

Mary Williams Trout: Diaries of a Small Town Lady – Teacher’s Tool

The diaries of Mary Williams Trout contain information relevant to grades 2, 3, 7, and 8. This guide gives suggestions for projects, activities, and class discussions, using the content of the diaries as a jumping off point to a broader theme or topic in Canadian society. The projects and discussion topics are open ended to allow teachers to adopt them into their own lesson plans. They also provide many opportunities for Cross-Curriculum and Integrated Learning with the Language stream of the curriculum, as students will read and discuss the diaries, then follow the discussion with a written project. The project suggestions are designed to require further research on the part of the student to encourage students to use a variety of resources. The curriculum points included in this guide are referenced from curriculum documents available at the Ontario Ministry of Education website.

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Grade 2: Heritage and Citizenship - Traditions and Celebrations

Discussion Topic

What do the words “holiday,” “tradition,” “festival,” and “celebration” mean? Think of some holidays and festivals that are celebrated in your community (e.g., Thanksgiving, Remembrance Day, Kwanzaa, Chinese New Year). Do these holidays and festivals happen at the same time every year? Are they celebrated internationally? Look up those dates in the diaries and see if Mary Trout and her family celebrate the same holidays. Do they celebrate in the same way? If not, why might they be celebrated differently? Why might some holidays not be celebrated by Mary Trout (e.g., Remembrance Day)?

Project Suggestion

Choose a holiday, celebration, or tradition and research its origins. This would be a good opportunity for teachers to come up with a list of holidays (perhaps with the help of their students) and include some less common holidays, or holidays from other cultures and countries. Why and when was your celebration started? How long does the celebration last? Has it always been celebrated at the same time of year? Does everyone celebrate this day(s) or just members of a certain group or nationality? What are some of the symbols of this celebration? Draw and explain the main symbols of the holiday. Are there special clothes that people wear on this holiday? What are some ways that people celebrate this holiday (e.g., fireworks, gift giving)?

Curriculum Expectations

Knowledge and Understanding

- demonstrate an understanding that communities may be made up of people from many cultures
- outline traditions of various cultures that are passed down from earlier generations (e.g., celebrations, names)
- identify ways in which heritage and traditions are passed on (e.g., stories; community celebrations; special days such as Remembrance Day, Canada Day, Aboriginal Solidarity Day, and religious holidays; the Canadian flag; music, crafts, dance, food, recreation, clothing)
- explain the significant traditions and celebrations of families from a variety of cultural traditions

Inquiry/Research and Communication Skills

- ask simple questions to gain information and seek clarification (e.g., What are the similarities and differences in celebrations among cultures? How are they the same? How are they different?)
- use primary and secondary sources to locate simple information about family history and traditions (e.g., primary sources: interviews, eyewitness visitors, class trips; secondary sources: maps, illustrations, print materials, videos)
- use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions
- make and read a variety of graphs, charts, diagrams, maps, and models to understand information about cultural or religious traditions and share it with members of the class (e.g., Festivals of Lights, First Nation powwows, toys from various cultures)
- use appropriate vocabulary (e.g., culture, celebrations, heritage, traditions) to communicate the results of inquiries and observations about family traditions and celebrations

Application

- identify examples that show the participation of various cultures in the community (e.g., restaurants, places of worship, styles of dress)
- identify community celebrations that reflect their own heritage and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal Solidarity Day, Chinese New Year)

Grade 2: Science and Technology - Properties of Liquids and Solids, Air and Water in the Environment

Discussion Topic

In the spring of 1912 there was a flood in Grey County. Rivers overflowed destroying bridges and dams, roads and fields were submerged, and buildings were damaged. What are the causes of flooding? What are the properties of water that make floods possible? What are the consequences of flooding? How do floods affect the lives of humans and animals? What are some ways to prevent flooding? What are some ways to minimize the damage caused by flooding? How would the consequences of flooding be different today than in 1912 (e.g., mills, transportation, dikes)? What other major event happened in the spring of 1912 involving water in various forms? How did the different states of water contribute to what happened with the *Titanic*?

Project Suggestion

Mary Trout makes many comments on the weather, such as when it rains, storms or snows. Why was the weather so important to her? What are some problems caused by the weather (e.g., rain turned dirt roads to mud, ability to grow crops, erosion, frozen pipes in winter)? What are some solutions to these problems? What are some of the differences today? Make an illustrated brochure warning of the problems caused by the weather and their solutions. Be sure to include emergency prevention tips and tips on how to handle an emergency.

What is the water cycle? Conduct a class experiment to demonstrate the water cycle (e.g., heat water in a kettle, collect the water vapour from the kettle on an overturned mirror, allow the water vapour on the overturned mirror to collect, cool, and drop, let the dripping water accumulate in a container). What are the properties of water in its different states? Mary Trout mentions watering the garden, taking baths, and laundry as some of the ways she uses water in her home. How often did she use water? In what ways was she wasteful? What are some ways that you use water in your home? Do you waste water? What are some ways that you could be less wasteful? What are some of the ways that humans are affecting the water cycle (e.g., detergents washed down drains, run-off from farmers' fields, global warming)? What can we do to minimize the damage we do to the water cycle? Make an illustrated brochure to explain the water cycle. Be sure to explain some of the damage being done to our water supplies and suggest some solutions.

Curriculum Expectations – Properties of Liquids and Solids

Relating Science and Technology to Society and the Environment

- assess the ways in which liquids and solids in the home are used, stored, and disposed of in terms of the effect on personal safety and the health of the environment, and suggest responsible actions to replace inappropriate practices
- assess the impacts of changes in state of solids and liquids on individuals and society

Developing Investigation and Communication Skills

- follow established safety procedures during science and technology investigations (e.g., clean up spills as soon as they happen)
- use scientific inquiry/experimentation skills to investigate liquids and solids in terms of their capacity for buoyancy (e.g., wood floats, coins sink) and/or absorption (e.g., paper towel absorbs liquid, plastic wrap repels liquid)
- use appropriate science and technology vocabulary, including clear, opaque, runny, hard, greasy, and granular, in oral and written communication
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., use a simple drawing program to write a booklet for the school library describing class experiments in investigating liquids and solids)

Understanding Basic Concepts

- identify objects in the natural and built environment as solids (e.g., sand, ice, rocks, tables, sidewalks, walls) or liquids (e.g., water, tree sap, milk, gasoline)
- describe the properties of solids (e.g., they maintain their shape and cannot be poured) and liquids (e.g., they take the shape of the container they are in and can be poured)
- describe the characteristics of liquid water (e.g., it takes the shape of the container it is in) and solid water (e.g., ice floats), and identify the conditions that cause changes from one to the other (e.g., water turns to ice when the temperature goes below zero; ice turns to water when heated)
- identify conditions in which the states of liquids and solids remain constant (e.g., solids remain solid when broken; liquids remain liquid when poured) and conditions that can cause their states to change (e.g., liquids may freeze when the temperature drops; solids may melt when heated)

Curriculum Expectations – Air and Water in the Environment

Relating Science and Technology to Society and the Environment

- assess the impact of human activities on air and water in the environment, taking different points of view into consideration (e.g., the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean
- assess personal and family uses of water as responsible/efficient or wasteful, and create a plan to reduce the amount of water used, where possible

Developing Investigation and Communication Skills

- follow established safety procedures during science and technology investigations (e.g., use caution around hot kettles and the steam they produce; clean up water spills as soon as they happen)
- investigate, through experimentation, the characteristics of water (e.g., water takes up space, flows or moves when not contained, has mass) and its uses (e.g., living things need water to stay alive; water makes things move: spins a water wheel; water makes certain activities possible: keeps a white-water raft afloat)
- investigate the stages of the water cycle, including evaporation, condensation, precipitation, and collection
- investigate water in the natural environment (e.g., observe and measure precipitation; observe and record cloud formations; observe water flow and describe where it goes; observe a puddle over time and record observations)
Sample guiding questions: Where does the water come from? Where does it go? What happens to snow when it disappears? What do you notice about the sky when it is raining/ snowing? How does fog feel?
- use appropriate science and technology vocabulary, including solid, liquid, vapour, evaporation, condensation, and precipitation, in oral and written communication
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create posters or media ads that encourage care and concern for water and air in the community)

Grade 3: Science and Technology: Growth and Changes in Plants, Soils in the Environment

Discussion Topic

Mary Trout spent a lot of time in her garden and had many potted plants in her house. Why are plants important to humans and animals? What do plants need to live? What are some ways that humans and animals help plants? What are some ways that humans and animals hurt plants? What is soil made of? What are some different types of soil? What is composting? Why does Mary spread manure on her garden? What is fertilizer? What are some of the advantages and disadvantages of using fertilizer? What are pesticides? Why are they used? What are some advantages and disadvantages of using pesticides? What are some of the advantages of having plants indoors?

Project Suggestion

Mary Trout grew many vegetables and flowers, such as rhubarb, carrots, tomatoes, geraniums, begonias, and peonies. Choose 3 or 4 of these (or plants that are available locally) and plant your own (or a class) garden. Make diagrams of your plants (or take pictures as they grow), label the parts, and list their functions. List the differences in the plants as they grow. Make a diagram of 2 different plants' life cycles. When Mary's flowers produced bulbs she would often give some away to friends. What is a bulb? What is a slip? Which of the plants in your garden came from bulbs? Which could have come from slips?

Alternatively, you can plant seeds of one plant in 3 or 4 different soils and continue with the rest of the project as above. List the components of the soils you chose. List the similarities and differences in the plants as they grow.

Curriculum Expectations – Growth and Changes in Plants

Relating Science and Technology to Society and the Environment

- assess ways in which plants are important to humans and other living things, taking different points of view into consideration (e.g., the point of view of home builders, gardeners, nursery owners, vegetarians), and suggest ways in which humans can protect plants
- assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects

Developing Investigation and Communication Skills

- follow established safety procedures during science and technology investigations (e.g., avoid touching eyes when handling plants; never taste any part of a plant unless instructed to do so by the teacher)
- observe and compare the parts of a variety of plants (e.g., roots of grass, carrot, dandelion; stem of cactus, carnation, tree; leaves of geranium, spider plant, pine tree)
- germinate seeds and record similarities and differences as seedlings develop (e.g., plant quick-growing seeds – nasturtium, morning glory, sunflower, tomato, beet, or radish seeds – in peat pellets to observe growth)
- use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., make illustrated entries in a personal science journal to describe plant characteristics and adaptations to harsh environments)

Understanding Basic Concepts

- describe the basic needs of plants, including air, water, light, warmth, and space
- identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment (e.g., the roots soak up food and water for the plant; the stem carries water and food to the rest of the plant; the leaves make food for the plant with help from the sun; the flowers grow fruit and seeds for new plants)
- describe the changes that different plants undergo in their life cycles (e.g., some plants grow from bulbs to flowers, and when the flowers die off the bulb produces little bulbs that will bloom the next year; some plants grow from germination of a seed to the production of a fruit containing seeds that are then scattered by humans, animals, or the wind so that new plants can grow)
- describe how most plants get energy to live directly from the sun (e.g., plants turn the energy from the sun into food for themselves) and how plants help other living things to get energy from the sun (e.g., Other living things, which cannot "eat" sunshine, eat the plants to get the energy. They also get energy when they eat the animals that eat the plants.)
- describe ways in which plants and animals depend on each other (e.g., plants provide food for energy; animals help disperse pollen and seeds, and provide manure that fertilizes the soil in which plants grow; plants need the carbon

dioxide that animals breathe out, and animals need the oxygen that plants release into the air)

- describe the different ways in which plants are grown for food (e.g., on farms, in orchards, greenhouses, home gardens), and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits

Curriculum Expectations – Soils in the Environment

Relating Science and Technology to Society and the Environment

- assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects
- assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils

Developing Investigation and Communication Skills

- follow established safety procedures during science and technology investigations (e.g., wash hands after working with soil samples)
- investigate the components of soil (e.g., nonliving things such as pebbles and decaying matter; living things such as organic matter, bacteria, earthworms, and insects), the condition of soil (e.g., wet, dry), and additives found in soil (e.g., pesticides, fertilizers, salt), using a variety of soil samples (e.g., sand, clay, loam) from different local environments, and explain how the different amounts of these components in a soil sample determine how the soil can be used
- use scientific inquiry/experimentation skills, and knowledge and skills acquired from previous investigations, to determine which type(s) of soil (e.g., sandy soil, clay soil, loam) will sustain life
- investigate the process of composting, and explain some advantages and disadvantages of composting (e.g., set up a pop-bottle composter in the classroom, and observe what happens over time)
- use appropriate science and technology vocabulary, including clay, sand, loam, pebbles, earth materials, and soil, in oral and written communication
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., record in words and pictures what happens when soil and water are shaken together in a container; prepare a display comparing the composition of soils from different locations)

Grade 3: Canada and World Connections – Urban and Rural Communities

Discussion Topic

From October 1898 to April 1899 Mary Trout went to Nashville, Tennessee. This move to a large American city from a small Canadian town would present many changes for Mary. She and other people from Meaford also travelled to Toronto fairly often for a variety of reasons. What are some of those reasons? What are some of the differences between a rural town and an urban city (e.g., population density, access to services, buildings)? What are the advantages of rural life? What are the advantages of urban life? What about disadvantages? How long would it have taken Mary and her family to make the trip to Nashville and how did they travel? What are some reasons why a family would move like this? How might her experience be different today?

Project Suggestion

Imagine that you were living at the same time as Mary and your family was going through a similar move (either from rural to urban or urban to rural). Choose a role within the family (child, parent, or grandparent) and write a diary describing the changes in your life as you move. Think of your own answers to the discussion questions above, and remember to remark on changes that are appropriate for your role (e.g., children may write about school or friends, mother may write about access to services, gardening, shopping, etc). Create a map showing the route you took and the means of transportation (train, boat, horse, etc). For help with this part you may want to look at the Canadian County Atlas Digital Project, available at <http://digital.library.mcgill.ca/CountyAtlas/>, as it provides maps dated 1874-1881 showing established roads and railroads in Ontario, Québec, and the Maritimes (the Grey County Atlas of 1880 is also available in hard copy at the Grey County Archives). What kind of hardships might you encounter while travelling (e.g., weather delays, lost luggage, train derailments)?

Curriculum Expectations

Knowledge and Understanding

- compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities
- compare transportation in urban and rural communities
- compare population density and diversity in urban and rural communities
- compare buildings and structures in urban and rural communities

Inquiry/Research and Communication Skills

- ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry in Sudbury? How does population growth affect life in an urban or rural setting?)
- use primary and secondary sources to locate key information about urban and rural communities (e.g., primary sources: surveys, interviews, fieldwork; secondary sources: charts, graphs, maps, models, CD-ROMs)
- construct and read graphs, charts, diagrams, maps, and models to clarify and display information about urban and rural communities (e.g., to provide a profile of a community and its environment)
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features)
- use appropriate vocabulary (e.g., urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population) to communicate the results of inquiries and observations about urban and rural communities

Map, Globe, and Graphic Skills

- make and use maps of urban and rural communities containing the necessary map elements of title, scale, symbols and legend, and cardinal directions
- consult map legends when looking for selected features (e.g., H – hospital)
- recognize a range of features that may be represented by different colours on maps (e.g., pink to represent residential areas, brown to represent relief features)

Application

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy)
- compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to isolated northern and First Nation communities)

- describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals)

Grade 7: Science and Technology – Interactions in the Environment

Discussion Topic

Before the arrival of European settlers, Grey County was part of a large and dense forest known as the Queen's Bush. What is an ecosystem? Give some examples. What is sustainability? What are the some biotic and abiotic components of an ecosystem? Give some examples of producers, consumers, and decomposers. How do the roles of producers, consumers, and decomposers cycle matter and promote sustainability? What is the food chain? How is energy transferred in a food chain? As European settlers arrived to the area, trees were cut down for a variety of reasons. What were some of these reasons (e.g., furniture, housing, heating)? What impact, if any, did the arrival of European settlers have on the sustainability of existing ecosystems (e.g., animal food and habitat, greenhouse gas emissions)? What new ecosystems were created?

Project Suggestion

Choose a type of local ecosystem (e.g., pond, lake, forest, field) and create an illustrated display or brochure to inform people about it. Identify biotic and abiotic components. Give examples of producers, consumers, and decomposers. Describe and/or illustrate the food chain in your ecosystem. Describe and/or illustrate the cycle of matter within your ecosystem. What are some harmful impacts of humans on your ecosystem (e.g., runoff, clear-cutting)? Are there any beneficial impacts of humans on your ecosystem? What are some ways to eliminate or limit the harm done by humans to your ecosystem? Are there currently any protections in place for your ecosystem? Are there any technological advances that have harmed your ecosystem? Are there any that have helped? What are some of the possible effects on other ecosystems and/or human life if your ecosystem were to disappear?

This project could be accompanied by a field trip (e.g., Bognor marsh, Cypress Lake) in which students can do hands-on investigations into ecosystems. Remember to follow established safety procedures while doing hands-on investigations.

Curriculum Expectations

Relating Science and Technology to Society and the Environment

- assess the impact of selected technologies on the environment
- analyse the costs and benefits of selected strategies for protecting the environment

Developing Investigation and Communication Skills

- follow established safety procedures for investigating ecosystems (e.g., stay with a partner, wash hands after investigating an ecosystem)
- design and construct a model ecosystem (e.g., a composter, a classroom terrarium, a greenhouse), and use it to investigate interactions between the biotic and abiotic components in an ecosystem
- use scientific inquiry/research skills to investigate occurrences (e.g., a forest fire, a drought, an infestation of invasive species such as zebra mussels in a local lake or purple loosestrife in a wetland habitat) that affect the balance within a local ecosystem
- use appropriate science and technology vocabulary, including sustainability, biotic, ecosystem, community, population, and producer, in oral and written communication
- use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., design a multimedia presentation explaining the interrelationships between biotic and abiotic components in a specific ecosystem)

Understanding Basic Concepts

- demonstrate an understanding of an ecosystem (e.g., a log, a pond, a forest) as a system of interactions between living organisms and their environment
- identify biotic and abiotic elements in an ecosystem, and describe the interactions between them (e.g., between hours of sunlight and the growth of plants in a pond; between a termite colony and a decaying log; between the soil, plants, and animals in a forest)
- describe the roles and interactions of producers, consumers, and decomposers within an ecosystem (e.g., Plants are producers in ponds. They take energy from the sun and produce food, oxygen, and shelter for the other pond life. Black bears are consumers in forests. They eat fruits, berries, and other consumers. By eating other consumers, they help to keep a balance in the forest community. Bacteria and fungi are decomposers. They help to maintain healthy soil by breaking down organic materials such as manure, bone, spider silk, and bark. Earthworms then ingest the decaying matter, take needed nutrients from it, and return those nutrients to the soil through their castings.)

- describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain
- describe how matter is cycled within the environment and explain how it promotes sustainability (e.g., bears carry salmon into the forest, where the remains decompose and add nutrients to the soil, thus supporting plant growth; through crop rotation, nutrients for future crops are created from the decomposition of the waste matter of previous crops)
- describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon)

Grade 7: Geography – Natural Resources

Discussion Topic

Before the arrival of European settlers, Grey County was part of a large and dense forest called the Queen's Bush. As people arrived and cleared the land for farming, logging became an important industry. What were some of the uses of the fallen trees? What are some other natural resources in the area that would be exploited by humans (e.g., fish, clay for cement, stone quarries, flow resources for mills)? How did the creation of farms add to the available natural resources? What are some of the factors influencing the use of natural resources? The use of natural resources is essential to human survival, but so is their preservation. How do people (individuals, businesses, governments) balance these two needs, if at all?

Project Suggestion

Write a newspaper article, or series, detailing the history, and possible future, of a Canadian natural resource. Use maps to show areas in Canada and the World where this resource was available in the past and in present day. What technologies have impacted the resource and its use? Aside from extraction, what are some other environmental impacts of this natural resource (e.g., transportation, processing, use)? How has it been affected by politics, globalization, and the economy? What are some ways it can be protected or used in a sustainable manor?

Curriculum Expectations

Knowledge and Understanding

- describe a variety of ways in which people use and manage renewable, non-renewable, and flow resources to meet their needs
- identify patterns in the distribution and use of natural resources throughout the world
- describe ways in which technology has affected our use of natural resources (e.g., with respect to their discovery, management, extraction, processing, and marketing)
- explain the concept of sustainable development and its implications for the health of the environment

- describe the economic importance of natural resources to a particular country (e.g., fish along Canada's coasts, diamonds in South Africa, oil in the Middle East)

Inquiry/Research and Communication Skills

- formulate questions to guide research into problems and points of view regarding the management and use of natural resources (e.g., How important are Canada's mineral deposits and extraction to the country's economy? What effect would the discovery of a new gold or diamond deposit have on its surrounding area? How can we ensure the sustainability of a resource? How might changes in technology affect natural resource extraction and use?)
- locate and record relevant information from a variety of primary and secondary sources (e.g., *primary sources*: eyewitness interviews, field studies; *secondary sources*: maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet sites)
- communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and descriptions, drawings, tables, charts, diagrams, maps, models, and graphs (e.g., create a poster to promote the proper use of a natural resource; stage a debate on a proposal to extract a resource in an environmentally sensitive area such as the tundra or the ocean floor)
- use appropriate vocabulary, including correct geographic terminology (e.g., flow resource, non-renewable, renewable, sustainable development), to describe their inquiries and observations

Map, Globe, and Graphic Skills

- produce maps showing locations of Canada's natural resources; – use thematic maps to identify patterns of natural resources (e.g., locations of valuable minerals)

Application

- produce a report (e.g., newspaper, television, website) on the factors that affect the future availability of natural resources (e.g., overfishing, clear-cut logging, urban sprawl, accessibility of resource deposits)
- present and defend a point of view on how a resource should be used

Grade 8: History – Canada: A Changing Society

Discussion Topic

Mary Trout lived through a time that brought many significant changes to society (1847 – 1922). There were major technological advances in communication, transportation, farming, industry, and other sectors. What are some of these advances (e.g., automobiles, telephones, indoor plumbing, electricity in the home)? How did they make life easier for Canadians? Were there any negative effects of these advancements? How did these advancements affect the development of the Canadian west? She also lived through some major social and political changes (e.g., Confederation, Métis and Aboriginal struggles, temperance movement, Riel rebellions, women’s right to vote). What were some of these changes and how did they change the everyday lives of Canadians? Discuss various perspectives (e.g., men, women, rural, urban, aboriginal, Métis, French, English).

Project Suggestion

The railroad has become a symbol for change and progress in Canadian society. In 1872, the railway came to Meaford (first to Collingwood in 1855). In 1885, the first train travelled across Canada from sea to sea. Make a map showing major Canadian rail routes. Make a timeline of Canadian railroad history, showing significant societal events coinciding with railroad development (e.g., Riel rebellions). Include any conflicts, delays, and triumphs (first trains to major Canadian cities). Be sure to identify key personalities and groups that led to its completion. How did people travel long distances before this? Aside from travel, what other changes came with the railway (e.g., transportation of resources, goods, and services)? What were some of the disadvantages associated with the arrival of a new rail line (e.g., crime, noise, dirt)? How are the railroad and Confederation linked? In the 1990s, all of the rail tracks in Grey County were removed due to disuse. What caused the railway to fall into disuse? Why are present day politicians talking about putting the tracks back in and starting train service again? Try to find an example of the railroad in Canadian arts (e.g., “The Canadian Railroad Trilogy” by Gordon Lightfoot).

Curriculum Expectations

Knowledge and Understanding

- describe the everyday life of various groups (e.g., First Nation peoples, Métis, Europeans) in western Canada in the late nineteenth century

- explain the factors that led to the settlement of the Canadian west (e.g., federal government policy of opening up the prairies for European settlement, protective tariffs, railroad construction)
- analyse how treaties and the Indian Act of 1876 transformed the lifestyles of First Nation peoples in the Canadian west
- describe the role of the Canadian Pacific Railway in furthering Canada's expansion, and identify the key individuals (e.g., Donald Smith, William Van Horne) and groups (e.g., Chinese workers) whose efforts led to the railway's completion
- describe the causes and results of the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885 and explain the role of key individuals and groups (e.g., Louis Riel, Gabriel Dumont, the North-West Mounted Police, Thomas Scott, Big Bear, Poundmaker, General Wolseley, Catherine Schubert)

Inquiry/Research and Communication Skills

- formulate questions to guide research on issues and problems (e.g., Why did Big Bear receive the treatment he did from Canada's legal system?)
- use a variety of primary and secondary sources to locate relevant information about the building of the railway, the settling of the land, and social and cultural life in the developing west (e.g., primary sources: photographs of Chinese labourers and prairie sodbusters, the poetry of Robert W. Service; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites)
- analyse, synthesize, and evaluate historical information (e.g., trends in immigration, the impact of Treaties 1 to 8)
- describe and analyse conflicting points of view about a historical event (e.g., the Pacific Scandal, the hanging of Louis Riel, the imprisonment of Big Bear)
- communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create diary entries depicting Louis Riel as a hero or a traitor)
- use appropriate vocabulary (e.g., treaties, Métis, Rupert's Land, provisional government, prospector, panning for gold, staking a claim) to describe their inquiries and observations

Application

- show how examples of art, poetry, music, and video reflect the history of the Canadian west (e.g., the art of Emily Carr, “The Cremation of Sam McGee” by Robert W. Service, “The Canadian Railroad Trilogy” by Gordon Lightfoot, Paul Yee’s writings)