

Heritage and Citizenship Grade 3

Pioneer Life

The Task

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

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand Heritage and Citizenship: Pioneer Life. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. identify the contributions of Aboriginal peoples to early settlement (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).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- identifying the Aboriginal peoples who were located in what is now Ontario 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*)

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 38–41 of this document.

Task Rubric – Pioneer Life

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 3	– demonstrates a limited understanding of the contributions of Aboriginal peoples to the survival of the early settlers	– demonstrates some understanding of the contributions of Aboriginal peoples to the survival of the early settlers	– demonstrates considerable understanding of the contributions of Aboriginal peoples to the survival of the early settlers	– demonstrates a thorough understanding of the contributions of Aboriginal peoples to the survival of the early settlers
Inquiry/research skills and map and globe skills				
The student:				
5	– demonstrates a limited ability to evaluate information about the interactions between Aboriginal peoples and settlers	– demonstrates some ability to evaluate information about the interactions between Aboriginal peoples and settlers	– demonstrates considerable ability to evaluate information about the interactions between Aboriginal peoples and settlers	– demonstrates extensive ability to evaluate information about the interactions between Aboriginal peoples and settlers
Communication of required knowledge				
The student:				
1, 2, 4, 6	<ul style="list-style-type: none"> – makes limited use of appropriate vocabulary – communicates information about Aboriginal peoples' contributions to early settlers with limited detail and accuracy – communicates information about aspects of a pioneer settlement and a modern-day community with limited detail and accuracy 	<ul style="list-style-type: none"> – makes some use of appropriate vocabulary – communicates information about Aboriginal peoples' contributions to early settlers with some detail and accuracy – communicates information about aspects of a pioneer settlement and a modern-day community with some detail and accuracy 	<ul style="list-style-type: none"> – makes considerable use of appropriate vocabulary – communicates information about Aboriginal peoples' contributions to early settlers with considerable detail and accuracy – communicates information about aspects of a pioneer settlement and a modern-day community with considerable detail and accuracy 	<ul style="list-style-type: none"> – makes extensive use of appropriate vocabulary – communicates information about Aboriginal peoples' contributions to early settlers with a high degree of detail and accuracy – communicates information about aspects of a pioneer settlement and a modern-day community with a high degree of detail and accuracy
Application of concepts and skills				
The student:				
2, 7	– compares and contrasts a pioneer settlement with a modern-day community with limited accuracy and detail	– compares and contrasts a pioneer settlement with a modern-day community with some accuracy and detail	– compares and contrasts a pioneer settlement with a modern-day community with considerable accuracy and detail	– compares and contrasts a pioneer settlement with a modern-day community with a high degree of accuracy and detail

*The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.