and 1850 (FOCUS ON: Historical Perspective; Historical Significance) Grade 7 Overall Expectation 3: Understanding Historical Context: Describe various significant events, developments, and people in Canada between 1800 and 1850, and explain their</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (b) Reads, understands and uses written materials effectively (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 7: A Responsible Citizen (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>

<p>impact (FOCUS ON: Historical Significance; Cause and Consequence)</p> <p>SCIENCE</p> <p>Grade 5 Overall Expectation 2: Investigate energy transformation and conservation</p> <p>Grade 5 Overall Expectation 3: Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved</p> <p>Grade 7 Overall Expectation 2: Investigate ways in which heat changes substances, and describe how heat is transferred;</p>	
---	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Driven by either a water turbine or steam engine, this largely automated mill grinds flour and feed to meet the community's requirements. Flour was also sold and shipped longer distances in wooden barrels. Students will learn to understand the impact of the industrial revolution and the significance of the steam engine during the Industrial Revolution.</p> <p>OPPORTUNITIES FOR LEARNING AT BELLAMY'S GRIST MILL</p> <p>SCIENCE/HISTORY</p> <p>How has the development of technology affected life in Canada?</p> <ol style="list-style-type: none"> 1. Think/Pair/Share – Brainstorm how the development of technology has affected life in Canada? 2. Discuss/explain the meaning of industrial revolution and the impact it had on different communities. 3. List some of the industrial advancements that started the Industrial Revolution in Canada. Who are some of the people who developed these innovations? What was the purpose of their inventions? 4. Have students watch the video below on the steam engine <i>Link: https://www.youtube.com/watch?v=l7Gu3aa6o-s</i> 5. Discuss why the steam engine was the most important invention in the industrial revolution, and perhaps one of the most important inventions in human history. <i>Answer: The steam engine meant that humans could use the energy in fossil fuels to create power. This would revolutionise production of goods and transport.</i> 6. List different usages of the steam engine. 	
---	--

Answer: Steam engines were used to pump, for locomotive trains and steam ships, and were essential to the Industrial Revolution.

Teacher helpful resources:

Article:

- <http://westerncivguides.umwblogs.org/2011/12/17/the-importance-of-steam-power-to-the-industrial-revolution/>

Video:

- <http://www.history.com/topics/industrial-revolution/videos/steam-engine-drives-transportation-revolution>

Website:

- <http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/IREfacts.html>

Jeopardy game on the industrial revolution:

- Link: <https://www.superteachertools.us/jeopardyx/jeopardy-review-game.php?gamefile=256042#.V4mowzXL1A>

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

Students will explore how to get power from steam

SCIENCE

Review with students how steam engines generate electricity.

- Helpful link: All about steam engine for kids

<http://easyscienceforkids.com/all-about-steam-engines/>

ASSESSMENT

Using the new information students gathered from the Bellamy's Grist Mill and in class, students will construct a steamboat power.

Prior to constructing their device please review the safety rules.

(eg. safety glasses, gloves etc..)

SCIENCE/ LANGUAGE

P/J:

Using the proper science terminology, students will explain the process of how steam transfers energy into electricity. Students will present their model to the class using any multimedia presentation of their choice for their oral presentation (Prezi, PowerPoint Presentation).

SCIENCE/ LANGUAGE

I/J

Using the proper science terminology, students will explain the process of how steam transfers energy into electricity. Students will explain how the transformation of heat energy transfers over to mechanical energy using the particle theory. Students will present their model to the class using any multimedia presentation of their choice for their oral presentation (Prezi, PowerPoint Presentation).

Helpful teaching resource:

Have students work in small groups to create a Steamboat Power model.

<http://www.energyquest.ca.gov/projects/steamboat.html>

Attention: The candle must be lit by an adult.

Suggestion: For school, use a small baby pool and fill it with water prior to testing all student models. Have students videotape their experiment.

Beach's Sawmill



This simple, frame structure sawmill was built in 1846 by Alvin and William Beach near Kingston Ontario. Moved to Upper Canada Village in 1960, it is a classic example of a small country sawmill of the first half of the 19th century, which provided its local population with all their needs in sawn lumber. Today, Beach's Sawmill produces planks (more than 2 inches thick) or boards (less than 2 inches thick) for use in the village and for sale to the public.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Media Communication Overall Expectation 3: Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A3: Identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other</p> <p>SCIENCE Movement Grade 2 Overall Expectation 2: Investigate mechanisms that include simple machines and enable movement;</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective and Creative Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 4: A Self-Directed, Responsible, Life-long Learner (d) Responds to, manages and constructively influences change in a discerning manner (f) Applies effective communication, decision-making, problem-solving, time and resource management skills</p>

<p>Overall Expectation 3: Demonstrate an understanding of movement and ways in which simple machines help to move objects</p> <p>SCIENCE Pulleys and Gears Grade 4 Overall Expectation 1: Evaluate the impact of pulleys and gears on society and the environment; Overall Expectation 2: Investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects; Overall Expectation 3: Demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.</p> <p>SCIENCE Systems in Action Grade 8 Overall Expectation 2: Investigate a working system and the ways in which components of the system contribute to its desired function; Overall Expectation 3: Demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation.</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The sawmill provided all the wood needs of the village, and in fact was often the first public building to be erected in a pioneer community. Using a water-powered muley saw, this mill cut lumber for the local market. Early settlers had a constant need for lumber; not just planks for building houses, but also wood for furniture, barrels, guns, and wagons.</p> <p>SCIENCE P/J: Students will learn about the six types of simple machines and how they make our tasks easier. The student will list and give examples of simple machines. Teacher Instructions:</p> <ul style="list-style-type: none"> • Discuss with the students <ul style="list-style-type: none"> ○ Hook: Why do we use machines? 	

- Using some of the links below, have students answer the question, in groups, on chart paper
 - What are the six simple machines?
 (e.g., teacher can create an anchor chart of the 6 simple machines)

Teacher resources – introduction of simple machines

Helpful teacher resources:

http://idahoptv.org/sciencetrek/topics/simple_machines/facts.cfm

https://www.amazingclassrhEm.com/individual_smart_notebook_lesson.asp?RID=620

<http://jiwismachines.com/education>

<https://www.youtube.com/watch?v=q4YBOK-JN3c> (pit sawing)

SCIENCE

J/I: The students will learn to explain how machines can be designed and adapted to meet the specific needs of people while exploring the meaning of work, power, energy and simple machine.

- Discuss with the class several examples of simple machines.
- List several examples of machines with students that can be designed and adapted to meet the specific needs of people.
- Describe what a winch is.
- Explain how a wheel and axle work?
- Illustrate different gear ratios and combinations of gears.
- Describe how pulleys are used to change the direction of motion when objects are lifted.
- Illustrate different kinds of pulleys and practical applications for each.

Helpful supportive teaching resources:

Teaching guide: Nelson Perspective – Systems in Action

- http://www.nelson.com/perspectives/8/documents/Systems_Sampler.pdf

You tube video – Work, Energy transfer

- https://www.youtube.com/watch?v=iCqm5uxc2dE&list=PLsRCFEJZFwqeST_HZOJu3W8yV5yJARqt

Video – What is a pulley

- <http://www.bing.com/videos/search?q=what+is+a+winch+video+for+kids&view=detail&mid=4561834CC993ED2B0CB74561834CC993ED2B0CB7&FORM=VIRE>

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SCIENCE

P/J:

- Using any electronic devices (e.g., Ipad, tablet, and computer) and the link below students will complete the jigsaw puzzle with a partner.

<http://www.jigidi.com/solve.php?id=IOHPPU2U>

- Once students complete the jigsaw puzzle, ask students if they recognize this building from Upper Canada Village.
- Ask students what types of simple machines are used at Beach's Sawmill and record their answers on chart paper.

- Ask students to name other areas/locations where we would be able to locate these simple machines.
- Ask students what types of pulleys are used at Beach's Sawmill and have them explain what they are used for.
- Once all answers have been recorded on the chart paper, inform students that they will be constructing a simple machine of their choice.
- Go over outline/expectations with students
- Have students choose one simple machine from the anchor chart (e.g., The Beach's Sawmill simple machines) that they want to build.
- Have students begin working on their design before building.

Note: Depending on the grade level, adaptations will need to be made.

Grade 4 students focus on pulleys and gears

Grade 2 students focus on the pull and push factors

SCIENCE

J/I:

- Ask students what types of systems are used at Beach's Sawmill and record their answers on chart paper.
- Ask students to name other areas/locations where we would be able to locate these systems and explain their functions.
- Once all answers have been recorded on the chart paper, inform students that they will be constructing a system of their choice.
- Go over the outline/expectations with students
- Have teams choose a system of their choice that they want to build as a team.
- Have teams begin working on their design prior to building.

ASSESSMENT

SCIENCE/ LANGUAGE/FSL

P/J:

- Using the information students have learned from Beach's Sawmill, students will construct a simple machine that was observed during their visit and present it to the class
- Students can choose to use any multimedia presentation of their choice for their oral presentation (Prezi, PowerPoint Presentation)

SCIENCE/ LANGUAGE/FSL

I/J:

- Using the new information students gathered from Beach's Sawmill, teams will each choose a system and present their system to the class.

Helpful teaching resource: *Designing and building a system outline/assignment*

<http://www.bcc.bwdsb.on.ca/teachers/FOV1->

[00034ADE/System%20in%20Action/Systems%20in%20Action%202/GR8SCI-](http://www.bcc.bwdsb.on.ca/teachers/FOV1-00034ADE/System%20in%20Action/Systems%20in%20Action%202/GR8SCI-)

[BLEU02A08/assignment.html](http://www.bcc.bwdsb.on.ca/teachers/FOV1-00034ADE/System%20in%20Action/Systems%20in%20Action%202/GR8SCI-BLEU02A08/assignment.html)

Broommaker



The McIlraith family were Scottish emigrants who, in 1846, settled on farm land about 135 kilometers northwest from here, near Perth in Lanark County. They found this small log house already built on their property. It has one large room heated by a fireplace, and a loft above to provide shelter for a large family. This house was taken apart and rebuilt on site at Upper Canada Village. Today, this home is used to demonstrate broommaking, one of many tasks sometimes done to generate additional family income.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Writing Overall Expectation 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience Writing Overall Expectation 3: Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p> <p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms Writing Overall Expectation D2: The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (b) Reads, understands and uses written materials effectively. (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 7: A Responsible Citizen (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>

SOCIAL STUDIES Grade 3 Overall Expectation A3: Identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other HISTORY Grade 7 – Overall Expectation A3: Understanding Historical Context: describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence) HEALTH Grade 2 – Overall Expectation C1: Demonstrate an understanding of factors that contribute to healthy development (C1.2) Grade 7 – Overall Expectation C2: Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (C2.2)	
---	--

MINDS-ON (pre-visit) <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning 	
HISTORY/ SOCIAL STUDIES Share the broom corn history with the students. (see attachment for information of broom corn) Have students complete the “Broom Corn is Sweeping the World” mapping activity to explore the origin of the broom corn and how it arrived in Canada.(see attachments in this unit) Be sure to provide students with the directions sheet, or complete this activity in a large group by having the teacher read the directions aloud. As a class, retell how broom corn made its way to Canada.	<p>The students will learn the origin of broom corn and map its path from Africa to the United States to Canada. The broommaker uses imported broom corn (<i>Sorghum vulgare</i>) to produce brooms for the local market. By the mid-19th century, corn brooms had become popular because they were considered superior to those made from twigs, splints, or corn husks.</p>

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

SOCIAL STUDIES

P/J:

How tall does the plant grow?

Answer: approximately 10 feet

How long does the corn need to soak in order 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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

HEALTH

P/J/I:

Have students list different types of allergies many individuals encounter today (e.g. *tree nuts, milk, eggs, fish, wheat*) and the reactions they might cause (e.g., *swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death*)

Inform students about the increased occurrence and diagnosis of celiac disease.

Ask students if they can relate to anything they have learned from their visit at the Broommaker's home that can possibly help an individual who is struggling with celiac disease.

Answer: Diagnosis of celiac – sorghum is a key component of the gluten free market. This plant helps promote a gluten-free market.

Define gluten-free to students.

Have students work in groups to research several healthy snacks that are gluten free.

Remind students that they will be presenting their healthy snack to the class.

SOCIAL STUDIES

P/J:

Have students work in small groups to compare how farming (e.g. planting corn) today differs from the experience of farmers in the 1800s. Groups of students can present their observations in a short oral report to the class.

HISTORY

J/I:

Have students work in small groups to compare how farming (e.g. planting corn) today differs from the experience of farmers in the late 1800's.

Working in groups, have students answer the following questions:

How would being a leading producer of broom corn impact life within growing communities?

Why do you think broom corn is mainly produced in Mexico today?

Have students create a broom corn timeline. Be sure to include its history in Canada.

ASSESSMENT

HEALTH: Healthy Living

P/J:

Grade 2: Personal Safety and Injury Prevention

Focus question: Why is this healthy snack important to someone who is suffering from allergies? (C1.2)

Using the achievement chart, students will present their healthy snack to the class while explaining the advantages/benefits it brings to anyone who is struggling with allergies.

LANGUAGE/SOCIAL STUDIES/FSL

P/J:

Writing form: Narrative writing

Task: Describe an experience, event, or sequence of events in the form of a story, whether real or imagined.

Using their imagination, students will write a story told from a new perspective. Student will need to use the information they have learned from their visit to Upper Canada Village and in class assignments on broommaking to guide them in their story.

LANGUAGE / HISTORY / FSL

J/I:

Writing - Creating Persuasive and Effective Visuals

Task: Create a brochure to distribute to visitors of Upper Canada Village

Using the information students have gathered from their visit to Upper Canada Village and in-class assignments, students will create a brochure for the broommaker. During the creation of the brochure, students can choose to add any fun activities related to the history of broom corn (e.g. crossword puzzles).

Brochure must include ...

1. Information/History of broom corn (e.g. see pre-assessment activity – mapping)
2. Information gathered at the village from the Broommaker (e.g. sorghum)
3. Information shared post visit
4. Any other new information relating to broommaking

BROOM CORN

WHAT IS BROOM CORN?

Broom corn is a type of sorghum. Most sorghums are grown for grain, animal feed, or for making molasses. Broom corn is unlike other sorghums in that it can only be used for making brooms and brushes. Native to Africa, all sorghums can be grown under the same conditions as corn; but, broom corn is different from corn in two ways. It does not require a large amount of water to grow and it is sensitive to cold temperatures. Broom corn can survive in high temperatures, making it both drought-resistant and heat-enduring. Broom corn is a tall plant of long, stiff fibers bearing seeds, which is different than other sorghums. The seed fibers can grow up to three feet long on plants 6 to 15 feet tall. These seed fibers become the brush used for making brooms because they are flexible and come to a fine point, which makes them great for sweeping. At growing season's end, the broom corn plant turns from yellow to green. For the strongest fibers, farmers harvest broom corn when it is green from top to bottom! Harvesting broom corn requires a lot of hard work and intense labor. First, someone must walk backwards between two rows and break the stalks in a criss-cross pattern to form a "table." This person is called the "tabler." Then, each fiber or brush is cut off and piled onto this "table." The brush is hauled to a machine that removes the seeds. The brush is then spread on drying racks. After two or three weeks, it is compressed into bales.

HOW ARE BROOMS MADE?

Once at the factory, broom corn is sorted by length, color, fineness, and straightness. A broom is made on a winding machine that slowly turns a wooden handle as the brush is added. To form the broom's base, short, coarse brush is first added to the middle and sides. Going in the opposite direction, the longer brush is added last. This longer brush is called hurl and it is folded down over the broom. The brush is bound tight by a wire under tension. Another machine clamps the broom in a vise and binds it firmly into shape with four or five lines of twine stitching.

This activity was taken from [exploring corn! - Illinois Ag in the Classroom](#).(p.34)

Link:

<http://www.agintheclassroom.org/TeacherResources/Lesson%20Booklets/Exploring%20Corn%20Lessons.pdf>

BROOM CORN IS SWEEPING THE WORLD!

BROOM CORN'S JOURNEY FROM AFRICA TO THE UNITED STATES TO CANADA

Note: USE THE WORLD MAP TO COMPLETE THIS ACTIVITY.

1. Find Africa and color it purple. This continent is where broom corn came from.
2. Draw a purple dotted line from Africa to Europe. Broom corn was in Europe by 1500 AD.
3. The broom corn plant was first discovered in Italy in the late 1500s. Find and color Italy orange.
4. Color Europe green. In the late 1700s, Benjamin Franklin used a small broom to clean his hat and found small seeds.
5. Draw a green dotted line from Europe to the United States. Benjamin Franklin brought the seeds back to Philadelphia and planted them in the spring.
6. Color the United States yellow. Benjamin Franklin is credited with introducing broom corn to the United States.
7. In the 1860's there were mass-produced brooms from the United States and Canada. Color Canada red. Broom corn was grown in Canada, near Sarnia, Ontario.

This activity was taken from [exploring corn! - Illinois Ag in the Classroom](#). (p.36)

Modifications were made to adjust to Canada's history of broom making.

Link:

<http://www.agintheclassroom.org/TeacherResources/Lesson%20Booklets/Exploring%20Corn%20Lessons.pdf>



Cook's Tavern



In the early 1800s, Loyalist Michael Cook ran a small inn and tavern from his riverfront home in Dundas County. Such businesses supported the stagecoach lines that ran between Montreal and Kingston by providing accommodation and livery service. In November 1813, American invaders occupied and destroyed the Cook property during the Battle of Crysler's Farm. In 1820, Michael Cook used his war losses compensation to build this large brick structure. In 1956, it was moved two kilometers east to Upper Canada Village. Today, the Tavern represents this business as it had evolved by the 1860s.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>SOCIAL STUDIES Grade 1 Overall Expectation B2: Inquiry: use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship (B2.1) Grade 1 Overall Expectation B3: Understanding Context: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance (B3.1, B3.2)</p> <p>HISTORY Grade 8 History Overall Expectation A3: Understanding Historical Context: describe various significant events, developments, and people in Canada between 1850 and 1890, and explain their impact</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2 An Effective Communicator (b) Reads, understands and uses written materials effectively</p> <p>CGE 3 A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 4 A Self-Directed, Responsible, Lifelong Learner (f) Applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p>CGE 6 A Caring Family Member (c) Values and honours the important role of the family in society</p>

<p>HEALTH AND PHYSICAL EDUCATION Grade 3 Healthy Living C1.1: Demonstrate an understanding of how the origins of food (e.g., <i>where the food is grown, how it is made</i>) affect its nutritional value and environmental impact</p> <p>HEALTH AND PHYSICAL EDUCATION Grade 5 Healthy Living C1.2: Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication</p> <p>MATHEMATICS Grade 3 Overall Expectation: Number Sense and Numeration: Solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division</p> <p>LANGUAGE Overall Expectation: Media Literacy Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</p> <p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p>	<p>CGE 7 A Responsible Citizen (a) Acts morally and legally as a person formed in Catholic traditions (b) Accepts accountability for one's own actions</p>
--	---

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The tavern keeper offered travellers accommodation, food, and drink. Horses and carriages were available for rent from the livery stables. Small taverns such as this increasingly served a local clientele.</p> <p>SOCIAL STUDIES P/J: Discuss where and why hotels are built.</p> <p>J/I: Investigate the effect of the opening of the Grand Trunk Railway on travel patterns. How were inns affected?</p>
--

HEALTH AND PHYSICAL EDUCATION

P/J: Discuss the differences between processed and unprocessed foods.

J/I: Discuss the short-term and long-term effects of alcohol use.

MATHEMATICS

P/J: Provide opportunities for students to practice counting collections of coins up to \$10.

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

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.

	<p>CONSOLIDATION (post-visit)</p> <ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned
	<p>SOCIAL STUDIES P/J: In the 1860s, hotel proprietors lived in the hotels they owned. Today, hotels are built in towns and cities. How did the inns of the 1860s affect the environment? How do hotels today impact the environment?</p> <p>J/I: Investigate the evolution of the hotel industry in Ontario from the 1850s to present day.</p> <p>HEALTH AND PHYSICAL EDUCATION P/J: Discuss whether or not foods served in restaurants today are healthier than foods served in restaurants in the 1860s.</p> <p>J/I: Research the Temperance Movement in Ontario in the 19th century.</p> <p>MATHEMATICS P/J: Students can create menus for a fictitious hotel restaurant and make up problems involving adding money amounts and making change.</p>
	<p>ASSESSMENT</p>
	<p>SOCIAL STUDIES/LANGUAGE/FSL P/J: What impact did the local hotel have on the community in the 1860s? Did it have an impact on the environment? How does this compare to hotels of today?</p> <p>J/I: Choose an appropriate form of media to present the reasons for changes to the hotel industry from the 1850s to present day, and the effects those changes have on communities.</p> <p>HEALTH AND PHYSICAL EDUCATION P/J: Create a menu for a breakfast, lunch or evening meal at Cook's Tavern. On the menu, indicate the source of each food item.</p> <p>J/I: Create posters describing the short-term and long-term effects of alcohol use.</p>

COOK'S TAVERN & LIVERY

PRICE LIST

LODGING

Room and Board per week	3.50
Single room for the night	.35
Shared room for the night	.25

BEVERAGES

Gin	.03 a shot
Beer	.05 a glass
	.07 a pint
	.12 a quart
Sherry	.03 a glass
Rum	.04 a glass
Port Wine	.04 a glass
Red Wine	.03 a glass
Brandy	.04 a glass
Cider	.04 a glass
Peppermint	.05 a glass
Sasparilla	.05 a glass
Ginger Beer	.05 a glass

MEALS

Breakfast	.25
Cold Bite Lunch	.12
Lunch with beverage	.15
Full Evening Meal	.30
Light Supper	.25

TOBACCO

Cigars	.05
Plug Tobacco	.05

LIVERY

Horse hay	.10
Two hay and oats	.25
Use of horse per day	.75
Keep for horse per day	.35
Horse and buggy per day	1.00
Buggy per day	.50
Harness per day	.25

RULES OF THE HOUSE

No sale of alcohol from 7 pm. Saturday until 8 am.
 Monday by law except to resident guests.
 British pound sterling is valued at \$4.00 Canadian.
 American coinage is at par value.
 Ballroom rental fees negotiable.

Christ Church



Many of the early settlers of this area were members of the Church of England, which established a parish in Cornwall in 1784. Regular travel over long distances was difficult, and Adam Dixon, a wealthy miller from the small village of Moulinette, constructed and gave this beautiful white frame church to local Anglicans (Episcopalians). Built during 1836-1837, it served for many years as an important landmark for river traffic on the St. Lawrence. Sadly, Dixon and his wife both died by 1837. Their tombstones can be seen in the Pioneer Memorial outside the front entrance to the Village. In 1957, Christ Church was moved 20 kilometers west to Upper Canada Village. Today, this church represents a congregation worshipping in the 1860s.

CURRICULUM CONNECTIONS

LANGUAGE

Oral Communication

Overall Expectation 2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

FRENCH AS A SECOND LANGUAGE

Speaking Overall Expectation

B1: Speaking to Communicate:

communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience

RELIGION

Grade 1: Living in Communion

Overall Expectation LC1: Understand that when we come to believe in God (Trinity of persons, Father, Son, and Holy Spirit) we

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE 1: A Discerning Believer Formed in the Catholic Faith Community

(d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
 (h) Respects the faith traditions, world religions and the life-journeys of all people of good will

CGE 2: An Effective Communicator

(b) Reads, understands and uses written materials effectively
 (c) Presents information and ideas clearly and honestly and with sensitivity to others

<p>can experience God's love in the community of the Church he formed</p> <p>Grade 2: Believing</p> <p>Overall Expectation BL3: Demonstrate an understanding of the Church as a community that gathers to worship and give thanks for the gift of God's only begotten Son who is present in the Eucharist and is formed by the celebration of the Eucharist</p> <p>Grade 6: Living in Solidarity</p> <p>Overall Expectation LS3: Understand that there are diverse religious expressions in the world that celebrate God's presence in the special moments of human life which are analogous to the sacraments of the Church</p> <p>Grade 7: Living in Solidarity</p> <p>Overall Expectation LS3: Understand that as Christians we can enter in to dialogue with the world's major religions concerning common elements (i.e. sacred space – places of worship, rituals, prayers, symbols and beliefs)</p>	<p>CGE 6: A Caring Family Member (c) Values and honours the important role of the family in society</p> <p>CGE 7: A Responsible Citizen (f) Respects and affirms the diversity and interdependence of the world's peoples and cultures (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>
--	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>In the 1800's, most people belonged to one of the mainstream Christian denominations. Christ Church is large and the congregation includes many of the wealthiest villagers. The Methodist church has the most members. This church represents a small parish church of the Church of England (Episcopal) tradition in the 1860s, before the liturgical and decorative changes brought about by the Anglo-Catholic Revival.</p> <p>RELIGIONP/J: Visit your local church prior to visit. Draw a map, paying attention to the altar, the lectern, size of pews, sign INRI, flowers, etc.</p> <p>J/I: Discuss different religions found throughout the world.</p> <p>OPPORTUNITIES FOR LEARNING AT CHRIST CHURCH</p> <ul style="list-style-type: none"> • The high pulpit at Christ Church represents the importance of preaching at that time. • People were expected to attend church, usually the same church for generations. You were baptized, married and buried there. • The church was a meeting place for families, particularly for young people seeking a partner. • A strong religious faith helped settlers cope with the harsh realities of life in a new land and continued to do so in the decade before Confederation. • The letters IHS above the altar table are the first three letters in Greek of the name of Jesus: iota, eta, sigma

- The marble font at the front of the church is for baptism. It did not contain holy water for people to bless themselves.
- By the 1860s, the gallery at the back would have been kept for extra seating. It had originally been made for singers and musicians.
- The brass lectern was for reading the lessons and the prayers of the day.

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

LANGUAGE/FSL

P/J: Review key points from the "Opportunities for Learning at Christ Church" that will help students make a map of the Christ Church. Draw both maps, paying attention to differences seen between the two.

J/I: Research a religion and draw comparisons to our Catholic faith.

ASSESSMENT

LANGUAGE/FSL

P/J: Using their maps as visual aids, students will present their maps, ensuring they use descriptive adjectives to create vivid images of the differences they found when exploring both churches.

J/I: After their comparative research project, students will present their findings, using comparative adjectives, with inclusive and non-discriminatory language.

Pastor's Home



Many of the Loyalist settlers of Dundas County were German Lutherans from the Mohawk River valley in central New York State. The congregation of St. John's Evangelical Lutheran Church in Riverside built a home for their pastor, William Sharts, during the years 1842-44. In 1956, the house was given by the parish to Upper Canada Village. It was moved eight kilometers east, and restored and furnished as a 19th century Lutheran manse, which it represents today.

CURRICULUM CONNECTIONS

RELIGION

Hope Expectations: Primary

Living in Communion: Appreciate the communal nature of human persons and the communal nature of the Church: communion with God and all of God's creation

Grade 1 – Living in Communion Overall

Expectation LC1: Understand that when we come to believe in God (Trinity of persons, Father, Son, and Holy Spirit) we can experience God's love in the community of the Church he formed

Grade 7 – Living in Solidarity

Overall Expectation LS2: Focus: Principle of Human Solidarity. Understand that the principle of human solidarity is a Christian social virtue which promotes the individual and communal sharing of material and spiritual goods, and obligates us to seek individual and communal conversion

LANGUAGE

Writing – Overall Expectation 1:

Generate, gather, and organize ideas and information to write for an intended purpose and audience

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE 1: A Discerning Believer Formed in the Catholic Faith Community

(d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good

CGE 2: An Effective Communicator

(d) Writes and speaks fluently one or both of Canada's official languages

CGE 3: A Reflective, Creative and Holistic Thinker

(c) Thinks reflectively and creatively to evaluate situations and solve problems
(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

<p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms Writing Overall Expectation D2: The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively</p> <p>ARTS – VISUAL ARTS Overall Expectation D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	<p>CGE 4: A Self-Directed, Responsible, Lifelong Learner (a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others</p>
--	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Local Lutherans built a comfortable residence for their pastor, whose religious and moral teachings supported the piety of many German Protestants in this area.</p> <p>RELIGION P/J: Discuss how everything we see in nature and the people in our community are creations of God, therefore they are all special and important. Draw a list of items seen in nature that are a gift from God. Label them with special qualities or their importance towards mankind (ex: tree – generates oxygen, flowers – make our yards prettier and produce pollen for bees, insects – feed many birds, etc.).</p> <p>J/I: Discuss socio-economic problems seen within the community.</p> <p>OPPORTUNITIES FOR LEARNING AT THE PASTOR’S HOME</p> <ul style="list-style-type: none"> • The Pastor often came from a wealthy family. To encourage someone into the profession of Pastor, the congregation would build him and his family a nice house, trying to keep him in the village and in service. <p>The Pastor was one of the few university-educated villagers. While there were lawyers in the 1860s, the Pastor’s advice was often sought for many different issues. In court, he was highly respected and could provide a dependable character reference.</p> <ul style="list-style-type: none"> • If a villager was illiterate, he could go see the Pastor for help. All his conversations were private, similar to the doctor-patient confidentiality of today.
--

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

RELIGION

P/J: Review Matthew 6: 26-29 from the Bible. It reads that God takes care of the birds and flowers. Discuss the nature artwork seen in the Pastor's home.

J/I: Review the discussion from before the visit. Now discuss the socio-economic problems in a global manner. What are some of the injustices? What are some of the differences? How could one person's actions help with these injustices? How do we know that it is worth the effort to try to change? How can random acts of kindness help bring solidarity throughout the world?

ART – VISUAL ARTS

P/J: Students will create a "Birds and Flowers of the Field" collage. Blue and green paper form the grass and the sky. Students can cut out bird pictures in magazines and glue on the blue paper, or search the internet for images of birds. Tissue paper scrunched up and dipped in glue makes the flowers on the green paper. (See example of artwork attached)

ASSESSMENT

ARTS – VISUAL ARTS

P/J: After having seen the example, students' stylistic variations to their artwork will be assessed. Teachers can refer to the achievement chart for the Arts curriculum.

LANGUAGE/FSL

J/I: Students are given a two-week time limit to perform daily random acts of kindness. At the end of the two weeks, they will have to share their point of view in writing, explaining how these random acts of kindness could help the world globally, and not simply their immediate environment.

Birds and Flowers of the Fields



Shoemaker



This small log house was built by Loyalist John Grant who was granted farmland south of Martintown in Glengarry County. With one room below and a loft above, this cabin is typical of many settlers' first homes in the early 1800s. It was moved 45 kilometers southwest to Upper Canada Village in 1964. Most small 19th century communities had a local shoemaker who often worked from home. Today, this house represents a shoemaker's home.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication – Overall Expectation 1: Listen in order to respond appropriately in a variety of situations for a variety of purposes (Grade 6 – 1.6) Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes Writing – Overall Expectation 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience Overall Expectation 2: Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience (Grade 6 – 2.5)</p> <p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms Writing Overall Expectation D2: The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (b) Reads, understands and uses written materials effectively (c) Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 6: A Caring Family Member (c) Values and honours the important role of the family in society</p>

<p>publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively</p> <p>SOCIAL STUDIES Grade 1 – People and Environments: The Local Community Overall Expectation: B1. Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people’s needs Overall Expectation: B3. Understanding Context: describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance Grade 6 – Heritage and Identity: Communities in Canada, Past and Present Overall Expectation: A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada</p> <p>SCIENCE Grade 1 – Materials, Objects, and Everyday Structures Overall Expectation: assess the impact on people and the environment of objects and structures and the materials used in them Grade 5 – Properties of and Changes in Matter Overall Expectation 1: evaluate the social and environmental impacts of processes used to make everyday products (1.2)</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Shoemaking was one of the most common trades of the 1860s. Using hand tools and wooden forms called “lasts”, the shoemaker makes and repairs a variety of leather boots, shoes, and typical working class footwear of the period such as “Brogans”.</p>	

SOCIAL STUDIES

P/J: On large chart paper, write down different places the students go to get their food, clothing and other necessities.

J/I: Discuss different roles still seen today between males and females; differences between the rich and the poor; differences in lifestyles between the city and rural areas.

SCIENCE

P/J: Discuss different objects in their environment that are constructed for similar purposes, paying closer attention to the different types of shoes. Discuss how long these shoes may last? What happens to them when they tear or no longer fit? Discuss how this affects the environment and landfills.

J/I: Discuss the pros and cons of one-time-use items (soaps, Q-tips, dental floss, disposable diapers, etc.) They can be handier, less time consuming, but how do they affect the environment?

OPPORTUNITIES FOR LEARNING AT THE SHOEMAKER'S HOUSE

- It is called his home because it was also where he lived (slept, made meals...)
- He would trace the customer's bigger foot (and a few more measurements) and would then make 1 last (made of wood). This last can then be used for future shoes for the same customer.
- He would use a mallet to press the leather into the form.
- Shoes were made to order; he did not make extras.
- He did not tan the leather; he would buy it at the General Store or from a tannery.
- The entire shoe was made of leather, except for the wood pegs that were used to hold the soles together (soles were made of layered leather).

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

P/J: Using the paper from the “Pre-visit” as a starting point, now organize chart paper showing a column for “Then” and one for “Now”. List various locations where students would go to get shoes and other necessities.

With the help of the Upper Canada Village map, draw out the main buildings the children from that time would need to visit to get all their food, clothing and other necessities. (Many children did not wear shoes in the summer because of the cost).

SOCIAL STUDIES

J/I: Discuss the different roles between males and females; differences between the rich and the poor; differences in lifestyles between the city and rural areas seen in the 1860s. Research the two eras. Compare the differences still seen today to those seen in the 1860s.

SCIENCE

P/J: Discuss how the people in the 1860s dealt with clothes that no longer fit or were worn out. Discuss how this is different, or the same, to how we act now. Which way is better for the environment? Why?

J/I: Choose one item that could be single use or repaired. Pick a side: single use vs repairing. Write a persuasive argument on why your item is better for the environment and, better for the consumer.

ASSESSMENT

LANGUAGE/SOCIAL STUDIES/FSL

P/J: After discussing the various ways people of the 1860s would reuse their shoes, students will be asked to choose one item found in the class that is meant to be a single-use item (e.g. pizza box from hot lunch). Each student will present their item and how it could be reused instead of ending up in the landfill (e.g. pizza box reused as a toy car track). Students will be assessed using the achievement chart.

LANGUAGE/SCIENCE/FSL

J/I: Students will be asked to choose one item that could be a single-use item, or an item that could be repaired. They will be assessed on their oral presentation, as well as their written assignment that will show their opinion and point of view, describing whether their item is better for the environment as a single-use item or whether their item is repairable.

Tinsmith Shop



The Tinsmith Shop was constructed on site by Village artisans during the season of 1994. Based on a small commercial building which still stands in Merrickville, it features a false front façade, typical of main street shops in the 1860s. The Shop represents a relatively new tinsmithing business, supported by a growing consumer demand for stovepipes and tinware.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>SOCIAL STUDIES Grade 1 – People and Environments: The Local Community Overall Expectation: B1. Application: Describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs (B1.2)</p> <p>HISTORY Grade 7 – Canada, 1800-1850: Conflict and Challenges Overall Expectation: B1. Application: Analyze aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713 – 1800</p> <p>SCIENCE Grade 2 – Properties of Liquids and Solids Overall Expectation 2: Investigate the properties of and interactions among liquids and solids Overall Expectation 3: Demonstrate an understanding of the properties of liquids and solids Grade 7 – Heat in the Environment</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (b) Reads, understands and uses written materials effectively</p> <p>CGE 5: A Collaborative Contributor (e) Respects the rights, responsibilities and contributions of self and others</p> <p>CGE 7: A Responsible Citizen (i) Respects the environment and uses resources wisely</p>

<p>Overall Expectation 2: Investigate ways in which heat changes substances, and describe how heat is transferred</p> <p>Overall Expectation 3: Demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the earth's systems</p> <p>MATHEMATICS Grade 7 – Measurement Overall Expectation 1: Report on research into real-life applications of area measurements</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The tinsmith makes a great variety of tinware for household and farm use. His bright, light and relatively inexpensive tinware was a popular replacement for pewter, wood and earthenware.</p> <p>SOCIAL STUDIES P/J: Discuss some occupations seen within a community. Make a list of some of the specific tools used by certain occupations. J/I: Discuss how technology has helped factories and smaller stores.</p> <p>SCIENCE P/J: Discuss different ways liquids and solids change depending on different conditions. J/I: Discuss the effects of heating and cooling of certain solids or liquids (ex. solder). Discuss "Particle Theory of Matter" and how it can be used in different situations.</p>	
<p>ACTION (visit) Guiding Questions</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent) <p>SOCIAL STUDIES P/J: What are some of the specific tools a tinsmith would need? <i>Possible answers:</i> solder, stakes, soldering iron, machines for bending and folding. What are some of the things he would make? <i>Possible answers:</i> 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? <i>Answer:</i> 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? <i>Answer:</i> He sold it directly from his shop. The front of the store is set up as a storefront.</p>	

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

P/J: Compare the occupations seen at Upper Canada Village with the ones discussed during the pre-visit activity. Discuss why some occupations are no longer needed and, how the needs of the community are still met.

J/I: Choose an occupation seen in the 1800s. Research its evolution, showing how technology may have helped or hindered.

SCIENCE

P/J: Review what happens to solder when heated. Are there other solids that act the same when heated? Do all solids act the same way when heated?

J/I: Students will inflate balloons using vinegar and baking soda (see attached activity sheet). Will the temperature of the vinegar affect the reaction? If so, why? Explain what happened during the activity, using the particle theory.

MATHEMATICS

J/I: Draw out the exact measurements for a bread pan tin. Cut out and fold to see if measurements are exact.

ASSESSMENT
SCIENCE J/I: Students will be assessed on their written hypothesis regarding the planned experiment. Using scientific terminology, students will be expected to present the particle theory following the experiment.

Balloon Experiment

Will Hot or Cold Be Bigger?

Materials:

- 4 bottles
- 4 balloons
- Vinegar (room temperature, frozen, hot and cold)
- Baking soda
- Funnels
- Measuring spoons
- Measuring cups
- Measuring tape

Procedure:

1. Gather materials
2. Fill bottle with 2 tablespoons of baking soda
3. Measure $\frac{1}{4}$ cup of vinegar
4. Pour vinegar into each balloon using the funnel
5. Place end of the balloon over the top of bottle and be careful not to mix the ingredients yet
6. Lift the balloon to make the vinegar fall into the baking soda
7. Measure the circumference of the balloon
8. Repeat steps 2-7 ten times and record results
9. Repeat with cold, hot, frozen and room temperature vinegar
10. Compare the results

Safety procedure: Vinegar: keep away from eyes

*Teachers can view the complete video at:

scinight.weebly.com/balloon-experiments.html

Robertson House



United Empire Loyalist Jeremiah French settled his family west of Cornwall on land beside the St. Lawrence River. Sometime after 1784, he constructed a small timber framed home which he sold in 1812 to his son-in-law, George Robertson. By 1820, Mr. Robertson had enlarged the house to the neo-classical structure visible today. The house was continuously occupied by the Robertson family until 1957, when it was moved 25 kilometers further west to Upper Canada Village. Today, the Roberson House represents a middle class home in the 1860s.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Overall Expectation: Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>SOCIAL STUDIES Grade 2 Overall Expectation A2: Inquiry: use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong</p> <p>Grade 6 Overall Expectation A3: Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada (A3.1)</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE2 An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (b) Reads, understands and uses written materials effectively (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE3 A Reflective, Creative and Holistic Thinker (b) Creates, adapts, evaluates new ideas in light of the common good (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE5 A Collaborative Contributor (a) Works effectively as an interdependent team member</p>

<p>HISTORY Grade 7 Overall Expectation History B1: Application: analyze aspects of the lives of various groups in Canada between 1800 and 1850, and compare them to the lives of people in Canada in 1713-1800 (B1.2)</p> <p>SCIENCE Grade 3 Overall Expectation: Strong and Stable Structures: Assess the importance of form, function, strength, and stability in structures through time</p> <p>Grade 6 Overall Expectation: Electricity and Electrical Devices: Demonstrate an understanding of the principles of electrical energy and its transformation into and from other forms of energy (3.8)</p> <p>MATHEMATICS Grade 3 Overall Expectation: Geometry and Spatial Sense: Identify and describe the locations and movements of shapes and objects</p> <p>Grade 5 Overall Expectation: Geometry and Spatial Sense: Identify and describe the location of an object, using the cardinal directions, and translate two-dimensional shapes</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The Robertson Home showcases a prosperous middle-class family whose Loyalist roots are evident in the furnishings and the early 19th century architectural style of the house.</p> <p>SOCIAL STUDIES P/J: Teacher and students will discuss their family traditions and celebrations.</p> <p>J/I: Define the terms refugee and immigrant. What hardships and challenges do refugees and immigrants face?</p> <p>SCIENCE P/J: In small groups students will design and build strong and stable structures. They will be provided with a variety of building materials (examples: Lego blocks, building</p>	

blocks, straws, toothpicks, playing cards, recycled boxes or tubes). Groups will present their structure to the rest of the class explaining the following in their presentation:

What materials did you use?

What did you do first, next, then and so on?

What makes your structure strong (able to support a load)?

What makes your structure stable (able to stay balanced and fixed in one spot)?

How could you improve your structure?

J/I: Students will complete the “Electricity Use Journal” (see attachment). Discuss the journals as a class.

MATHEMATICS

P/J: Model for students how to draw simple maps on grid paper of a familiar location (your school). Model how to describe moving from one location to another on the map using number of squares and directions (e.g. move 3 squares right). Have students draw maps of the school or their home neighbourhood. Partners can practice describing movement on their maps.

J/I: Students should be given lots of opportunity to work with maps which have different grid systems (e.g. the use of letters and numbers, the use of cardinal directions and a coordinate system). Discuss the similarities and differences between the different grid systems.

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

P/J: Create a Venn diagram to compare and contrast students' family traditions and celebrations with those of the Robertson family.

J/I: List the reasons why the Loyalists came to Canada and the challenges they had to face when they arrived.

SCIENCE

P/J: Throughout history, humans have built a wide variety of structures. Discuss as a class what we can learn from studying structures that were built many years ago, that are still standing. How can this information help us build new structures?

J/I: Using the chart provided, students will develop a plan to reduce how much electricity they use at home.

MATHEMATICS

P/J: Provide students with grid maps and have them practice describing how to move from one location to another on the maps.

J/I: Students will create grid systems to superimpose over a map of Upper Canada Village. They will explain their reasons for choosing the grid system.

ASSESSMENT
<p>SOCIAL STUDIES/LANGUAGE P/J: Choose a tradition or celebration that the early settlers did not celebrate. Write a letter to an early settler child describing how your family celebrates this holiday.</p> <p>J/I: Explain how refugees and immigrants who come to Canada today are similar and different from the Loyalists.</p> <p>SCIENCE P/J: Students will find or draw a picture of a very old structure and explain the features (materials and shapes) of the structure that have enabled it to still be standing today.</p> <p>J/I: What can we learn from the early settlers to help us reduce our electricity use?</p> <p>MATHEMATICS P/J: Create grids on transparency films and tape them over maps of Upper Canada Village. Provide students with the grid maps and have them practice describing how to move from one location to another on the map.</p>

Electricity Use Journal

Due Date: _____ **Name:** _____

1. Using the chart provided list all of the electrical devices you use in one day. Sort them as using a lot, a medium amount, or a little electricity.
2. Think about the ways in which you use electricity. Which ones are most important to you? Why?

3. Sometimes, often due to natural occurrences, such as a storm, our supply of electricity fails. How long do you think your home could go without power before your daily routine would be affected? Explain.

61

Electricity Reduction Plan

Rooms In My Home	Ways to Reduce How Much Electricity My Family Uses

Crysler Store



This building was moved to Upper Canada Village in 1958 from the Chrysler property about four kilometers west of here. It stood to the rear of Chrysler Hall, and was probably built sometime in the 1840s. Its original purpose is unknown, and its restoration included modifications to present it as a general store. The front porch was added later to reflect a common architectural feature of the 1860s.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day Grade 4 Overall Expectation B3: Understanding Context: identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them (B3.3)</p> <p>SCIENCE Grade 1 Overall Expectation: Materials, Objects, and Everyday Structures: Assess the impact on people and the environment of objects and structures and the materials used in them (1.2) Investigate structures that are built for a specific purpose to see how their design and materials suit the purpose (2.4) Grade 5 Overall Expectation: Conservation of Energy and Resources: Analyze the immediate and long-term effects of energy and resource use on society and the environment, and evaluate</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2 An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3 A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems (e) Adopts a holistic approach to life by integrating learning from various subject areas and experience</p> <p>CGE 7 A Responsible Citizen (i) Respects the environment and uses resources wisely</p>

<p>options for conserving energy and resources (1.1)</p> <p>MATHEMATICS Grade 2 Overall Expectation: Geometry and Spatial Sense: Identify two-dimensional shapes and three-dimensional figures and sort and classify them by their geometric properties Grade 5 Overall Expectation: Measurement: Estimate, measure, and record perimeter, area, temperature change, and elapsed time, using a variety of strategies Grade 6 Overall Expectation: Number Sense and Numeration: Demonstrate an understanding of relationships involving percent, ratio, and unit rate</p> <p>LANGUAGE Overall Expectation: Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Stores like this one offered a wide range of goods and services required by the community, often including postal services. Storekeepers bought their wares from wholesalers in Montreal, and acted as a clearing house for rags, wool, firewood and local produce.</p> <p>SOCIAL STUDIES P/J: Create a back to school shopping list. Remember to include school supplies, school snacks, lunches and clothing. Where would you go to buy the items on the list?</p> <p>J/I: Create definitions of the four economic sectors: primary or resource based, secondary or manufacturing and processing based, tertiary or service based and quaternary or information based. Create a list of examples of industries for each sector.</p>	

SCIENCE

P/J: Ask students to name objects in the classroom. Discuss what the purpose of the object is and what materials it is made from. Choose two or more objects which have the same purpose, and discuss how they are the same and different. Ask students what will happen to the objects when they are no longer needed.

J/I: Investigate the effects of the 3Rs (reduce, reuse, recycle) on the environment.

MATHEMATICS

P/J: Provide opportunities for students to handle three-dimensional figures (math manipulatives and real objects) and to discuss their geometric properties (number and shapes of faces, number of vertices and edges).

J/I: Provide opportunities for students to solve problems involving elapsed time and unit rates. For example, your class is going on a field trip to Toronto. The bus leaves at 9:30 and will arrive at your destination at 2:50. How long will you be on the bus?
If a box of five cereal bars costs \$2.25, what is the cost of one cereal bar?

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

P/J: Compare the ways you meet your basic needs for food and clothing with the ways an early settler child would have met their needs for food and clothing. Mother has written a shopping list and is sending you to Crysler Store. What items might be on the list and what will Mother or Father use them for?

J/I: Given a list of the industries in Upper Canada Village, students will identify the economic sectors to which they belong.

SCIENCE

P/J: Provide students with a variety of building materials and challenge them to design and build an object to hold pencils.

J/I: Groups of students will create posters to show how early settlers reduced, reused or recycled.

MATHEMATICS

P/J: Give students a picture of empty store shelves. Ask them to draw items on the shelves that they would find at Crysler Store, including at least three three-dimensional figures. Ask them to name and describe three of the figures they have drawn.

J/I: Provide students with copies of the “Grand Trunk Railway Schedule and Fares” and pose elapsed time and unit rate problems. For example, Mr. Crysler has to travel from Cornwall to Kingston for business. How long will the trip take on the Express train? How much longer would the trip take on the Mixed train? Mrs. Crysler and her two sisters are travelling First Class from Aultsville to Prescott. How much will the fare be? How much less will it be if they travel Second Class?

ASSESSMENT

SOCIAL STUDIES/LANGUAGE/FSL

P/J: Students will write a paragraph describing the similarities and differences in back to school shopping for themselves and that of an early settler child.

J/I: Create economic sector maps of Upper Canada Village which should include all of the industries in the village and a method of identifying which sector they belong to.

SCIENCE

P/J: Students will present their pencil holders to the class explaining why they chose the materials they used, where those materials came from and what will happen to their pencil holder when it is no longer needed.

J/I: How are the ways we reduce, reuse and recycle similar to and different than the early settlers? Which ways do you think are more effective? Explain why.

MATHEMATICS

P/J: Students will accurately name and describe (number and shapes of faces, number of vertices and edges) the three three-dimensional figures in their general store picture.

J/I: Students will accurately solve elapsed time and unit rate problems posed by the teacher.

GRAND TRUNK RAILWAY



Schedule and Fares

Aultsville to Montreal	First Class	\$2.25	Second Class	\$1.75
Cornwall	"	.50	"	.40
Morrisburgh	"	.30	"	.20
Iroquois	"	.50	"	.35
Prescott	"	.95	"	.70
Brockville	"	1.35	"	1.00
Kingston	"	2.50	"	2.20
Belleville	"	4.40	"	3.40
Toronto	"	6.60	"	5.15
Morrisburgh to Fort William	First Class	\$26.80	Emigrant	\$15.80
" " Sault St. Marie	"	17.80	"	11.30

GOING WEST

<u>STATIONS</u>	<u>EXPRESS</u>	<u>MIXED</u>	<u>EXPRESS</u>
Leaves			
Montreal	9:10 a.m.	6:45 a.m.	9:00 a.m.
Lancaster	11:30 a.m.	10:37 a.m.	11:16 a.m.
Cornwall	12:15 p.m.	12:25 p.m.	12 midnight
D. Landing	12:40 p.m.	1:30 p.m.	
Williamsburgh	1:17 p.m.	3:00 p.m.	
Matilda	1:32 p.m.	3:37 p.m.	
Kingston	5:10 p.m.	10:00 p.m.	4:30 a.m.
Toronto	12:50 a.m.	7:35 a.m.	12:20 p.m.

A local train leaves Montreal at 5 p.m. and Cornwall at 12:10 a.m. calling at all stations and arriving at Brockville at 6 a.m.

GOING EAST

<u>STATIONS</u>	<u>EXPRESS</u>	<u>MIXED</u>	<u>EXPRESS</u>
Leaves			
Toronto	6:30 a.m.		5:30 p.m.
Kingston	2:20 p.m.	6:15 a.m.	1:15 a.m.
Matilda	5:45 p.m.	11:47 a.m.	
Williamsburgh	6:30 p.m.	13:17 p.m.	5:00 p.m.
D. Landing	6:40 p.m.	1:30 p.m.	5:30 p.m.
Cornwall	7:05 p.m.	2:05 p.m.	6:05 p.m.
Lancaster	7:57 p.m.	3:18 p.m.	7:00 p.m.
Montreal	10:25 p.m.	7:30 p.m.	9:30 p.m.

A local train leaves Brockville at 9 p.m. and Cornwall at 2:50 a.m. calling at all stations and arriving at Montreal at 8:46 a.m.

Physician's Home



This attractive brick house, built in the 1840's, was located in the west end of the village of Aultsville. In the 1880's, this home was occupied by Michael Urias Cook, who was the first Canadian to import Holstein cattle into Canada. It was moved to Upper Canada Village in 1957, and restored and finished to represent the comfortable home of the 19th century physician.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Oral Communication Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p> <p>MATH Grade 4 Overall Expectation 3: Solve problems involving the addition/subtraction of single and multi-digit whole numbers, decimal numbers and</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (b) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 7: Responsible Citizen (i) Respects the environment and uses resources wisely</p> <p>CGE 1: A Discerning Believer (i) Integrates faith with life</p> <p>CGE3: A Reflective, Creative And Holistic Thinker (d) Makes decisions in light of gospel values with an informed moral conscience (b) Creates, adapts, and evaluates new ideas in light of the common good</p>

<p>money amounts, using a variety of strategies</p> <p>SCIENCE Grade 7 Overall Expectation 1: Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts</p> <p>RELIGIOUS EDUCATION ML1 Living a Moral Life: Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition LS1 Living in Solidarity: We are called to live our Christian vocation within the human community</p> <p>HEALTH AND PHYSICAL EDUCATION Overall Expectation C3: Demonstrate the ability to make connections that relate to health and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.</p>	
--	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The local doctor employed the latest advancements in science and medicine to treat his patients. Many people continued to rely on less scientific remedies such as homeopaths or midwives.</p> <p>OPPORTUNITIES FOR LEARNING AT THE PHYSICIAN'S HOUSE</p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • Name a variety of professionals from the 19th century who may give the doctor competition? • Up until 1874, women were not allowed in the medical profession. Name 3 women who achieved medical recognition from 1867-1883. • Examine the education process required of a person wanting to become a physician. <p>SCIENCE</p> <ul style="list-style-type: none"> • "Leeches," known as blood sucking parasites, were often used in the 19th century medicine. Why were these aquatic worms used?

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

ANSWERS FROM THE PHYSICIAN'S HOME MINDS-ON QUESTIONS

Answer: homeopaths, home medicine, stores, pedlars, midwives, nurses (1874).

Answer: Emily Stowe (studied in NY received degree in 1867, practised in TO without a license), Jenny Trout (graduated 1875 from Philadelphia, first woman doctor to practise in Canada, Augusta Stowe (Emily's daughter, first woman to receive a Canadian medical degree 1883).

Answer: By mid-1800s there are 6 medical schools in Canada. The student would attend lectures, attend medical and surgical practise in a recognized hospital for up to eighteen months, oral and written examinations, be at least 21 years of age, have a degree in arts, four years of medical studies (not necessarily all at the medical school).

Answer: doctors used them to suck the excess blood from a patient, they were used as an alternative to draw blood, and they also release small amounts of an anaesthetic which numbs any pain felt by the patient.

ASSESSMENT

P/J: Students will design a poster which compares medicinal practises of the early settlers to those we use today. (can be modified for primary students, with examples of various practises to compare)

Students can be evaluated in Media Literacy 3.2, 4.1.

J/I: Students will create a true or false quiz based on the information learned from the minds-on class discussions, the visit to Upper Canada Village, and post activities to show their understanding of life as a physician in the 19th century.

Students can be evaluated in writing Language 1.2, 1.4, 1.5, 4.1.

Dressmaker's House



This small stone house was originally built on the Crysler property, four kilometers west of the village. The exact date of construction in the early 1800s is unknown. Moved to Upper Canada Village in 1957, it was used as the home for the schoolmaster and, now, the local dressmaker.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Oral Communication Overall Expectation 2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>MATHEMATICS Process Expectations-Connecting-All Grades: make connections among mathematical concepts and procedures, and relate mathematical ideas to situations or phenomena drawn from other contexts</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: compare ways of life among some specific groups in Canada around the</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values. (b) Reads, understands and uses written materials effectively. (c) Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 7: A Responsible Citizen (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>

	beginning of the nineteenth century, and describe some of the changes between that era and the present day	
	<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>While most women continued to make everyday clothing for themselves and their families, there were social occasions when women wanted to look their best and there were local dressmakers to help them. The dressmaker promised to outfit ladies in the latest fashions from London, New York or Paris. She would trim hats or stitch garments so that they were both fashionable and practical for every occasion. By 1871, there was one dressmaker for every 200 women in the area. A visit to the village dressmaker offers visitors an opportunity to understand the role of women who, by practising a trade in their own home, contributed to the family's economic fortunes.</p> <p>OPPORTUNITIES FOR LEARNING AT THE DRESSMAKER'S HOUSE</p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • How many dresses do you think an average woman owned? • About how much money did material for a dress cost? • Where did most material come from? • What was the most expensive material to buy at the time? • About how much money would the dressmaker get paid to make a dress? • Who made men's and children's clothing? 	
	<p>ACTION (visit)</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent) <p>SOCIAL STUDIES</p> <p>P/J: Why are the upstairs ceilings in the dressmaker's house so low? <i>Possible answer:</i> Low ceilings were a practical, but sometimes awkward, solution to space and heating considerations.</p> <p>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? <i>Possible answer:</i> 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.</p>	

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

Using the Internet, research what women's fashions looked like in Europe and North America in the late 1800s. Were there great differences in styles of clothing between the continents? What similarities and differences in styles and fabrics do you notice about women's clothing then compared to today?

ANSWERS FROM THE DRESSMAKER'S HOUSE PRE-VISIT QUESTIONS

- How many dresses do you think an average woman owned?
Answer: About four. One was kept strictly for Sundays. How does that compare to the amount of clothing you own today?
- About how much money did material for a dress cost?
Answer: Between \$7.00 and \$10.00.
- Where did most material come from?
Answer: England
- What was the most expensive material to buy at the time?
Answer: Silk.
- About how much money would the dressmaker get paid to make a dress?
Answer: Usually about half of the price of the material, so between \$3.50 and \$5.00.
- Who made men's and children's clothing?
Answer: The women of the family (wives, mothers, daughters).

ASSESSMENT

SOCIAL STUDIES

Have students work in small groups to compare how clothing and shopping for clothes today differs from the experience of women in the late 1800s. Then, groups of students can present their observations in a short oral report to the class.

SOCIAL STUDIES/LANGUAGE/FSL

Students' oral presentations and individual levels of understanding of information gathered at the Dressmaker's House can be assessed using the Achievement Chart found in the Social Studies, Grades 1-6, and History and Geography, Grades 7 and 8 curriculum document, pages 32-33.

Loucks Farm



The Loucks family was descended from a Loyalist of German ancestry who settled in the area after the American revolution. This large stone house was built by Captain John Loucks on the edge of the St. Lawrence River, five kilometers west of the village towards Morrisburg. Its architectural style and details suggest it was built in the 1850s. It was moved to Upper Canada Village in 1957, and restored as the main home of the Loucks Farm. Today it reflects the prosperity of this established farm by the 1860s.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Oral Communication Overall Expectation 2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values. (b) Reads, understands and uses written materials effectively. (c) Presents information and ideas clearly and honestly and with sensitivity to others.</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>CGE 7: A Responsible Citizen (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>

<p>SCIENCE Understanding Structures and Mechanisms Grade 2 – Movement 3.3: identify the six basic types of simple machines – lever; inclined plane; pulley; wheel and axle, including gear; screw; and wedge – and give examples of ways in which each is used in daily life to make tasks easier 3.4: describe how each type of simple machine allows humans to move objects with less force than otherwise would be needed</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The Loucks Farm represents a fairly prosperous, progressive farm of the 1860s. Using horse power for planting, haying and harvesting, the Loucks practiced a "mixed" type of agriculture on this fully operational farm of the 1860s, showing the impact of improved breeds and early mechanization as found on the more progressive farms in this period. Visitors to the farm can visit a large collection of farm buildings including several barns, a hired man's house, and animal pens, as well as tour the main home and gardens.</p> <p>OPPORTUNITIES FOR LEARNING AT LOUCKS FARM</p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • What did the Loucks family use in their house and barns to decrease the risk of fire when using candles? • The Loucks family had the first type of central heating in their home. What was it called? • Who had the only sewing machine in the village? <p>SCIENCE</p> <ul style="list-style-type: none"> • What was the optimal time to wait before trying to remove a large tree stump from the ground? • What is a lever stump puller? How does it work? What are the benefits of using a lever stump puller? About how much did it cost to buy one? 	
<p>ACTION (visit) Guiding Questions</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent) <p>SOCIAL STUDIES P/J: What were some of the benefits of having a summer kitchen? <i>Possible answers:</i> It would reduce heat in the home in the summer months; more workspace for cooking and preserving.</p>	

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SCIENCE

Have students work in small groups to become experts on one of the simple machines found on Loucks Farm (e.g., lever stump puller, horse stump puller, dump rake, fanning mill, outdoor well pump, indoor cistern pump). Then, students can draw and label their simple machine on chart paper and present how it works and why it made life easier for the early settlers in a short oral report to the class.

ANSWERS FROM THE LOUCKS FARM PRE-VISIT QUESTIONS

- What did the Loucks family use in their house and barns to decrease the risk of fire when using candles?
Answer: Hurricane lanterns were used in the house and barns because they were much safer than having an open flame on a candle.
- The Loucks family had the first type of central heating in their home. What was it called?
Answer: The Loucks family used stoves called 'dumb stoves'. The open hearths they used to use were sealed up.
- Who had the only sewing machine in the village?
Answer: Mrs. Loucks had the only sewing machine in the village.
- What was the optimal time to wait before trying to remove a large tree stump from the ground?
Answer: Once a tree was cut down, it was best to wait a minimum of 12 years before trying to remove the stump from the ground; 15 years would make the process even easier.
- What is a lever stump puller? How does it work? What are the benefits of using a lever stump puller? About how much did it cost to buy one?
Answer: The lever stump puller was a simple machine that allowed two men to remove large tree stumps and rocks from the ground. Standing sixteen feet apart, two men were able to exert the force of two hundred men on the rock, stump or other weight to be lifted. The cost of this machine was between 100 and 300 dollars. To put that in perspective, a shovel cost 25 cents.

ASSESSMENT

SCIENCE/LANGUAGE/FSL

Students' simple machines consolidation activity and individual levels of understanding can be assessed using the Achievement Chart found in the Science and Technology, Grades 1-8 curriculum document, pages 26-27.

Tenant Farm



This 19th century house survived from the 1820s until it was taken apart and stored in 1935. Upper Canada Village acquired the disassembled timbers in 1958 and, with them, built an example of early 19th century domestic architecture. By the 1860s, such early farm homes were often leased to tenant families.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p> <p>HISTORY Grade 8 A1.3: analyze some of the actions taken by various groups and/or individuals in Canada between 1850 and 1890 to improve their lives</p> <p>HEALTH AND PHYSICAL EDUCATION Grade 3 Healthy Living C1.1: demonstrate an understanding of how the origins of food</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values (b) Reads, understands and uses written materials effectively (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 5: A Collaborative Contributor (a) Works effectively as an interdependent team member</p> <p>CGE 7: A Responsible Citizen (g) Respects and understands the history, cultural heritage and pluralism of today's contemporary society</p>

(e.g., where the food is grown, how it is made) affect its nutritional value and environmental impact

MINDS-ON (pre-visit)

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

At the tenant farm, the farmer runs a smaller and more rudimentary operation than the nearby Loucks family. This farm family leases land and relies on oxen and simple hand implements to complete their work. As many young tenant farming families of the 1860s did, they continue to dream of a brighter future when they can afford to buy their own farm.

OPPORTUNITIES FOR LEARNING AT THE TENANT FARM SOCIAL STUDIES

- What is a tenant farmer?
- Why would someone live on a tenant farm?
- What personal belongings and supplies would tenant farmers need to bring with them to the farm?

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SCIENCE

Research the process of pickling and preserving a variety of fruits and vegetables. What are the steps involved? How are food items able to stay edible using this method? Does anyone in your family still pickle and preserve foods today (e.g., grandparents or parents)?

ANSWERS FROM THE TENANT HOUSE PRE-VISIT QUESTIONS

- What is a tenant farmer?
Answer: A tenant farmer is a person who farms rented land.
- Why would someone live on a tenant farm?
Answer: Tenant farming in the 1860s in Upper Canada was becoming a more common alternative to ownership. Tenant farmers could not afford to buy their own land.
- What personal belongings and supplies would tenant families need to bring with them to the farm?
Answer: As little as possible, mainly clothing and a few personal items. Furniture, kitchen and farming supplies were provided because of the potential transiency of tenant families.

ASSESSMENT

HEALTH AND PHYSICAL EDUCATION – Healthy Living:

Have students work in small groups to create menus that would be typical of a tenant farming family for each of the four seasons. For example, root vegetables and preserved fruits and vegetables from crocks for fall and winter meals. Fresh garden items such as asparagus, tomatoes, corn and beans for spring and summer meals.

Students' seasonal menu consolidation activities and individual levels of understanding of information gathered at the Tenant Farm can be assessed using the Achievement Chart found in the Social Studies, Grades 1-6, and History and Geography, Grades 7 and 8 curriculum document, pages 32-33.

Union Cheese Factory



Since its construction in 1964, to commemorate the 100th anniversary of Canadian factory cheesemaking, the factory at Upper Canada Village is a scaled-down representation of the factory process. Cheese for market was most efficiently made in a cheese factory to which the dairy farmers of a district could bring their own milk on a regular basis. The cheesemaker would make and store the cheese until it had aged properly.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>Writing Overall Expectation 1: Gather, generate, and organize ideas and information to write for an intended purpose and audience</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1.Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems (e) Adopts a holistic approach to life by integrating learning from various subject areas and experience (f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society</p>

<p>Speaking Overall Expectation B2.Speaking to Interact: participate in spoken interactions in French for a variety of purposes and with diverse audiences</p> <p>SCIENCE Understanding Life Systems Grade 2 Overall Expectation 1: assess ways in which animals have an impact on society and the environment</p> <p>Understanding Matter and Energy Grade 2 Overall Expectation 2: investigate the properties of and interactions among liquids and solids Grade 5 Overall Expectation 3: demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p> <p>MATH Process Expectations Connecting; make connections among simple mathematical concepts and procedures, and relate mathematical ideas to situations drawn from everyday contexts Communicating: communicate mathematical thinking orally, visually, and in writing, using everyday language, a developing mathematical vocabulary, and a variety of representations</p>	
--	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>An increase in milk production led to the emergence of both privately owned and co-operative cheese factories by the 1860s. Farmers of mid-19th century Canada found cheese production to be a profitable and secure alternative to wheat as a source of income. Factory cheesemaking enabled the development of “mixed farming”. Canadian</p>

cheddar was produced for export and was a source of hard cash in a cash-starved economy.

OPPORTUNITIES FOR LEARNING AT THE UNION CHEESE FACTORY

SCIENCE

- How many people do you think worked in a typical local cheese factory?
- How much cheese can be made, on average, every day?
- How many ingredients do you think are needed to make cheese? Which ones?
- How long do you think it takes to make cheese?
- When, during the year, do you think cheese is made? Why?

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

A condensed response to the question: “How is cheese made?” was provided above. Students are encouraged to research a more detailed explanation to involve:

- (a) The time of day the milk was delivered, how much milk was delivered, what was done with the milk when it arrived
- (b) To what temperature was the milk heated before the culture and rennet were introduced, how much the heat was raised to release the whey
- (c) The use of “tools/machinery” during the cheesemaking process
- (d) What happens after the cheese curds are formed
- (e) Where / How long the cheese needs to be cured for before it can be sold
- (f) What was done with the whey (87-90% of the milk) after the cheese was made

SCIENCE

Make cheese with your students.

How Does Milk Turn Into Cheese? Making Cheese with Kids

<http://www.beyondthechalkboard.com/activities/making-cheese/>

Learn more about ANNATTO. Bring in a sample for students to see, smell, touch... Use annatto to colour different items.

ASSESSMENT

SCIENCE

P/J: Identify and describe all of the ways in which plants and animals are important to the 1860s cheesemaking process, as well as the ways in which they meet the needs of living things, including humans.

LANGUAGE (Writing)

P/J/I: Write the steps for making cheese, from the milking to the delivery. Include diagrams for each step, as well as a description of how liquids become solids. Explain the changes of state in matter involved in the cheesemaking process.

SOCIAL STUDIES

J/I: Would you prefer to be a cheesemaker or a farmer during the 1860s? Justify your answer using the information you gathered during and after your visit to the Union Cheese Factory.

MATHEMATICS

P/J/I: The cheesemaker requires 10 lbs. of milk for 1 lb. of cheese. How much cheese can be made with 90 lbs of milk? How much cheese can be made with 900 lbs of milk? (a 90lb round of cheese is what was typically made and fit into a wooden cheese box). Justify your answer using pictures, numbers and words.

The cheesemaker requires 8 lbs of salt for every batch of cheese. How many lbs of salt are needed to make 6 batches of cheese? Justify your answer using pictures, numbers and words.

School House



This small school house is a representation of a one room school described in author Ralph Connor's Glengarry School Days. In Upper Canada, many rural common schools built during the 19th century up to 1860's were made of logs and provided a basic education free to all children. Some materials from an old Glengarry school building in Kenyon Township were used in its construction at Upper Canada Village in 1959.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes. Oral Communication Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>WRITING Grade 2-8 Overall Expectation 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>FRENCH AS A SECOND LANGUAGE Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms Writing Overall Expectation D2: The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (f) Examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 1: A Discerning Believer Formed in the Catholic Faith Community (d) Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good</p>

<p>publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between the era and the present day</p> <p>RELIGIOUS EDUCATION Overall Expectation ML1: Living a Moral Life: Christian Morality as a living response of our human vocation to life in the Spirit as revealed by reason, the Scriptures and Tradition</p> <p>MATHEMATICS Grade 6 Overall Expectation 2: Solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies</p>	
---	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Before schools were built, children learned at home. Some parents thought the work at home was more important than school. As villages grew, “common schools” were constructed and a free education was offered to all children. (1871-free and compulsory up to the age of 14) Teachers taught children of different ages together in one room. Their students were expected to learn most things by repeating them from memory. Teachers taught reading, writing, arithmetic, discipline, and proper behavior.</p> <p>OPPORTUNITIES FOR LEARNING AT THE SCHOOL HOUSE</p> <p>RELIGION</p> <ul style="list-style-type: none"> • What is the significance of having moral teachings? <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • What words were used to describe male/female teachers and student? • A “rod” or “strap” was used as a means of punishment. Why might a pupil receive this penance? What other forms of punishment might a student receive? • What materials were needed in order to attend school?
--

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

ANSWERS FROM THE SCHOOL HOUSE MINDS-ON QUESTIONS

Answer: They felt it was important to raise good, respectful, behaved citizens who were obedient and self-disciplined.

Answer: Master, mistress and scholar

Answer: A circle on the board, where you have to put your nose, the long measure that you have to memorize with wood in your hands, or the leather strap

Answer: Inkwell and pen, slates and slate pencil with rag or sponge for cleaning, rulers, copybooks, erasers (a piece of moist bread worked for those who could not afford to buy one) textbook (shared amongst siblings)

ASSESSMENT

P/J: Scholars ended their day by having fun with their teacher. Write a short jingle to show your knowledge and understanding of the rules or expectations about attending school in the 19th century. Students may want to include visual aids to enhance their presentation.

Students can be evaluated in oral communication 1.9, 2.3, 2.7.

J/I: If students are expected to attend school Monday to Friday from 9-4, 44-48 weeks a year, how many hours can the students expect to be in class? Show all of your work.

Students can be evaluated in Number Sense and Numeration-Operational Sense by showing their thinking and learning.

Gazette Printing Office



The Gazette Printing Office at Upper Canada Village represents a small town commercial printing shop of the 1860s that also publishes a weekly newspaper. The Upper Canada Gazette, the province's first newspaper, survived in a variety of forms as the official mouthpiece of the government until 1845.

CURRICULUM CONNECTIONS

LANGUAGE

Oral Communication

Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Writing Overall Expectation 1: Gather, generate, and organize ideas and information to write for an intended purpose and audience

Media Literacy Overall Expectation 1: Demonstrate an understanding of a variety of media texts

Overall Expectation 2: Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning

FRENCH AS A SECOND LANGUAGE

Speaking Overall Expectation B1:

Speaking to Communicate:

communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE 2: An Effective Communicator

(c) Presents information and ideas clearly and honestly and with sensitivity to others

CGE 3: A Reflective, Creative and Holistic Thinker

(c) Thinks reflectively and creatively to evaluate situations and solve problems
(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience

(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

<p>language suited to the purpose and audience</p> <p>Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p> <p>Writing Overall Expectation D2: The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively</p> <p>SCIENCE Understanding Structures and Mechanisms Grade 2 Overall Expectation 3: Demonstrate an understanding of movement and ways in which simple machines help to move objects</p> <p>Grade 4 Overall Expectation 1: Evaluate the impact of pulleys and gears on society and the environment</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p>	
--	--

<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The Gazette Printing Office is meant to represent a small print shop and newspaper office of the 1860s. The main floor of the building is divided into a front and back room. The front room represents a retail area for the sale and display of goods and a counterspace for the owner to conduct daily business with customers. The rest of the room represents the press area and houses three separate presses. The back room is the composing or typesetting room. The upstairs of the building would often be used for living quarters for family or for employees.</p>
--

OPPORTUNITIES FOR LEARNING AT THE GAZETTE PRINTING OFFICE SOCIAL STUDIES / LANGUAGE (Writing and Media Literacy)

- What sorts of print materials do you think were created at a small print shop and newspaper office?
- Who do you think worked in newspaper and printing offices?
- What sorts of articles/writing would you expect to find in a newspaper written during the 1860s?
- How many hours/days did an average type-setter work per week? How much did they get paid per day?

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

	<p>CONSOLIDATION (post-visit)</p> <ul style="list-style-type: none"> • Providing opportunities for consolidation and reflection • Helping students demonstrate what they have learned <p>LANGUAGE (Media Literacy)/FSL</p> <p>P/J: Have students work in small groups to compare posters created in the 1860s to posters created today. What are some of the main differences you notice?</p> <p>P/J: Turn a present-day poster into a poster that could be hanging in the printing office. Think about the conventions of print (font, colour, size) you will use to catch the reader's attention.</p> <p>SCIENCE</p> <p>J/I: In small groups, research 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). Each group can become the expert on one of the pieces of machinery, tools, and/or supplies, and teach it to the rest of the class in an oral presentation. Groups can create a poster that includes a diagram that indicates the simple machines they found and their purposes, as well as aids in their presentation.</p> <p>LANGUAGE/FSL</p> <p>I: What do you think “The local newspaper literally became the window on the rest of the world” means? Explain your thinking.</p>
	<p>ASSESSMENT</p> <p>LANGUAGE (Writing and Media Literacy)/FSL</p> <p>Write a newspaper article / advertisement that could be found in an 1860s newspaper.</p> <p>Create a poster using the conventions and techniques of an 1860s printing office.</p>

McDiarmid Home



The McDiarmid House is designed to represent the home of a small farm in the 1860s. Such a farm would be 60 acres or less and would be made up of land more suited to raising sheep and a cow, along with some poultry, and perhaps a few pigs, mostly for home use and consumption. Such a small farm would be at a modest level of income, and the family would need to supplement its income with the production of cloth and spun yarns. The central interpretation of the house is to demonstrate the arts and crafts associated with spinning, dyeing and weaving.

CURRICULUM CONNECTIONS

LANGUAGE

Oral Communication

Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes

Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

FRENCH AS A SECOND LANGUAGE

Speaking Overall Expectation B1:

Speaking to Communicate:

communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience

THE ARTS – Visual Arts

Overall Expectation D1: Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional arts works, using elements,

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE 2: An Effective Communicator

(c) Presents information and ideas clearly and honestly and with sensitivity to others

CGE 3: A Reflective, Creative and Holistic Thinker

(c) Thinks reflectively and creatively to evaluate situations and solve problems
(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience

(f) Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society

<p>principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p> <p>D3: Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts (D3.2)</p> <p>SCIENCE Understanding Structures and Mechanisms Grade 1 Overall Expectation 2: investigate structures that are built for a specific purpose to see how their design and materials suit the purpose</p> <p>Understanding Life Systems Grade 3 Overall Expectation 3: demonstrate an understanding that plants grow and change and have distinct characteristics (SE 3.5)</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A1: Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>In the McDiarmid Home, the weaver will be found spinning yarn or working at the loom to produce cloth, carpet and other textiles. These products were an important source of income for many families. In the early 19th century, farmers might have grown a little flax and kept a few sheep to provide for their clothing and other household needs, such as blankets and sacks. Early settlers had to be self-sufficient for their clothing needs, and often homes had a spinning wheel and hand loom.</p> <p>OPPORTUNITIES FOR LEARNING AT THE MCDIARMID HOME</p> <p>SOCIAL STUDIES / VISUAL ARTS</p> <ul style="list-style-type: none"> • What sorts of activities do you think families could do in their homes that would help them earn extra income? 	

- What kinds of “crafts” do you think will be demonstrated when you visit small farm houses?

SCIENCE

- What is subsistence farming? (Subsistence farming is a form of farming in which nearly all of the crops or livestock raised are used to maintain the farmer and the farmer’s family, leaving little, if any, surplus for sale or trade.)
- Why do you think sheep were kept by families? Why are sheep sheared in the springtime? What do you think was done with the wool after the sheep are sheared?
- Review the plants and insects that may have been used as natural textile dyes in the 1860s (cochineal, indigo, saffron, red sandalwood, goldenrod...). Why do you think such natural items were used to dye yarn/wool?

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SCIENCE

Research the different examples of looms you saw in the McDiarmid House. Find out the names of the different parts of a loom. Describe how a loom works. Draw a diagram of one of the examples of looms you saw. Label its parts.

VISUAL ARTS

From Sheep to Clothing p. 85 "Early Settlers" (see attachment below)
Complete the "Do * Discuss * Discover Experiment" with yarn.

Experiment with dyeing wool. Predict which colours would result from certain natural textile dyes (plants and insects).

<http://bonafideboho.blogspot.ca/2012/01/diy-dyeing-wool-with-tea-coffee-and.html>

Making Handpainted and Custom Dyed Yarns

<https://chalklegs.com/2012/04/12/smart-dyeing/>

ASSESSMENT

VISUAL ARTS/LANGUAGE/FSL

Students will create a piece of art to demonstrate their understanding of techniques used in the past. In an oral presentation, or in writing, students will describe the artistic choices (style, techniques) they made while creating their piece.

Do It Yourself Dream Catchers / Paper Weaving:

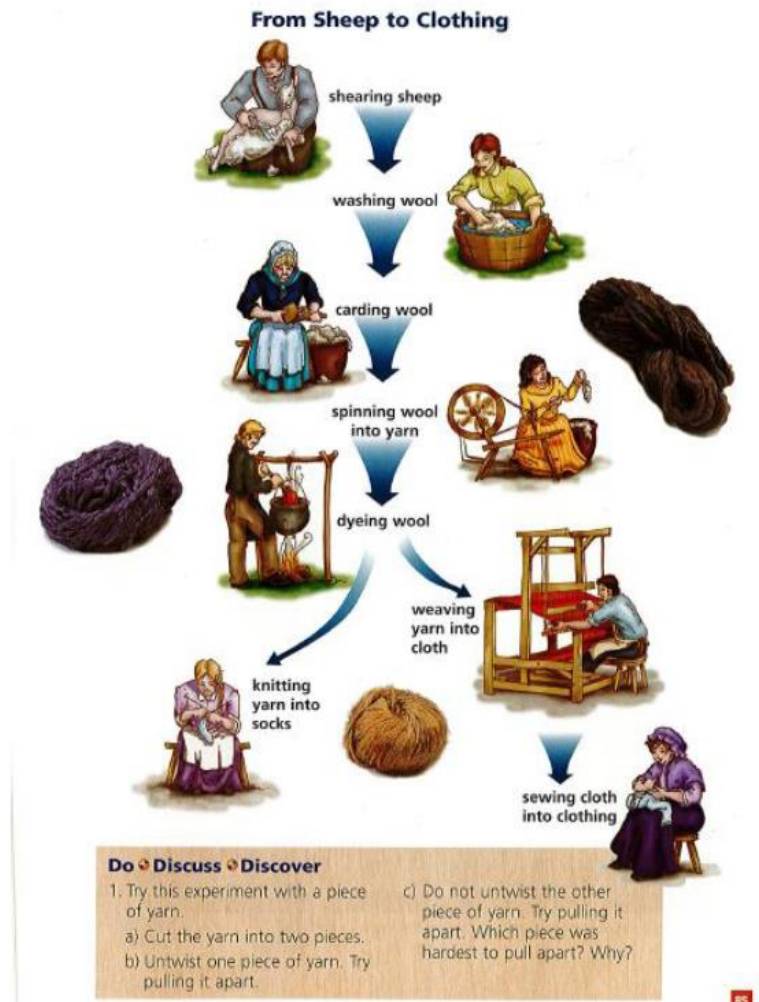
<http://www.artwithmrsnguyen.com/search/label/5th%20grade?updated-max=2014-01-30T09:29:00-05:00&max-results=20&start=9&by-date=false>

Weaving Activities for Children:

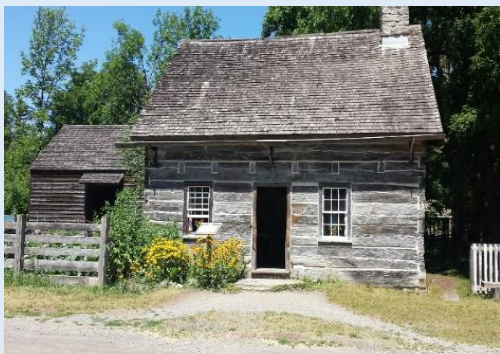
<https://www.pinterest.com/>

<http://www.activityvillage.co.uk/weaving>

<http://www.artbarblog.com/create/weaving-kids/>



Ross Farm House



This substantial farm house was built in Lancaster Township, Glengarry County, by Thomas Ross. Its simple plank door, small windows and large stone fireplace suggest construction early in the 19th century. The house was moved to Upper Canada Village in 1959, a distance of 53 kilometers from what is now Glengarry Park. Today, the Ross House portrays a mid-19th century home and the importance of handwork to daily life.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE Oral Communication Overall Expectation 1: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes Oral Communication Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>Writing overall Expectation 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>FRENCH AS A SECOND LANGUAGE Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>SOCIAL STUDIES Grade 3 Overall Expectation A3: Understanding Context: identify some of the communities in Canada around the beginning of the 19th century, and describe their relationships to the land and to each other</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An Effective Communicator (a) Listens actively and critically to understand and learn in light of gospel values</p> <p>CGE 5: A Collaborative Contributor (b) Thinks critically about the meaning and purpose of work</p> <p>CGE 3: A Reflective, Creative and Holistic Thinker (f) Examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society</p> <p>CGE 7: A Responsible Citizen (i) Respects the environment and uses resources wisely</p>

<p>SCIENCE Grade 7 Overall Expectation 1: Assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>The Ross farm is an example of a typical middle income farming family. The farm helps us understand how a family earned a livelihood from a combination of forestry related activities and from small-scale farming. A drag saw and horse-powered sweep cut cordwood in the yard while the farm women perform household duties, including quilting, indoors. Cordwood was sold to the Grand Trunk Railway, steamboats on the St. Lawrence, local residents, and local mills.</p> <p>OPPORTUNITIES FOR LEARNING AT THE ROSS FARM HOUSE</p> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> • How is the term “family” and “household” differentiated? • What do you think would influence household sizes? • What type of tools made it easier for settlers to build their homes with squared timber? <p>SCIENCE</p> <ul style="list-style-type: none"> • List the many uses of wood in the 19th century. 	
<p>ACTION (visit) Guiding Questions</p> <ul style="list-style-type: none"> • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent) <p>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. <i>Possible answer:</i> Braided rugs, hooked rugs, potholders</p> <p>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. <i>Answer:</i> 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.</p> <p>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. <i>Possible answer:</i> Coffee grinder, brass candlesticks, match holder, sewing table, clock, drop-leaf table, pine corner cupboard, antique dishes.</p>	

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

ANSWERS FROM THE ROSS FARM HOUSE MINDS-ON QUESTIONS

Answer: Family is nuclear, biological, and extended which may include grand-parents, aunts/uncles. Household refers to all people living in a specific dwelling place which may include relatives, boarders and hired hands.

Answer: children staying home until they are much older acting as labourers, income made by the land owner

Answer: hand auger, chisel, broad ax, wooden wedges, hand saws, pit saws (large saw), wooden pins were used, not nails

Answer: railway, village residents (heating/fuel), steamboats, roofing, building

ASSESSMENT

P/J: Create a mind map to show your learning about life on the Ross Farm. You may want to include items you saw while visiting the house, as well as information learned in the minds-on discussions.

Students can be evaluated 1.2, 1.4, 3.7, 4.1.

J/I: Students work in small groups to discuss the environmental effects that arise as farmers cut trees to make a living. Make an advertisement that demonstrates your knowledge and understanding of these effects and show examples of what farmers can do to help the environment.

Students can be evaluated in Media Literacy 3.3, 3.4, 4.1.

Cabinetmaker



This building, which today is the Cabinetmaker's shop, originally stood on the farm property of Captain John Loucks along the riverfront of Williamsburg Township. Probably built in the 1850s, its original use is unknown. In 1957, it was moved eastwards a distance of five kilometers, and modified to represent a cabinetmaker's shop of the 1860s.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>LANGUAGE</p> <p>Oral Communication Overall Expectation 2: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>Writing Overall Expectation 1: Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Writing Overall Expectation 3: Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</p> <p>FRENCH AS A SECOND LANGUAGE</p> <p>Speaking Overall Expectation B1.Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p> <p>Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p> <p>Writing Overall Expectation D2: The Writing Process: use the stages of the writing</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2: An effective Communicator</p> <p>(a) Listens actively and critically to understand and learn in light of gospel values</p> <p>(c) Presents information and ideas clearly and honestly and with sensitivity to others</p> <p>CGE 3: A Reflective and Creative Thinker</p> <p>(c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 4: A Self-Directed, Responsible, Life Long Learner</p> <p>(d) Responds to, manages and constructively influences change in a discerning manner</p> <p>(f) Applies effective communication, decision-making, problem-solving, time and resource management skills</p>

<p>process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively</p> <p>SCIENCE Grade 3 - Strong and Stable Structures Overall Expectation 2: Investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function Overall Expectation 3: Demonstrate an understanding of the concepts of <i>structure</i>, <i>strength</i>, and <i>stability</i> and the factors that affect them Grade 5 - Forces acting on structures and mechanisms Overall Expectation 2: investigate forces that act on structures and mechanisms Overall Expectation 3: identify forces that act on and within structures and mechanisms; and describe the effects of these forces on structures and mechanisms</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>In addition to repairs, the cabinetmaker produces custom-made furniture and other wooden items for his customers. Hard pressed by large mechanized furniture and chair factories, he would also assemble mass-produced parts to stay in business.</p> <p>SCIENCE P/J: The teacher will model how to bend strips of wood soaked in water and use these strips to construct a tool that holds a cooking pot up over ground level. Discuss the nature of stability with students. (What is stability? What makes a structure unstable? How can a structure become stable?) Put the students into groups and have them discuss how they could use the strips of wood to construct a tool that would support a cooking pot. The tool may be constructed so that a pot is hung from an arch. Tell the students that they may need to use more than one piece of wood to construct a stable arch. Have each group prepare a sketch of their tool and a list of materials they will need. J/I: Discuss how stability and the forces of gravity, compression and tension act on a structure. The teacher will model how to bend strips of wood soaked in water. Brainstorm ideas regarding how these strips could be used to construct a tent frame. Students draw a draft of their tent frame. *Teachers can access the complete lesson plan at: http://www.etfo.ca/Resources/ForTeachers/Documents/Learning%20Circles%20Grades%203-6%20-%20Curriculum%20Links%20for%20Ontario%20Teachers.pdf This activity can be adjusted, where students would use popsicle sticks to create a miniature support or tent frame.</p>	

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SCIENCE

P/J: Using the new information from the Cabinetmaker, students can make changes to their sketches. Students can now build their arches.

J/I: Allow students time to make changes to their original sketches. Students now construct their tent frames.

ASSESSMENT

SCIENCE

Have students work in small groups to become experts on one of the simple machines found at the Cabinetmaker's Shop (e.g., mallet, chisel, handsaws, mortising machine) Then, students can draw and label their simple machine on chart paper and present how it works and why it made life easier for early settlers in a short oral report to the class.

LANGUAGE/FSL

P/J: Assess each group of students as they discuss plans for their tool, participate in its construction, present it to the class and describe possible improvements.

J/I: Each student will hand in a report. Each report should include: a written plan and an accurate sketch of the frame, the steps taken to construct the frame, the forces acting on the stability and strength of the frame (gravity, compression, tension), a method of measuring the amount of force acting on the tool (e.g. using a spring scale), a description of any problems encountered and a proposal to overcome these problems. The report should be written in organized paragraphs that follow a logical sequence.

Blacksmith Shop



This Blacksmith Shop came from Lancaster Township in Glengarry County, approximately 70 kilometers northeast from here. While the exact date of construction is unknown, this shop was operated by blacksmith Ozias Joseph Bourbonnais on one acre of land he leased from Charles LeClair in 1879. The Bourbonnais family sold the Shop and its contents to Upper Canada Village in 1959. Today, the Shop represents the Blacksmithing trade in the 1860s, with one half representing the role that blacksmiths often had as wheelwrights.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
<p>SOCIAL STUDIES Grade 3 Overall Expectation B3: Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs (B3.5)</p> <p>SCIENCE Grade 3 Overall Expectation: Strong and Stable Structures: Demonstrate an understanding of the concepts of <i>structure</i>, <i>strength</i>, and <i>stability</i> and the factors that affect them</p> <p>Grade 7 Overall Expectation: Form and Function: Design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them</p>	<p>The Ontario Catholic School Graduate Expectations evident in this lesson include:</p> <p>CGE 2 An Effective Communicator (c) Presents information and ideas clearly and honestly and with sensitivity to others. (d) Writes and speaks fluently one or both of Canada's official languages</p> <p>CGE 3 A Reflective, Creative and Holistic Thinker (c) Thinks reflectively and creatively to evaluate situations and solve problems</p> <p>CGE 4 A Self-Directed, Responsible, Lifelong Learner (f) Applies effective communication, decision-making, problem-solving, time and resource management skills</p> <p>CGE 7 A Responsible Citizen (i) Respects the environment and uses resources wisely</p>

<p>MATHEMATICS</p> <p>Grade 3 Overall Expectation: Data Management and Probability: Collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed</p> <p>Grade 8 Overall Expectation: Geometry and Spatial Sense: Demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world</p> <p>LANGUAGE</p> <p>Overall Expectation: Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>Overall Expectation: Oral Communication Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p> <p>FRENCH AS A SECOND LANGUAGE</p> <p>Writing Overall Expectation D1: Purpose, Audience, and Form: write French texts for different purposes and audiences, using a variety of forms</p> <p>Speaking Overall Expectation B1: Speaking to Communicate: communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience</p>	
--	--

MINDS-ON (pre-visit)

- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

The blacksmith shoes horses, repairs wagons, and fixes machinery for his enterprising neighbours. A good blacksmith was an essential part of a thriving community.

SOCIAL STUDIES

P/J: How is land used in our community? List the ways that land is used (e.g. for housing, recreation, industry, commerce, agriculture, transportation) and explain how these ways meet people's needs and wants.

SCIENCE

P/J: Define structure, strength, and stability. Conduct experiments to determine how the choice of materials and construction techniques can make a structure stronger and more stable.

J/I: Investigate external and internal forces acting on structures.

MATHEMATICS

P/J: Provide many opportunities for students to organize objects into categories and to display data in pictographs and simple bar graphs. Practice reading and describing data in pictographs and simple bar graphs.

J/I: Investigate through problem solving the geometric properties of circles. Given different geometric properties, construct circles.

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

P/J: Create a chart to compare land usage in your community to land usage in Upper Canada Village.

SCIENCE/LANGUAGE

P/J: Students will draw a labelled diagram of an anvil or bellows. They will write a paragraph describing the function of the tool, what makes it strong and stable and what forces act on it.

J/I: Pairs or small groups of students will design and construct a model Ferris wheel using popsicle sticks.

MATHEMATICS

P/J: The class will create a list of products that the blacksmith makes. In pairs students will sort the products into categories according to how they are used, who uses them or where they are used. They will then display them in a pictograph or a simple bar graph. Pairs will present and describe their graphs to the rest of the class.

J/I: The wheelwright has to make a cart wheel with a radius of 45cm. Draw a labelled diagram of the wheel.

ASSESSMENT

SOCIAL STUDIES/LANGUAGE/FSL

P/J: Write a paragraph comparing land usage in your community to land usage in Upper Canada Village.

P/J: Provide students with the comparison chart created during Consolidation. Ask them to examine the chart and list how land usage has changed and provide possible reasons for these changes.

SCIENCE/LANGUAGE/FSL

J/I: Groups of students will present their model Ferris wheels to the class and explain the forces acting on their models.

J/I: Draw a diagram of a cart wheel with a radius of 80cm. Describe the forces acting on the wheel and explain how the wheel is constructed to withstand these forces.

Bakery



The Bakery was added to Upper Canada Village in 1962, as a representation of the 19th century commercial bakeries that produced bread in large quantities to sustain railway, canal, and other itinerant workers who were fed on the job. The design of its large wood-fired bake oven is typical of others in the region. Today, the bakery makes bread daily for Willard's Hotel, use in Village programs, and sale at the Village Store.

CURRICULUM CONNECTIONS

SOCIAL STUDIES

Grade 1 Overall Expectation B1:

Application: describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs

SCIENCE

Grade 1 Overall Expectation: Energy In Our Lives:

Assess uses of energy at home, at school, and in the community, and suggest ways to use less energy

Grade 5 Overall Expectation: Conservation of Energy and Resources:

Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The Ontario Catholic School Graduate Expectations evident in this lesson include:

CGE 2 An Effective Communicator

(b) Reads, understands and uses written materials effectively
(d) Writes and speaks fluently one or both of Canada's official languages

CGE 4 A Self-Directed, Responsible, Lifelong Learner

(f) Applies effective communication, decision-making, problem-solving, time and resource management skills

CGE 5 A Collaborative Contributor

(e) Respects the rights, responsibilities and contributions of self and others

<p>MATHEMATICS Grade 3 Overall Expectation: Measurement: Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units</p> <p>Grade 8 Overall Expectation: Measurement: Research, describe, and report on applications of volume and capacity measurement</p> <p>LANGUAGE Overall Expectation: Writing Generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>FRENCH AS A SECOND LANGUAGE Writing Overall Expectation D1: Purpose, Audience, and Form: Write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary and stylistic elements to communicate clearly and effectively</p>	
<p>MINDS-ON (pre-visit)</p> <ul style="list-style-type: none"> • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning <p>Using flour ground from the mill, the bakers mix bread dough by hand in the large wooden box, then weigh and pan individual loaves before baking them in the large brick oven. Bakeries relied on the business of travellers and canal workers to prosper, as most families made their own bread at home.</p> <p>SOCIAL STUDIES P/J: Discuss people's needs in their current community and record responses. Discuss whether or not everyone in a community has the same needs, and how those needs are met.</p> <p>SCIENCE P/J: Discuss with students what devices in their homes require electricity and record their responses. Students will be asked to imagine a thunderstorm has caused the power to go off in their houses. Ask: "Would your parents be able to cook a chicken in your oven? Could they use another device to cook it? How is this device different from your oven?"</p>	

J/I: The teacher and students will research and make solar cardboard box ovens. They will discuss the source of energy in the ovens, whether the energy is renewable or non-renewable, and how the energy is transformed.

MATHEMATICS

P/J: Students will examine a variety of recipes for baked goods and identify the attribute (mass or capacity) that needs to be measured and the units that are used to measure.

J/I: Discuss definitions of volume and capacity and how volume and capacity are used in students' homes.

ACTION (visit)

Guiding Questions

- Introducing new learning or extending/reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

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.

CONSOLIDATION (post-visit)

- Providing opportunities for consolidation and reflection
- Helping students demonstrate what they have learned

SOCIAL STUDIES

P/J: Discuss who the baker may have sold his bread to.

SCIENCE

P/J: Revisit the list made of devices in their homes that use electricity. Discuss the tasks that these devices perform and discuss how these tasks could be performed without electrical energy.

J/I: Use a Venn diagram to compare and contrast the cardboard box oven to the baker's brick oven.

MATHEMATICS

P/J: After identifying the attributes to be measured (mass or capacity) and the units required, students will assist in following a recipe for baked goods.

J/I: Brainstorm ways that volume and capacity were used in the bakery. Pairs or small groups of students will further research these ways and the way they are used in present day bakeries.

ASSESSMENT

SOCIAL STUDIES/LANGUAGE/FSL

P/J: Students will pretend to be a community member or visitor to the community and will write a journal entry explaining who they are and why they bought the bread.

SCIENCE

P/J: Provide students with pictures of household devices that use electricity, e.g. washing machine, clothes dryer, vacuum cleaner, electric mixer, toaster, kettle. Have them explain, using words or drawings, how the tasks can be done without electrical energy.

J/I: Identify the forms and sources of energy for the cardboard box oven and the baker's oven. State whether the sources are renewable or non-renewable and describe the transformation of energy in each oven.

MATHEMATICS

P/J: Given a recipe with a list of ingredients, students will fill in the appropriate units of measurement required for each ingredient and identify the attribute (mass or capacity) that is being measured.

J/I: Compare and contrast how volume or capacity was used in an early settler village bakery with how it is used in a present day bakery.

EXPLANATION OF APPENDICES

What is a RAN (Reading and Analyzing Non-Fiction) Chart?

A RAN chart is Tony Stead's adaptation of a KWL chart. In this non-fiction strategy, students begin by brainstorming *what they think they know* on a topic, followed by any questions or wonderings they have on that topic. New learning is also identified following a planned lesson or experience. This chart is a graphic organizer that provides students with a tool to present their learning in a particular area.

Teachers are encouraged to fill in a class RAN chart as a model for the students for this activity for Upper Canada Village globally.

APPENDIX 1 and 2: Primary / Junior Traveller's Log

This template is designed to be used by the students before and during their visit to Upper Canada Village. Teachers can copy the two pages front and back, to create a folded booklet that allows students to focus on a particular building. Depending on the number of buildings the students are asked to focus on, teachers can choose to add additional copies of the RAN chart to the booklet.

Things to do Before the Visit:

- Each student should fill in the Traveller's Profile section.
- Teachers can assign groups of students to particular buildings for the visit.
- Students should fill in the "What I Think I Know" section of the RAN chart, as well as the "Wonderings" section of the chart.

Things to do During the Visit:

- After visiting a building, students should discuss as a group what they have learned.
- Students are then asked to fill in the "New Information" section of the chart.

Things to do Following the Visit:

- Students are asked to choose their two favourite memories from their visit to Upper Canada Village, draw and colour a picture of each memory in the "Snapshots from my journey in time" section.
- Depending on the age level, students are encouraged to add a caption to their snapshots.

APPENDIX 3 and 4: Junior / Intermediate Traveller's Log

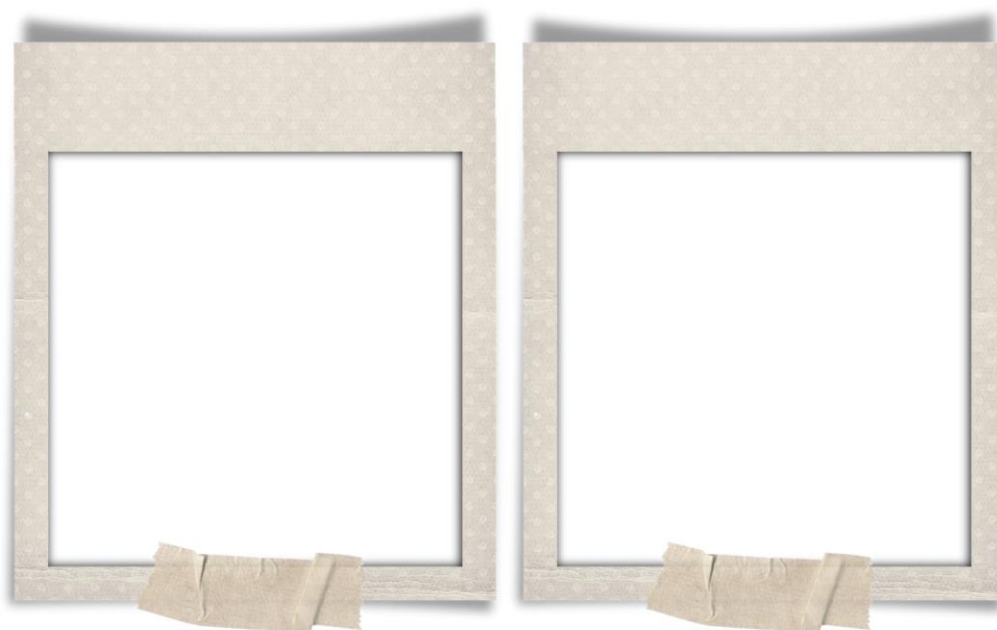
This template is designed for older students, and includes the full RAN chart to demonstrate their thinking and learning. Teachers can modify the above suggestions to suit the levels and abilities of their students.

APPENDIX 5: Action Cards

Action cards are to be used by teachers and student supervisors during their visit to Upper Canada Village. The cards can be photocopied and placed on a ring for easier access. Each building showcased in the unit is included on a card to be used for guiding questions and additional information while at the village.

APPENDIX 6: Scavenger Hunt for Discovery Centre



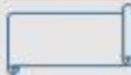
The Discovery Centre is a great resource for teachers and student supervisors, providing historical information and perspective on life in the 1860s. It showcases the significance of the St. Lawrence, the impact of the War of 1812 and the battle at Crysler Farm, immigration and settlement, Aboriginal connections and the impact of trades and industrial development. The scavenger hunt template provides an overview of these areas, and helps students to focus on the various themes within the Discovery Centre. Answers are provided on the information sheet included. It is designed to be photocopied onto ledger size paper, but can be altered to meet the needs of the student group.

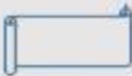




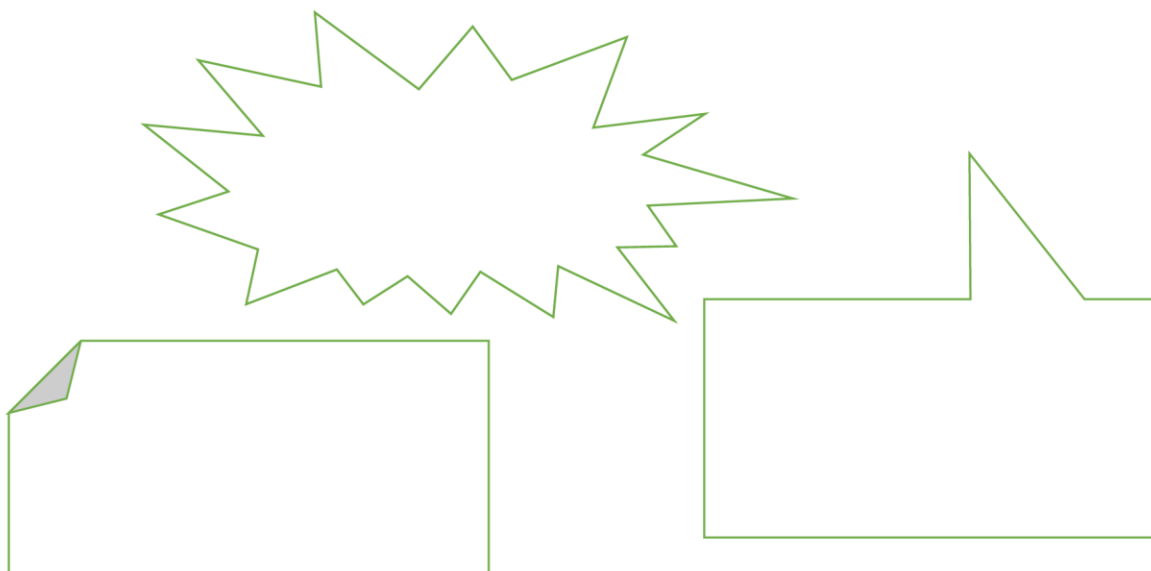
Snapshots from my journey in time...

Traveller's Profile

Personal Information	
Name	
Teacher's Name	
Class/School	
Village Information	
Building(s) to discover	
Purpose of visit (focus)	
Plaque information	
Interpreter Present	Yes or No

Traveller's Log		
Name of Building:		
 New information	 Wonderings	 What I think I know






What I think I know 	Wonderings 	New information 
Traveller's Log		
Name of Building:		








Snapshots from my journey in time...

Traveller's Profile

Personal Information	
Name	
Teacher's Name	
Class/School	
Village Information	
Building(s) to discover	
Purpose of visit (focus)	
Plaque information	
Interpreter Present	Yes or No

				
Wonderings?	New information	Misconceptions	Yes, we were right!	What I think I know

Name of Building: Traveller's Log

Name of Building:				
Traveller's Log				
				
What I think I know	Yes, we were right!	Misconceptions	New information	Wonderings?

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.

Upper Canada Village

A Journey Through the Discovery Centre

The following scavenger hunt, “A Journey Through the Discovery Centre”, will enhance your students’ learning experience while visiting the 8 Exhibit Galleries found in the Discovery Centre.

The star ★ on the scavenger hunt indicates the first exhibit gallery you encounter when you enter the Discovery Centre. You may choose to begin the scavenger hunt at the star; however, the scavenger hunt is set up in such a way that it can begin at any of the 8 exhibit galleries. If you would like to complete the scavenger hunt in the order in which they appear in the Discovery Centre, please note that it follows a counterclockwise path through the exhibit galleries.

The answers to the scavenger hunt questions can be found on the plaques mounted on the walls, as well as in the video, in each of the 8 Exhibit Galleries listed below.

Teachers are encouraged to print the scavenger hunt map and answer sheet back-to-back.

This allows the students to easily record their answers on the back of their map while travelling through the Discovery Centre.

Exhibit Gallery #1: A Strategic Location

List five reasons why access to water was important for the early settlers.

Answers: Food, travel, agriculture, trade, industry

What types of river travel were used throughout the 19th century?

Answers: Canoe, flat-bottomed bateaux, sailing ships, steamships

Exhibit Gallery #2: Defending the Canadas

How long did the War of 1812 last?

Answers: 2 years – it ended with the Treaty of Ghent in December 1814

What three fronts were attacked by the American Army?

Answers: Detroit, Niagara, St. Lawrence River

Exhibit Gallery #3: The Battle of Crysler’s Farm

Who was not able to reach Montreal during the war?

Answers: The American Army

Who fought during the War of 1812?

Answers: United States and Britain

Who led the British?

Answer: Lieutenant Colonel Joseph Wanton Morrison

Exhibit Gallery #4: Early Settlement in Upper Canada

In what year did the Loyalists have their land confiscated?

Answer: 1784

Where did some Loyalists meet to draw ‘lots’ of land? What was this land used for, less than thirty years later?

Answers: Cornwall (known as Johnstown). The land was used as a battlefield during the War of 1812.

Exhibit Gallery #5: Aboriginal Nations

Who were the Haudenosaunee?

Answers: Ancestors of today's Mohawks of Akwesasne and Tyendinaga

How did the Haudenosaunee regard the river?

Answers: As sacred and a giver of life

What did the river provide to the Haudenosaunee?

Answers: Food and a method of travel to trade with other nations

Exhibit Gallery #6: Emerging Canadian Identity & Living along the St. Lawrence

When the emigrants arrived, what items did they bring with them?

Answers: Uncut cloth, good shoes, seeds and hand tools

What two regions made up the Province of Canada?

Answers: Upper and Lower Canada

Which colonies were joined under the British North American Act of 1867?

Answers: Province of Canada, New Brunswick and Nova Scotia

Exhibit Gallery #7: Dramatic Change

What was the main crop for most farmers in Upper Canada?

Answer: Wheat

Name one of the new manufactured goods that eased women's work around the house.

Answer: Iron for clothing, hand mixer

What was the average life expectancy during the 19th century?

Answer: Thirty-six

Exhibit Gallery #8: Changing Communities

In July 1958, how many acres of land did the flooding cover in Canada?

Answer: 20,000 acres of land

How many people were displaced during the flooding?

Answer: 6,000 people

Who turns the wheel to steer the ship in the correct direction?

Answer: The Wheelsman

Traveller's Name: _____

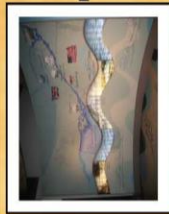
A Journey Through the Discovery Centre

• _____

• _____

• _____

• _____



• _____

• _____

• _____

• _____



• _____

• _____

• _____

• _____



• _____

• _____

• _____

• _____



• _____

• _____

• _____

• _____

• _____

• _____

• _____

• _____



• _____

• _____

• _____

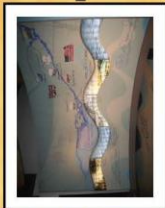
• _____



Traveller's Name: _____

A Journey Through the Discovery Centre

- List five reasons why access to water was important for the early settlers.
- What types of river travel were used throughout the 19th century?



- How long did the War of 1812 last?
- What three fronts were attacked by the American Army?



- Who was not able to reach Montreal during the war?
- Who fought during the War of 1812?
- Who led the British?



- In what year did the Loyalists have their land confiscated?
- Where did some Loyalists meet to draw 'lots' of land? What was this land used for, less than thirty years later?



- In July 1958, how many acres of land did the flooding cover in Canada?
- How many people were displaced during the flooding?
- Who turns the wheel to steer the ship in the correct direction?



- What was the main crop for most farmers in Upper Canada?
- Name one of the new manufactured goods that eased women's work around the house.
- What was the average life expectancy during the 19th century?



- When the emigrants arrived, what items did they bring with them?
- What two regions made up the Province of Canada?
- Which colonies were joined under the British North American Act of 1867?



- Who were the Haudenosaunee?
- How did the Haudenosaunee regard the river?
- What did the river provide to the Haudenosaunee?



835 Campbell St.
Cornwall, ON., K6H 7B7

www.eoccc.org

Tel: 613-703-1752 Fax: 613-933-7966