

Teacher Package

Social Studies Exemplar Task Grade 3 – Heritage and Citizenship Teacher Package

Title: Pioneer Life

Time requirement: 210 minutes (four class periods)

- 60 minutes to brainstorm how people help each other
- 40 minutes to explore what pioneers learned from Aboriginal peoples
- 50 minutes to complete a chart on what pioneers learned from Aboriginal peoples
- 60 minutes to complete a chart comparing life in a pioneer community with life in a present-day community

Description of the Task

The first part of this task requires each student to complete a chart that shows the contributions of Aboriginal peoples to the early settlers and why these contributions were important. In the second part of the task, students will complete a chart comparing aspects of life in a pioneer settlement with those in a modern community.

Student Scenario

The following scenario should be presented to students:

As an amateur historian, you have been asked by your local historical society to create a chart that shows how Aboriginal peoples in your area helped the early settlers and why this help was important. The historical society has also asked you to compare life at the time of the early settlers to present-day life in your community.

Expectations Addressed in the Exemplar Tasks

Note that the codes that follow each of these expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify the contributions of Aboriginal peoples to early settlements (3z2);
2. describe changes that have occurred in their communities since the time of the early settlers (3z3);
3. identify the contributions of Aboriginal peoples to pioneer settlement (e.g., medicine, food, and exploration) (3z11);
4. use appropriate vocabulary (e.g., *grist mill, pioneers, settlement, general store, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples*) to describe their inquiries and observations (3z15);
5. collect and evaluate information about human and environmental interactions during the early settlement period (3z18);
6. communicate information, using media works, oral presentations, written notes and descriptions, and drawings (e.g., design a poster advertising a pioneer tool) (3z20);
7. compare and contrast life in a pioneer settlement with that in their own community (e.g., with respect to services, jobs, schools, stores, use of natural resources) (3z25).

Teacher Instructions

Prior Knowledge and Skills Required

To complete these tasks, students should have some knowledge or skills related to the following:

- identifying the Aboriginal peoples who were located in Upper Canada at the time of the first settlement and their contributions to pioneer settlers
- describing the major components of a pioneer village or settlement (e.g., a grist mill, church, school, general store, blacksmith's shop) and the daily lives of the pioneers
- comparing and contrasting life in a pioneer settlement with that of their own community
- making and reading a wide variety of graphs, charts, diagrams, maps, and models for specific purposes
- using appropriate vocabulary (e.g., *herbal remedies, transportation, trapping, tracking*)

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of the exemplar task.

Materials and Resources Required

Before attempting the task, students should be provided with the following materials:

- a copy of the Student Package for each student
- relevant classroom resource materials (e.g., charts, pictures, maps, literature)
- writing and drawing instruments
- 11" x 17" drawing paper

The Rubric

The rubric* provided with this exemplar task is to be used to assess students' work. The rubric is based on the achievement levels outlined on page 11 of *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 1998*.

Before asking students to do the task outlined in this package, review with them the elements of a rubric. Rephrase the rubric so that students can understand the different levels of achievement. You might reproduce the rubric for students or create an overhead transparency to use with the whole class.

Task Instructions

Introductory Activities

The pre-tasks are designed to review and reinforce the skills and concepts that students will be using in the exemplar task and to model strategies useful to completing the task.

Pre-task 1: Activating Prior Knowledge (60 minutes)

1. With the class, discuss how people help each other at school (e.g., the custodial staff, the secretary, teachers, the student council, the principal, students, teachers aides).
2. In pairs or small groups, have students brainstorm how neighbours, family, and friends help each other (e.g., babysitting, shoveling snow, helping neighbours with a major home project like roofing, bringing groceries to an elderly or shut-in neighbour, driving a friend to a doctor's appointment, preparing a meal for a family who has had a baby, looking after a pet for the neighbours while they are away).
3. Taking ideas from the whole group, record information on a class chart drawn on the board or on chart paper.

How People Help Each Other

<i>Who Helps</i>	<i>How They Help</i>
<i>Example:</i> My father	He helps our neighbour fix the fence.

4. Display the chart in the classroom.

Pre-task 2: "The Spring Journal" (40 minutes)

1. Read students the "Spring Journal Entry" provided (see Appendix 1). Have them follow along on their own copies. Ask students to think about what someone could learn about Aboriginal peoples from the journal entry.
2. With students, use the information in the "Spring Journal Entry" to complete the following sample entry on the class chart as preparation for Part 1 of the exemplar task:

<i>What the Aboriginal Peoples Taught the Pioneers</i>	<i>Why This Was Important to the Pioneers</i>
<i>Medicine:</i> <ul style="list-style-type: none">• for example: "put honey on small cuts" <i>Food:</i> <i>Farming:</i>	<ul style="list-style-type: none">• for example: "to seal the wounds and help stop infection"

*The rubric is reproduced on page 13 of this document.

Exemplar Task

The worksheets “How the Aboriginal Peoples Contributed to the Survival of the Early Settlers” (see Appendix 2) and “Comparing Pioneer Times and Modern Days” (see Appendix 3) are both to be submitted for marking.

Part 1: Contributions of the Aboriginal Peoples (50 minutes)

1. Read the Student Scenario to the class and post it for future reference.
2. Refer students to the chart “How the Aboriginal Peoples Contributed to the Survival of the Early Settlers” (see Appendix 2). Briefly review the five categories on the chart. Explain to students that they will be completing the chart independently. Remind them to think about what the early settlers did during the summer, fall, and winter, as well as the spring (which was discussed in the spring diary in Appendix 1).
3. Refer students to the chart from Pre-task 2, “What the Aboriginal Peoples Taught the Pioneers”, as a model for completing their own charts.
4. Have each student complete the chart independently.

Part 2: Comparing Pioneer Times and Modern Days (60 minutes)

1. Conduct a class discussion to compare a day in the life of a pioneer child to that of a modern-day child. Refer to the materials (e.g., pictures, charts, literature, videos) used in your classroom. Record key ideas and vocabulary on chart paper and post these in the classroom.
2. Create a list of topics that have been addressed during the unit (e.g., toys, food, clothing, jobs, buildings, tools, transportation, chores, recreation, schools).
3. Provide students with copies of the chart “Comparing Pioneer Times and Modern Days” (see Appendix 3).
4. Ask students to choose four topics from the list generated in Pre-task 2 (“What the Aboriginal Peoples Taught the Pioneers”). Have them compare and contrast each topic by showing, in pictures and words, how change has occurred between pioneer times (then) and modern days (now).

Appendix 1

Spring Journal Entry

April 30, 1821 – Winter is finally over. We have run out of maple sugar and we miss the sweet taste in our foods. We’ll be glad when we can start making our own sugar again. My friends back home can’t believe that we make our own sugar from the sap of trees. Their parents buy sugar made from sugar cane and they wonder why we can’t go to the store and buy sugar for ourselves.

From the Aboriginal peoples we learned that the sap runs and is the sweetest during the “maple moons”. This is when the days are warm and sunny and the nights are frosty cold. We also learned that once the days become warmer and the trees begin to bud, the sap tastes bitter.

Father and my older brother James plant the crops. We learned from the Aboriginal peoples that it is time to do the planting when the oak leaves are the size of a red squirrel’s foot. They taught us how many seeds to use and what to use as the best fertilizer. To help us remember, James and I sing “one for the blackbird, one for the crow, one for the cutworm, and three to grow”. The Aboriginal peoples also taught us what seeds to plant around our crops to smother the weeds and to keep small animals from eating the sprouting plants.

My family really appreciates the help and advice we get from the Aboriginal peoples and we are looking forward to a bountiful harvest.

