

2009

www.uppercanadavillage.com

Introduction

Grade 3 Special Activities Days is a program offered by Upper Canada Village over three days in the spring. In 2009 the program will take place on the following days: **May 20, 21 and 22**. During these days, a number of the site's resources have been devoted to offering special hands-on activities that will help students meet many of the curriculum expectations identified for this level. These special activities will be **led by Village staff** at designated Activity Centres. The on-site locations, a description of what students will be doing, and related curriculum expectations are identified in the table below for each of these Centres.

General Information

To take full advantage of these special activities, please plan to visit for as much of the day as possible. The program will be offered from 9:30 a.m. to 3:00 p.m. each day. You may even wish to come on more than one day.

Please **ensure that your group is identified** as participating in these Special Activities Days. Upon your arrival, you will receive special entry tags for your students. Please ensure these are distributed and visible.

Subdivide your class into small groups of 5 to 8 students. You may wish to have all of these groups visit the same Activity Centres (in a different order), or you may wish to have them visit different Centres and then share information with each other about what they did when they return to the classroom.

On-site locations for these Centres will be identified on an Upper Canada Village site map.

Examine the Activity Centres List below, and decide which Centres you would like to have your students visit. It is not necessary to register in order to participate in these Centres. It is expected that each of these Centres will take between 10 to 20 minutes. **It is recommended that you plan to visit no more than 4 to 6 Centres during the day.** In addition, **choose 2 or 3 alternative Centres**, so that if a Centre is busy when your group arrives, you can move to another nearby Centre instead of waiting.

Please consult other parts of our website for directions and other general information about our facilities and programs, or call 1-800-437-2233 or 613-543-4328 locally. Lastly, please let us know about your experience during our Grade 3 Special Activities Days, whether it was worthwhile, and what we could do to improve the program. Please convey your thoughts and comments to:

Darlene Kinnear
Unit Supervisor of Youth Programs
Upper Canada Village
13740 County Road 2
Morrisburg ON K0C 1X0
Darlene.Kinnear@parks.on.ca

613-543-3704 - Ext. 2259
613-543-4098 (FAX)

Activity Centres

No.	Activity Centre Location	Special Equipment To Bring
1.	Family Activity Centre (North Side)	None
2.	Family Activity Centre (South Side)	None
3.	Tenant Farm – Outside	Work Gloves Shoes with toes covered
4.	Loucks Farm – Main Barn	None
5.	Loucks Farm – Garden	None
6.	Loucks Farm – Summer Kitchen	None
7.	Tenant Farm Dock	None
8.	Cooks Tavern – Livery Yard	Pencils Cameras (optional)
9.	Providence Church	None
10.	Pastor's House	None
11.	Crysler's Store	None
12.	School	None
13.	Ross Farm House	None
14.	Cabinetmaker's Shop	None
15.	Blacksmith Shop	None
16.	Sawmill – Upstairs	Pencils Ruler or Measuring Tape
17.	Grist Mill – Main Floor	None
18.	Woollen Mill – Upstairs	None

Activity Centre Descriptions and Curriculum Correlations

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
1.	Family Activity Centre (North Side)	Village staff will introduce students to the idea of primary and secondary sources of information. Examples of different sources and a short game will be played to re-inforce this distinction.	Social Studies 3z17 -locate key information about pioneer communities from primary sources 3z18 -collect and evaluate information about human and environmental interactions during the early settlement period	None
2.	Family Activity Centre (South Side)	Village staff will lead a discussion about how we send messages and news today, and the importance of writing and sending letters as a means of communication for early settlers. Students will also learn how mail traveled. Students will see a quill, pen with nib, an inkwell, and a wax seal, and they will have a chance to write with a nib pen.	English Language 3e1 -communicate ideas and information for specific purposes and to specific audiences 3e2 -write materials that show a growing ability to express their points of view and to reflect on their own experiences 3e11 -use correct subject-verb agreement 3e12 -correctly use nouns, verbs, adjectives, and adverbs Social Studies 3z1 -identify early settlers and their origins, and describe their lives and contributions 3z3 -describe changes that have occurred in their communities since the time of early settlers 3z24 -compare and contrast the lives of pioneer and present day children of similar ages 3z25 -compare and contrast life in a pioneer settlement with that in their own community	None
3.	Tenant Farm – Outside	Students will see how rails are made, and help to make a rail fence. The role of fences for early settlers will be discussed, and simple machines (wedges, axes and mauls) will be used to make this work easier.	Mathematics 3m3 -represent common fractions and mixed numbers using concrete materials 3m56 -draw and build three-dimensional objects and models Science and Technology 3s18 -describe ways in which humans use plants for food, shelter, and clothing (e.g. trees are used for building houses, cloth is made from cotton) 3s48 -demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released 3s50 -identify objects, devices and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us 3s63 -describe the visible effects of forces acting on a variety of everyday objects 3s72 -describe ways in which forces alter the shape or strength of different structures (e.g. a load may cause a cardboard box to buckle) Social Studies 3z1 -identify early settlers and their origins, and describe their lives and contributions 3z3 -describe changes that have occurred in their communities since the time of early settlers 3z9 -explain how the pioneers used natural resources 3z13 -describe the major components of a pioneer village or settlement 3z14 -describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25 -compare and contrast life in a pioneer settlement with that in their own community 3z26 -compare and contrast buildings in a pioneer settlement with those of the present day	Work Gloves Shoes with covered toe

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
			<p>3z27-compare tools used by the pioneers to today's tools</p>	
4.	<p>Loucks Farm – Main Barn</p>	<p>Students will see and discuss how early settlers built farm buildings. Special attention will be given to the building's use, tools, materials and methods of construction (e.g. use of natural resources, braces, and wooden pins), the idea of a barn raising, and how these early buildings compare those constructed today. Students will see work on a shaving horse (e.g. making a pin with a drawknife).</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z9-explain how the pioneers used natural resources (e.g. water, forests, land) 3z13-describe the major components of a pioneer village or settlement 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day 3z27-compare tools used by the pioneers to today's tools</p> <p>Science and Technology 3s68-demonstrate an understanding of the factors that affect the stability of objects 3s73-describe ways to improve the strength and stability of a frame structure 3s74-describe using their observations, the role of struts and ties in structures under load (e.g. describe the effect of adding a strut to a wooden frame)</p>	<p>None</p>
5.	<p>Loucks Farm – Garden</p>	<p>A Village gardener will show students a selection of early settler tools, and discuss with them what these tools are made from, and why they work. Using a wheelbarrow, students will then explore how this tool works as a system to carry a load. Students will also examine other basic tools and learn related terms (e.g. lever, fulcrum, system).</p> <p>As an extension, you may wish to have your students go on a "treasure hunt" to find other levers and systems on site (e.g. stump puller at Loucks Farm, bellows in Blacksmith Shop, gate mechanism in Sawmill).</p>	<p>Science and Technology 3s50-identify objects, devices and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us 3s59-use appropriate vocabulary in describing their investigations, explorations, and observations (e.g. use terms such as push, pull, load, distance, speed when describing the effect of forces on an object) 3s66- investigate the effects of directional forces and how unbalanced forces can cause visible motion in objects that are capable of movement 3s67-identify parts of systems used in everyday life, and explain how the parts work together to perform a specific function 3s70-describe using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made 3s75-describe using their observations, the changes in the amount of effort needed to lift a specific load with a lever when the position of the fulcrum is changed 3s76-describe, using their observations, how simple levers amplify or reduce movement 3s92-identify a number of common levers and describe how they make work easier</p> <p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z9-explain how the pioneers used natural resources 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z27-compare tools used by the pioneers to today's tools</p>	<p>None</p>

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
6.	Loucks Farm – Summer Kitchen	<p>Costumed staff will invite students to learn about how the seasons and other factors affected the pioneer diet, and to think about how this diet compares with their own diet today. They will be asked to join in sorting foods that only pioneers had, foods that we have today, and those which both pioneers and we enjoy!</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z2-identify the contributions of Aboriginal peoples to early settlement 3z3-describe changes that have occurred in their communities since the time of early settlers 3z11-describe the contributions of Aboriginal peoples to pioneer settlement 3z24-compare and contrast the lives (e.g. daily routines) of pioneer and present-day children of similar ages 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z29-compare past and present techniques of processing products</p>	Pencils
7.	Tenant Farm – Dock	<p>Students will learn from Village staff about the importance of the St. Lawrence River and Great Lakes, early methods of water transportation and Aboriginal contributions to transportation and exploration. They will be able to see a flat-bottomed vessel called a “scow”.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z7-describe the routes pioneers took to arrive at their destinations in Upper Canada 3z8-explain how the St. Lawrence River and Great Lakes were important to the settlement of Upper Canada 3z9-explain how the pioneers used natural resources (e.g. water, forests, land) 3z11-identify the contributions of Aboriginal peoples to pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community</p>	None
8.	Cook’s Tavern – Driveshed	<p>A Teamster (Cook’s Tavern staff) will discuss with students how early settlers traveled on land and the role of horse-powered transportation. Students will examine a wagon and learn how it works as a system to carry a load.</p> <p>As an extension activity, you may wish to have your students name, sketch or photograph different horse-drawn vehicles which they can find on site and/or to compare methods of transportation with today. A template (graphic organizer) will be provided for this activity.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z13-describe the major components of a pioneer village or settlement 3z15-use appropriate vocabulary to describe their inquiries and observations 3z24-compare and contrast the lives (e.g. daily routines) of pioneer and present-day children of similar ages 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z27-compare tools used by the pioneers to today’s tools</p> <p>Science and Technology 3s50-identify objects, devices and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us 3s55-distinguish between kinds of motion and indicate whether the motion is caused indirectly (e.g. by gravity) or directly (e.g. by applied force) 3s59-use appropriate vocabulary in describing their investigations, explorations, and observations (e.g. use terms such as push, pull, load, distance, speed when describing the effect of forces on an object) 3s66- investigate the effects of directional forces and how unbalanced forces can cause visible motion in objects that are capable of movement 3s67-identify parts of systems used in everyday life, and explain how the parts work together to perform a specific function</p>	Pencils Cameras (optional)

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
			3s89 -distinguish between the structure of an object (e.g. the chassis of a vehicle) and its mechanical parts (e.g. the wheels and axles).	
9.	Providence Chapel	<p>Students will learn about the ways that early settlers entertained themselves. Staff will explain and demonstrate common forms of entertainment, including the art of elocution (the art of speaking expressively, often with gestures). Another “art” was singing. Copies of short poems, rhymes or a song will be distributed so students can try these “arts”.</p>	<p>Social Studies 3z1-identify early settlers and their origins, describe their lives and contributions 3z24-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day</p> <p>English Language 3e61-use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud 3e62-use pauses and repetition effectively for emphasis in speech</p> <p>Music 3a10-sing music from a variety of cultures and historical periods.</p>	None
10.	Lutheran Pastor’s Home	<p>Costumed staff will invite students to try out a variety of wooden puzzles and other pioneer toys and games. They will be asked to look for clues that children live in the house in the bedrooms upstairs, and to think about how these items are the same or different from the toys we have today.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z24-compare and contrast the lives (e.g. daily routines) of pioneer and present-day children of similar ages 3z25-compare and contrast life in a pioneer settlement with that in their own community</p> <p>Mathematics 3m71-solve two-dimensional geometric puzzles</p>	None
11.	Crysler’s Store – Back Room	<p>Costumed staff will explain the role of the General Store. Students will be asked to help sort nails into the appropriate containers (small barrels). They will work in teams to record how many nails have been sorted of each type using a graphic organizer.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z13-describe the major components of a pioneer village or settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day. 3z27-compare tools used by the pioneers to today’s tools</p> <p>Mathematics 3m95-use two or more attributes (e.g. color, texture, length) to sort objects and data</p>	Pencils
12.	School	<p>The Village School Mistress or Master will give students a short 1860s-style lesson about the Loyalists. Students will see maps of how these early settlers came to Upper Canada and learn about their origins, reasons for leaving, where they settled, and first tasks upon arrival. Students will also see the Union Jack and hear about what its design represents.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z4-identify the countries of origin of the pioneers who settled in Upper Canada 3z5-identify the areas of early settlement in Upper Canada 3z7-describe the routes pioneers took to arrive at their destinations in Upper Canada 3z8-explain how the St. Lawrence River and Great Lakes were important to the settlement of Upper Canada 3z9-explain how the pioneers used natural resources 3z13-describe the major components of a pioneer village or settlement (e.g. school)</p>	None

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
			<p>3z19-make and read a wide variety of graphs, charts, diagrams, maps and models for specific purposes</p> <p>3z23-trace the routes (e.g. England to Upper Canada taken by early settlers on a world map)</p> <p>3z25-compare and contrast life in a pioneer settlement with that in their own community</p> <p>3z26-compare and contrast buildings in a pioneer settlement with those of the present day.</p> <p>3z30-identify significant heritage symbols on the Canadian coat of arms (e.g. Union Jack)</p>	
13.	Ross Farm House	<p>Ross Farm staff will invite students to examine a selection of quilts and discuss the importance of keeping warm and making clothes and bed coverings. Students will be asked to identify different patterns and see how they are constructed. They will then be asked to make their own pattern using a template. You may wish to collect these patterns to put together a “quilt top” back in your classroom.</p>	<p>Social Studies</p> <p>3z1-identify early settlers and their origins, and describe their lives and contributions</p> <p>3z3-describe changes that have occurred in their communities since the time of early settlers</p> <p>3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement</p> <p>3z25-compare and contrast life in a pioneer settlement with that in their own community</p> <p>3z26-compare and contrast buildings in a pioneer settlement with those of the present day.</p> <p>Mathematics</p> <p>3m82-identify patterns in which at least two attributes change (e.g. size, colour, position)</p> <p>3m83-create a pattern in which two or more attributes change</p> <p>3m84-discuss the choice of a pattern rule</p>	None
14.	Cabinet-maker's Shop	<p>The Village Cabinetmaker will invite students to look at a selection of hand tools that early settlers used, and to play a matching game with modern tools that do similar jobs. Students will also learn how these tools are used, see examples of the work they can do, and learn about the role of woodworkers such as the cabinetmaker.</p>	<p>Social Studies</p> <p>3z1-identify early settlers and their origins, and describe their lives and contributions</p> <p>3z3-describe changes that have occurred in their communities since the time of early settlers</p> <p>3z9-explain how the pioneers used natural resources</p> <p>3z13-describe the major components of a pioneer village or settlement</p> <p>3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement</p> <p>3z25-compare and contrast life in a pioneer settlement with that in their own community</p> <p>3z27-compare tools used by the pioneers to today's tools</p>	None
15.	Blacksmith Shop	<p>Students will talk to the Village blacksmith about his role and shop. He will compare his role and tools with those of trades people today.</p>	<p>Social Studies</p> <p>3z1-identify early settlers and their origins, and describe their lives and contributions</p> <p>3z3-describe changes that have occurred in their communities since the time of early settlers</p> <p>3z13-describe the major components of a pioneer village or settlement</p> <p>3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement</p> <p>3z25-compare and contrast life in a pioneer settlement with that in their own community</p> <p>3z27-compare tools used by the pioneers to today's tools</p>	None

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
16.	Sawmill – Main Floor	<p>Our Sawyer will explain how he uses numbers every day. Using piles of lumber, students will count by 1's, 2's, 5's & 10's. Then they will estimate the number of boards in a pile of lumber. Students will measure the length and order the boards from shortest to longest. Lastly, they will measure boards using a 1-foot square piece of wood, learning that this unit is called a "board foot".</p> <p>Time permitting, students will measure the perimeter and/or calculate the area of the face of three boards.</p>	<p>Mathematics 3m3-represent common fractions and mixed numbers using concrete materials 3m6-develop proficiency in multiplying and dividing one-digit whole numbers 3m13-count by 1's, 2's, 5's, 10's and 100's to 1000 using various starting points 3m14-count backwards by 2's, 5's, and 10's from 100 using multiples of 2, 5 and 10 as starting points 3m20-represent and explain common fractions, presented in real-life situations, as part of a whole, part of a set, and part of a measure using concrete materials 3m36-solve problems related to their day-to-day environment using measurement and estimation 3m37-estimate and measure and record the perimeter and the area of two-dimensional shapes, and compare the perimeters and areas 3m40-select the most appropriate unit of measure to measure length 3m41-estimate measure and record linear dimensions of objects 3m42-compare and order objects by their linear dimensions 3m52-estimate and measure the area of shapes using uniform non-standard units and compare and order the shapes by area</p> <p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z26-compare and contrast buildings in a pioneer settlement with those of the present day 3z27-compare tools used by the pioneers to today's tools</p>	Pencils Ruler or Measuring Tape
17.	Grist Mill	<p>A millhand will discuss with students why mills were built, and how they influenced the lives of early settlers. He will then discuss the role of waterpower and some related terms (e.g. force, energy, stored energy, turbine), inviting students to examine and see a model in action. Students will then be encouraged to tour the Grist Mill (basement) to see and hear waterpower at work.</p>	<p>Social Studies 3z3-describe changes that have occurred in their communities since the time of early settlers 3z13-describe the major components of a pioneer village or settlement 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day 3z29-compare past and present techniques of processing products</p> <p>Science and Technology 3s48-demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released 3s54-identify through observation, different forms of energy and suggest how they might be used to provide power to devices and to create movement 3s56-investigate the effects of directional forces and how unbalanced forces can cause visible motion in objects that are capable of movement</p>	None

No.	Activity Centre Location	Activities and Messages	Curriculum Correlations	Special Equipment To Bring
18.	Woollen Mill – Upstairs	Woollen Mill staff will explain the process of carding and spinning and demonstrate how twisting changes the strength of the wool. Students will try this with a sample of carded wool and then be invited to see the machines that do this work.	<p>Science and Technology 3s71-describe, using their observations, ways in which the strength of different materials can be altered 3s72-describe ways in which forces alter the shape or strength of different structures</p> <p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z26-compare and contrast buildings in a pioneer settlement with those of the present day 3z27-compare tools used by the pioneers to today's tools 3z29-compare past and present techniques of processing products</p>	None

2009

www.uppercanadavillage.com

Thank you for visiting Upper Canada Village during our *Grade Three Special Activities Days (May 20, 21 and 22, 2009)*. In order to evaluate and improve this program, we are asking teachers of school groups who visited during the *Grade Three Special Activities Days* to help us by completing the following survey.

YOUR NAME: _____ **DATE OF VISIT:** _____

SCHOOL NAME: _____

1. How did you hear about Upper Canada Village's **Grade Three Special Activities Days**?
 Village Newsletter _____ Village Web Site _____ Customer Service Representative _____ Word-of-Mouth _____
 Other: _____

2. Did you use the list of special activities to plan your visit? Yes _____ No _____
 If yes, please say how: _____

3. Did you make one or some of the special activities a priority for your students to visit, and if so, which one(s)

4. Upon arrival, were you able to find these activities easily? Yes _____ No _____

5. Did the special activities offered at Upper Canada Village meet your expectations?
 Exceeded Expectations _____ Met Expectations _____ Below Expectations _____
 Comments: _____

6. Were the activities useful in helping you meet curriculum expectations? Very Useful _____ Somewhat Useful _____ Not Useful _____
 Comments: _____

7. Were the activities designed and presented appropriately for this grade level? Yes _____ No _____
 Comments: _____

8. Do you have any suggestions for improvement?
 Comments: _____

9. Would you bring your grade three students back again next year? Yes _____ No _____
 Comments: _____

10. Have you brought students to Upper Canada Village before? Never _____ Once Before _____ More Than Once _____

11. Please feel free to add any additional comments:

**THANK YOU FOR TAKING THE TIME TO FILL OUT OUR SURVEY.
 PLEASE SEND THE SURVEY BACK TO US AT FAX NUMBER (613) 543-4098.**