

Pioneer Life



Name: _____

Ontario Social Studies Curriculum Grades 1 to 6, 1998

Strand: Heritage and Citizenship

Topic: Pioneer Life

Grade:3

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Developed by T. Tasker

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Overall Expectations

- identify early settlers and their origins, and describe their lives and contributions
- identify the contributions of Aboriginal peoples to early settlement
- describe changes that have occurred in their communities since the time of early settlers

* All specific expectations are covered by this unit and are mentioned at the end of each of the activities with the exception of the following two which are covered by all activities, however, would be best covered through a field trip to a pioneer village.

HC14:locate key information about pioneer communities from primary sources (eg. local museums; pioneer house, fort, villages) and secondary sources (eg. maps, illustrations, print materials, videos, CD-ROMS)

HC22:compare and contrast life in a pioneer settlement with that in their own community (eg. with respect to services, jobs, schools, stores, use of natural resources)

Materials Box		
<ul style="list-style-type: none">- large map of Ontario- large map of the World- little boats cut out of blue, grey, red, green and purple)- <u>A Coyote Columbus Story</u> by Thomas King (ISBN 0-88899-155-X)- Heritage Minutes from Historica (www.histori.ca or 1-800-567-1867)	<ul style="list-style-type: none">- black poster board cut into 7.5x15 cm rectangles (class set)- scissors- stapler- string- any pioneer artifacts you may own- whipping cream- clean jar and lid	<ul style="list-style-type: none">- crackers- plastic knife- a pioneer treat such as corn muffins or a favourite recipe of your own- pieces of cardboard (class set)- hole punch- pencil crayons



Dear Parent or Guardian,

We are beginning our next Social Studies Unit, Heritage and Citizenship, Pioneer Life. By the end of this unit, your child will:

- identify early settlers and their origins, and describe their lives and contributions
- identify the contributions of Aboriginal peoples to early settlement
- describe changes that have occurred in their communities since the time of early settlers

As outlined in the Social Studies Curriculum, Ministry of Education, 1998.

Home Links:

To help your child further their understanding in this social studies unit, here are some fun activities for you and your family.

- visit various historical sites and museums in our community
- visit www.projects.yrdsb.edu.on.ca/pioneer/village_life.htm
- visit our local community library and take out books about pioneer life and pioneer stories
- make a traditional pioneer recipe



Happy Adventures,

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Pioneer Life

Our New Social Studies Words

[illegible]

Grade 3 HCglossary covers:

HC12: use appropriate vocabulary (eg. grist mill, pioneers, settlement, general stores, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples) to describe their inquiries and observations

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Pioneer Life

The Canadian Coat of Arms

Look at the Canadian Coat of Arms below. What symbols do you see? Think about it first, then pair up with a partner and finally share with the class.



As a class let's complete the meaning of the symbols in the chart and add other important symbols and what they mean to us in the chart below:

Symbol	Meaning
	
	
	
	
	
	
	

Grade 3 HCactivity001 covers:

HC23: identify significant heritage symbols on the Canadian coat of arms (eg. beaver: fur trade; maple leaf: early settlers; Union Jack: Britain)

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Pioneer Life

The Migratory Tribes of the Eastern Woodlands

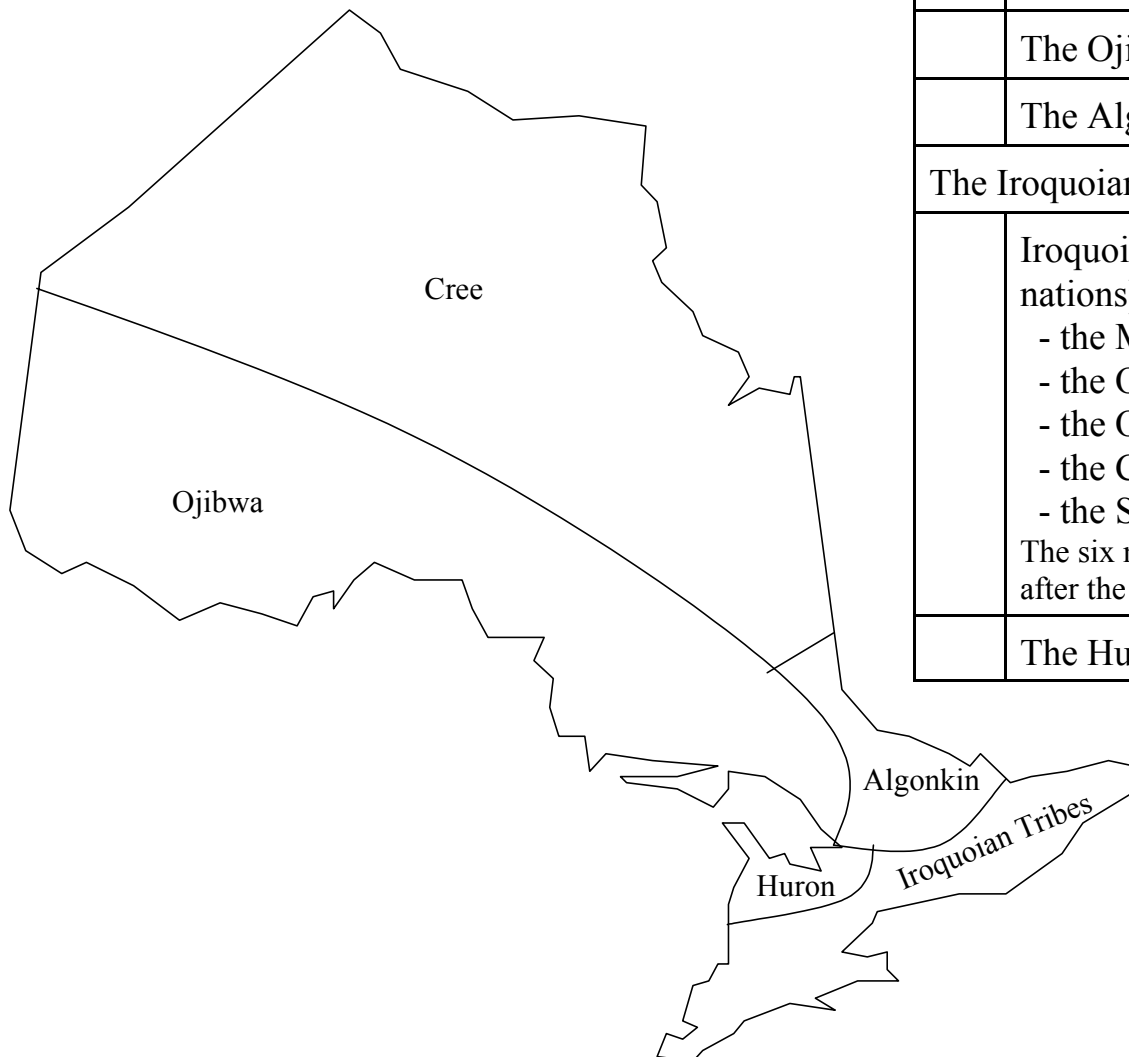


It started 40 000 years ago, a land bridge called Beringia surfaced and connected Russia and Alaska. This bridge allowed the first people to migrate from Asia to North America. Once in North America the people followed the herds of bison, antelope and mammoth south. As they travelled south, different cultures developed. These cultures were primarily influenced by the immediate environment.

Below there is a map of part of the Eastern Woodlands showing the regions of the various migratory tribes that existed just prior to European contact.

What do we call this area now? _____

Let's colour the map and fill in the legend.



The Algonkian linguistic family	
	The Cree
	The Ojibwa
	The Algonkin
The Iroquoian linguistic family	
	Iroquoian Tribes (the five nations) <ul style="list-style-type: none">- the Mohawk- the Oneida- the Onondaga- the Cayuga- the Seneca The six nations were formed after the Tuscarora joined.
	The Huron

Pioneer Life

Aboriginal Communities



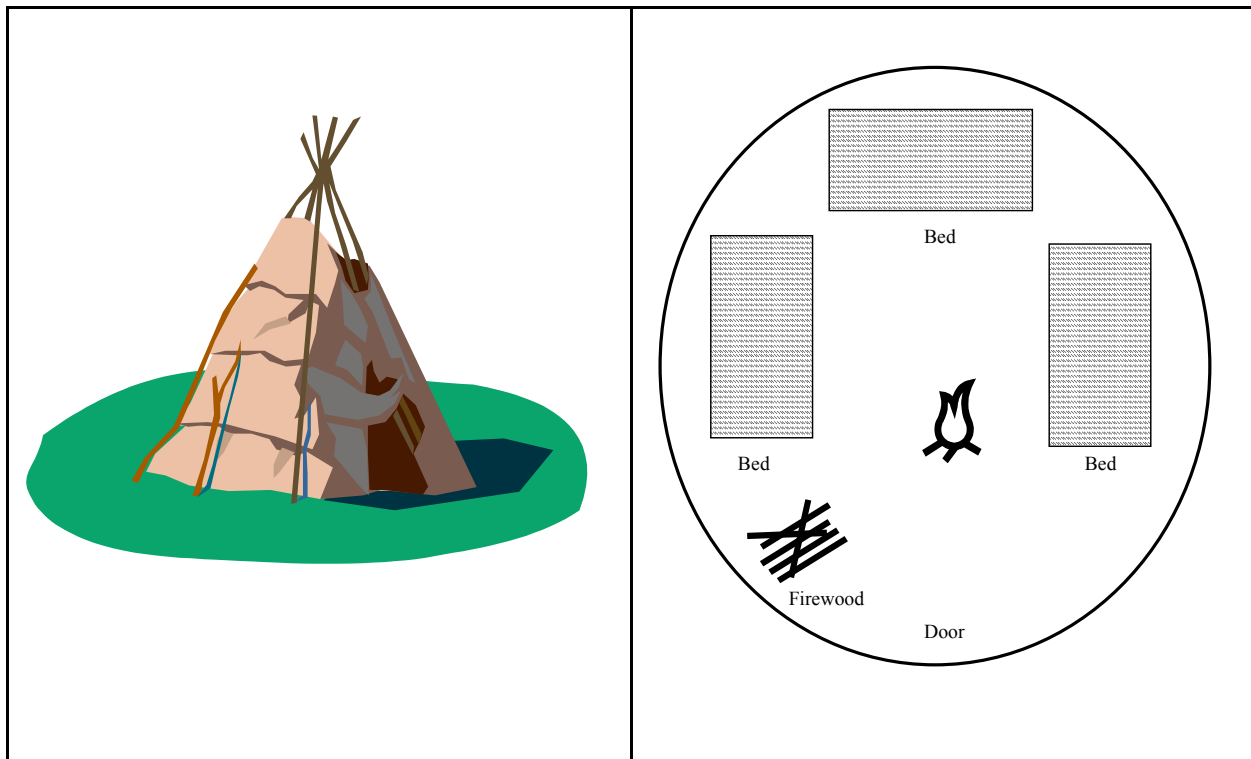
In “Ontario” (before being called Ontario) the inhabitants were divided into two large groups based on linguistic families. You may have noticed that the legend divided the various tribes into these two linguistic groups - the Algonkian and the Iroquoian families.

The first linguistic family was Algonkian which included the Cree, the Ojibwa and the Algonquin. These people were wanderers and lived mostly by hunting and fishing.

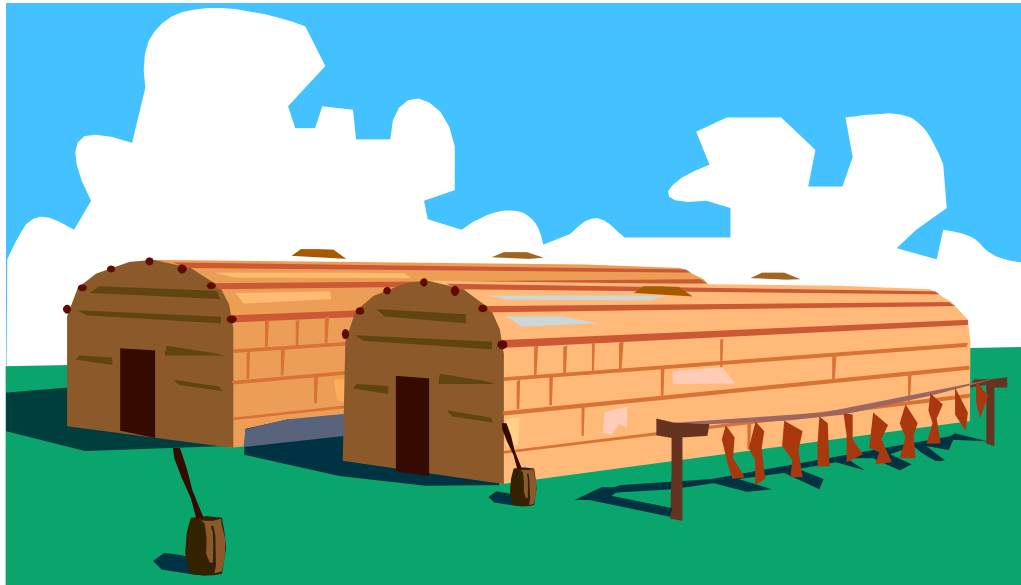
The Algonkian built wigwams to live in. What do you think wigwam means in Algonkian? _____.

The Algonkian would build a frame for the wigwam and then cover it with birch bark, mats made from rushes or animal skins. Whenever they had to move, the birch bark mats or skins were removed and rolled up and taken with them. The frame was left behind.

The Cree and Ojibwa built tepees to live in. The tepee frame was made from 16 poles about 9 metres long and had a diameter of 5 metres. Fourteen buffalo hides were needed to cover the frame. The women made, owned, repaired, moved and set up the tepee. Two women could erect a tepee in forty-five minutes!



The second linguistic group was the Iroquoian family which included the Hurons and the Five Nations (now known as the Six Nations). They lived in semi-permanent villages and made clearings in forest to farm some of the land. They would move their 'village' every ten to thirty years or when they found themselves too far away from wood. The Iroquois and Hurons built long houses. These buildings would be about 9 metres wide and 27 metres long and 6 metres high. Tree saplings would be used to make the frames and cedar or elm bark were tied on with wood fibres.



Why do you think these tribes had different types of dwellings?

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The People Who Came



As a class let's read A Coyote Columbus Story by Thomas King.

Toronto, the capital of Ontario, is one of the most multicultural cities in the entire world! Even the first Ontario settlers came from several different countries.

Samuel de Champlain made his first trip to Ontario in 1613 with his expert guide Étienne Brûlé who had been exploring Ontario since 1610. Champlain journeyed up the Ottawa River to Pembroke. Two years later he reached Georgian Bay by travelling the Mattawa River to Lake Nipissing and finally along the French River.

The first settlers in Ontario were from France.

- 1) Let's find France on our map of Europe and colour it blue.
- 2) Let's draw a blue line from France to Ontario.

In 1783 the American Revolution ended and the United States was now independent from Britain. Many people living in the United States were still loyal to the King of Britain and decided to move to Canada. This group of settlers are called the United Empire Loyalists in history books.

- 3) Let's find the United States on our map of North America and colour it grey.
- 4) Let's draw a grey arrow from the United States to Ontario (just across lake Ontario!)

After 1815 a flood of English, Scottish and, in the greatest numbers, Irish immigrated to Canada. The immigration to Canada was a result of a series of economic depressions and famines in the United Kingdom. The immigrants hoped for a brighter and more prosperous future in Canada.

- 5) Let's find England on our map of Europe and colour it red and draw a red line from England to Ontario.
- 6) Let's find Scotland on our map of Europe and colour it purple and draw a purple line from Scotland to Ontario.
- 7) Let's find Ireland on our map of Europe and colour it green and draw a green line from Ireland to Ontario.

Be sure to add your compass rose and complete the legend!
Please note that the Atlantic Ocean is NOT sized accurately.

Legend:

	France
	United States
	England
	Scotland
	Ireland



Grade 3 HCactivity004 covers:
HC1: identify the countries of origin of the pioneers who settled in Upper Canada
HC4: describe the routes pioneers took to arrive at their destination in Upper Canada
HC16: make and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (eg. to describe routes taken by the pioneers)
HC18: locate and label the countries of origin on a world map
HC20: trace the routes (eg. England to Upper Canada) taken by early settler on a world map
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Pioneer Life Pioneer Settlements



Ontario has had several names in her history.

The territory started out as the western part of New France	Until 1763
It was part of a vast Native reserve for 11 years	1763 to 1774
It was part of the Province of Quebec for 17 years	1774 to 1791
For almost fifty years it was called Upper Canada	1791 to 1841
For twenty five years it was called Canada West	1841 until 1867
Finally, on July 1, 1867, the British North America Act was passed and the Dominion of Canada came into being and the territory became what we call it today, the Province of Ontario.	1867 until NOW

Through out this time many trading posts, forts and settlements covered the territory. Most of these settlements were accessible by water, that is, you could travel to those destinations using either the St. Lawrence River or the Great Lakes. Transportation was easier this way because the land was so densely covered by trees that travelling by foot was very hard and took a long time. The trading post at Sault Ste. Marie was established in 1666, one of the earliest in Ontario, by the French. On the next page is a map of Ontario showing some of the early settlements of the 18th and 19th century. As a class, let's complete the legend and add our compass rose to the map.



Legend:

1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8			

Grade 3 HCactivity005 covers:

HC2:identify the areas of early settlement in Upper Canada

HC5:explain how the St. Lawrence River and Great Lakes were important to the settlements of Upper Canada (eg. for trade and transportation)

HC16:make and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (eg. to describe routes taken by the pioneers)

HC19:locate and label pioneer settlements on a map of Upper Canada

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Pioneers and the Environment

Imagine you are an early french settler and you've become separated from your fellow explorers. You have a small sac that contains a pot, an axe, a blanket and a knife. You are standing beside a river and behind you is a forest. What resources do you have surrounding you? Let's write them in the chart below under resources.

Now let's think of ways we can use these resources to help us survive. Write them in the chart below under use for survival.

Resources	Use for Survival
In my bag I have: <ul style="list-style-type: none">- a pot- an axe- a blanket- a knife	

Grade 3 HCactivity006 covers:

HC6:explain how the pioneers used natural resources (eg. water, forests, land)

HC15:collect and evaluate information about human and environmental interactions during the early settlement period

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Help from the Native Americans



As a class let's watch the Heritage Minutes "Jean Nicollet" and "Syrup" (© Historica, 1999)

Exploration and Technology

In the heritage minute "Jean Nicollet", how did the Native Americans help Jean Nicollet and explorers after him?

It was really hard walking to places in the deep snow that would fall in the winter. A piece of technology from the Native Americans made walking in the snow easier. These are called

_____.

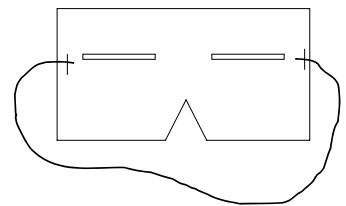
The glare of the sun on the snow can be blinding during the winter days. The Algonquin tribe made snow goggles to cut the glare of the sun. Let's make a pair for ourselves!

Materials:

- 1) black poster board cut into 7.5 cm by 15 cm rectangles.
- 2) scissors
- 3) stapler
- 4) string

Method:

- 1) Cut a triangle in the middle of one of the long sides of the rectangle for your nose.
- 2) Cut two slits about 4 cm long for your eyes.
- 3) Staple the string to either side.
- 4) Put your mask on!



Food and Agriculture

In the heritage minute "Syrup", how did the Native Americans help the European Settlers?

The Iroquois called corn, bean and squash the three sisters. These foods were the sustainers, that is the primary source of food for the Iroquois people. The three foods were called sisters because when planted they helped each other grow. The beans would supply nitrogen to the soil which the corn needed and the squash would protect the corn from being eaten by animals like the raccoons. The Iroquois women, who planted the three sisters, would move the location of their planting fields so that the soil could replenish itself as trees and other grasses returned the needed nutrients to the soil. This is still practised on farms today.

Pemmican is dried buffalo meat ground up into a powder and mixed with berries and buffalo fat. One kilogram of pemmican has as much food value as four kilograms of fresh meat. It was stored in sacs made of buffalo skin. Each sac would hold 40 kilograms of the pemmican. How do you think this product, made by the Native Americans helped the early settlers?

Sport and Recreation

Our National sport was invented by the Native Americans. Can you name the Canadian National Sport? _____

A fun recreational activity in the winter on snow covered hills was also introduced to the European settlers. _____

Grade 3 HCactivity007 covers:

HC7:describe the influence of Aboriginal peoples and pioneers in the area of farming methods (eg. the use of crop rotation)

HC8:identify the contributions of Aboriginal peoples to pioneer settlement (eg. medicine, food, and exploration)

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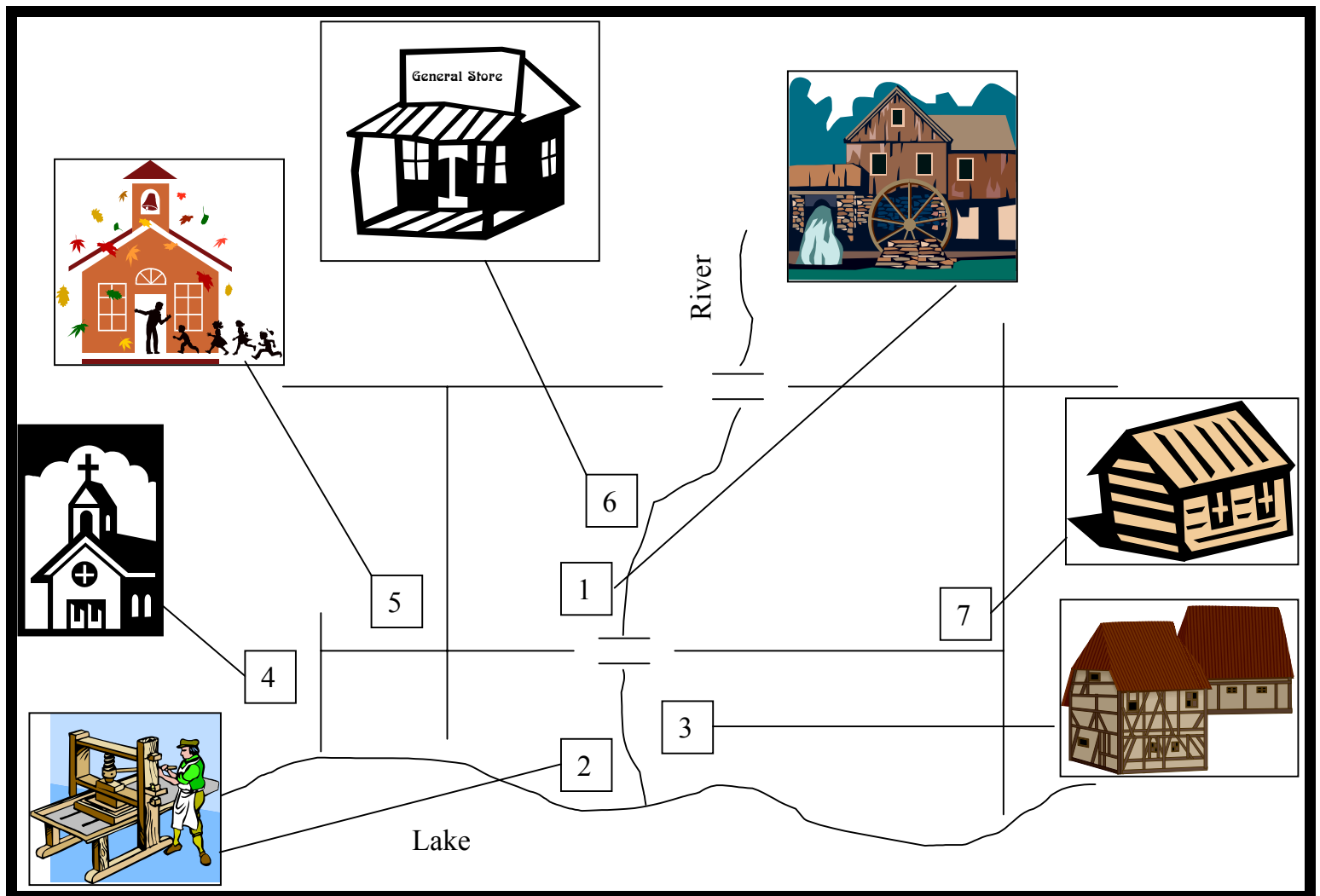
Pioneer Life

The Pioneer Village



A map of Bonfield Pioneer Village is shown below. Let's identify each of the buildings and describe the services provided. Write down your answers in the chart on the next page.

Bonfield Pioneer Village



Number	Building Name	Description
1		
2		
3		
4		
5		
6		
7		

Why do you think the gristmill is beside the river?

Why would the people here build their village around a river and lake?

What do you think the double lines that cross the river represent? _____

Past and Present

Some of the buildings in Bonfield Pioneer Village still exist in our modern day communities. They have changed, but they’re still here. Let’s compare the buildings from Bonfield Pioneer Village to our own modern day community buildings.

Bonfield Pioneer Village	Our Community
Grist Mill	
Printing Press	
Blacksmith	
Church	
School	
General Store	
Farm Cabin	

What are some new buildings that we have that didn’t exist when Bonfield Pioneer Village was a community?

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Tools Past and Present



Many tools that were used by the pioneers are still used today. Tools such as the file, an axe, a saw, a hammer and nails are still used to build houses, furniture and other projects. But with new technology there are a lot of tools that have changed. Cut out the tool stickers on the next page and match the pioneer tool to the modern day tool.

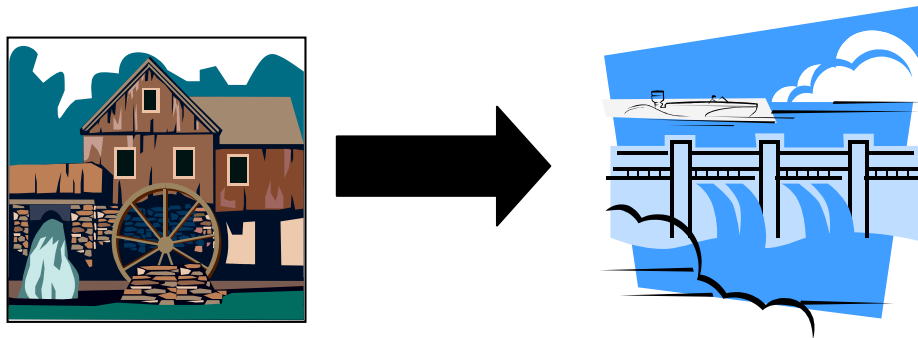
Pioneer Tool	Today's Tool	What does it do . . .

How have the tools changed?

What kind of technology was used in our new tools?

Production Past and Present

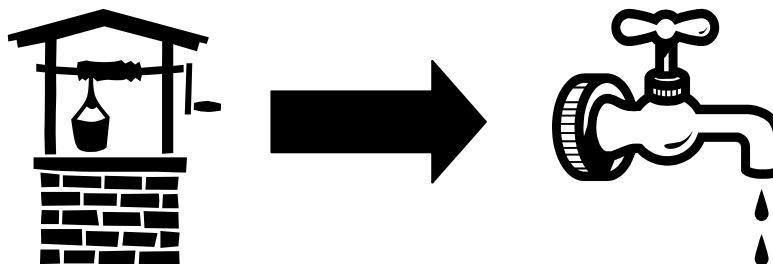
The way we make our products today is very different then how the pioneers made them. For example the water wheel was replaced with hydroelectricity.



What would this replacement mean for grist mills and wood working shops?

.

The way we get our water has changed as well. The pioneers would have to go to the well, let the bucket down, scoop up some water, bring the bucket of water up using the crank and then carry it home. Today we just turn on the faucet.



The pipes that transport the water from the lake to the water filtration plant and then to your home means that people can live anywhere, not necessarily near streams, rivers or lakes.

Butter Me Up!

Most of the things we buy today have been made in factories. The products are then shipped by truck, train or boat to stores around the world! For example, where would you get butter if you needed it for dinner tonight? _____

If we were pioneers we would have to go through a lot more steps to get our butter than simply walking (or driving) to a store and picking it up. Let's list the steps:

1) _____

2) _____

3) _____

Let's make butter now!

Method:

Materials:

- 1) whipping cream
- 2) a clean jar and lid
- 3) crackers
- 4) a plastic knife

- 1) Pour the whipping cream into the clean jar and close the lid tightly.
- 2) Give it 20 shakes and then pass it on to the person next to you.
- 3) Repeat step number two until the butter is the consistency you want
- 4) Once the butter is finished, spread it on crackers and ENJOY!

Which way would you prefer to get your butter tonight?

Can you think of other things that have made our lives easier?

Grade 3 HCActivity009 covers:

HC24: compare tools used by the pioneers to today's tools (eg. hand saw / power saw)

HC26: compare past and present techniques of processing products (eg. production of maple syrup/sugar, lumber, and grain products)

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Pioneer Life

Food, Glorious Food!



Think about what you ate yesterday and write it down in the chart below. You may not have had something to eat in each of the time slots below - that's okay, just record the word "nothing."

Remember the pioneers didn't have grocery stores like we do now. They had a general store where they could buy flour, tea, salt, sugar, spices and cornmeal (ground corn). The food that they grew on their farms included wheat, oats, corn, beans, apples, potatoes, carrots and squash and they would have hunted moose, bear, deer, rabbit and duck. In the forest, they would have picked wild berries and plants that could spice their foods. They may have had some domesticated animals too like cows, pigs, sheep and chickens.

Time	Yesterday I ate . . .	The Pioneers would have had . . .
breakfast		
morning recess snack		
lunch		
afternoon recess snack		
after school snack		
dinner		
before bedtime snack		

What foods are similar from the past and present?

What foods are different from the past and present?

Grade 3 HCactivity010 covers:


HC25:investigate pioneer diet and compare it to that of present-day people (eg. snacks, beverages, breakfast, lunch, dinner)

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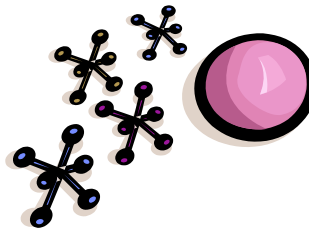
Pioneer Life Children Past and Present

Think of some of your favourite activities to do and write them down on your special notepad below:



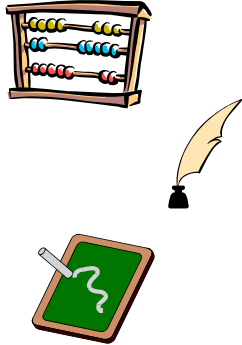
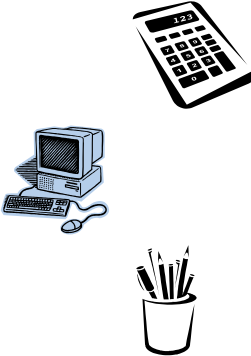
Most pioneer children didn't have time to do most of those activities. Children worked with their parents on the farm. The workdays were long and very rarely did you have any holidays. Children often brought water from the well, chopped firewood, weeded the vegetable garden or washed the dishes. Older children would chop trees and help with the harvest.

Only very young children had time for toys. Their toys were simple things that could be made easily. Some toys may have included rag dolls (dolls made out of old rags), jacks, a carved statue or a top. A top with numbers on it was called a teetotum.



This toy is called _____

Even school supplies look very different today. Let's look at the chart below and connect past to present pairs.

Past	Present
	

Let's Make a Thaumatrope!

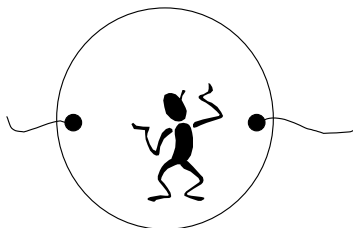
A thaumatrope is a two sided toy, each side having pictures that, when the toy is spun, appear together as a single picture.

Materials:

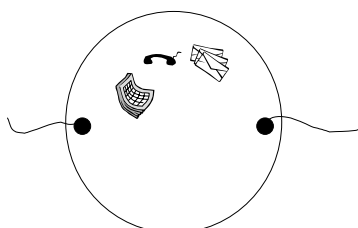
- 1) a piece of cardboard
- 2) scissors
- 3) a hole punch
- 4) pencil crayons
- 5) two pieces of string

Method:

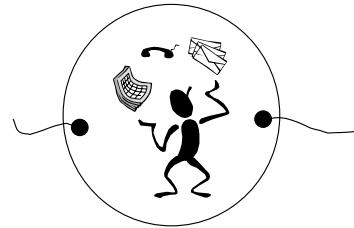
- 1) Cut a circle out of the cardboard.
- 2) Punch a hole on either side (see diagram below).
- 3) Draw part of a picture on one side and the other part on the other side with your pencil crayons.
- 4) Tie a piece of string to each hole.
- 5) Twist the string and watch your picture as it spins!



Side 1



Side 2



When spinning

Pioneer Life

Pioneer Chores



There was a lot of work to do around the house and the farm for the pioneers. Everyone worked really hard, including children. Why do you think the pioneers had to work so hard?

Because there was so much work to do, chores were often divided between men and women. The chart below has divided the chores into three categories, shelter, food and clothing.

1) As a class let's brainstorm some of the "shelter chores" men and women did.

Write the list down in the chart below.

2) As a class let's brainstorm some of the "food chores" men and women did.

Write the list down in the chart below.

3) As a class let's brainstorm some of the "clothing chores" men and women did.

Write the list down in the chart below.

	Girls and Women	Boys and Men
Shelter		
Food		
Clothing		
Other		



Pioneer Life Certificate

This certificate hereby certifies

as a Grade 3 Pioneer Life expert.

Principal

Teacher

Share your social studies booklet with at least one family member at home. After you have shared complete the following:

- 1) Cut out your Pioneer Life Certificate.
- 2) Get the person you shared your social studies booklet with to fill out the form below, detach it and bring it back to school.

C

_____ shared their social studies booklet
with the following family
members:

Parent's Signature