

Tweedsmuir History Books contain information relevant to grades 2, 3, 7, and 8. This guide gives suggestions for projects, activities and class discussions that pertain to the information covered by these books, and notes on their relevance to the curriculum for each grade. The curriculum points included in this guide are referenced from curriculum documents available at the Ontario Ministry of Education website.

Page 2	Grade 2	Heritage and Citizenship: Traditions and Celebrations
Page 4	Grade 3	Heritage and Citizenship: Pioneer Life
Page 6	Grade 3	Canada and World Connections: Urban and Rural Communities
Page 8	Grade 7	British North America
Page 9	Grade 8	Canada: A Changing Society

Grade 2

Heritage and Citizenship: Traditions and Celebrations

Suggested Activities and Discussion Topics

Build a timeline identifying the history of a family member or a special person, orally, pictorially, and in written form.

Build a simple family tree identifying members of a family.

Identify community celebrations that reflect students' own heritage and Canadian identity (e.g., Carnaval de Quebec, Calgary Stampede, Salmon Spectacular, Fall Fair). Some holidays have parades, which ones? What are some things that you almost always see in certain parades? Can you see any Canadian symbols?

In most communities there are various clubs people can join (e.g., Loyal Orange Lodge, Kiwanis, Women's Institute). Can you name some of these clubs? Learn more about one specific club. Who could join? What were their rules? Did they have their own meeting place or clubhouse? How often did they meet? Can you find out why people would join clubs or what the members might have in common?

What is a reunion? Can you name some of the groups that held reunions? What did they do at their reunion? Was it to celebrate a special year or event? Has your family ever had a reunion?

Understanding of Concepts

- demonstrate an understanding that Canadian society is made up of many cultures
- demonstrate an understanding that communities may be made up of many cultures
- demonstrate an understanding that traditions are passed down from parents and grandparents (e.g., names, celebrations)
- identify ways in which heritage and traditions may be passed on outside the family (e.g., special days and holidays such as Remembrance Day and Canada Day, through community events and celebrations such as the Festival of the

Northern Lights, the Canadian flag, music, crafts, dance, recreation, food, clothing)

- identify various origins of different family cultures (e.g., food, clothing, celebrations)

- describe a family history by identifying major events (e.g., marriages, deaths, births)

- describe the ways in which a family may contribute to the community (e.g., voting, service clubs, occupations)

Developing Inquiry/Research and Communication Skills

- locate and identify basic information about a family history and traditions from primary sources (e.g., class trips, interviews, eyewitness accounts) and secondary sources (e.g., illustrations, print materials, maps)

Grade 3

Heritage and Citizenship: Pioneer Life

Suggested Activities and Discussion Topics

Locate and label pioneer settlements on a map of Upper Canada.

Create a chart of the differences and similarities between the lives of pioneer and present-day children of similar ages. What would be different about their daily routines? What would be the same?

Make a comparison of buildings in a pioneer settlement with those of the present day, using a chart, drawings and pictures (e.g., church, school, house, barn).

Compare tools and equipment used by the pioneers to the tools and equipment used today (e.g., hand saw/power saw, horse-drawn plow/tractor).

Find out about pioneer diet and compare it to the way present-day people eat (e.g. snacks, beverages, meals, meal preparation, restaurants).

Compare past and present product processing techniques (e.g. production of maple syrup/sugar, lumber, and grain products).

Create a timeline. Place a family member's birthday on the timeline. Now, investigate important events that happened at the same time. Enter the date, the name of your family member and then a description of the event.

Create your own family tree. Do you know what country your family comes from? Put the name of the country where they were born beside each family member's name.

e.g.: George Jones, England, 1916 married Mary O'Connor, Ireland, 1916
Sarah Jones, Canada, 1919
David Jones, Canada, 1921

What was it like going to school the early 1900's? Did they have electricity or computers? Did they have plumbing or heat? How many classrooms were in most schools? How many students were in each class? How did the students get to school? Sometimes, in the spring and the fall, the older children would not be at school. Do you know where they were?

Understanding of Concepts

- identify the countries of origin of the pioneers who settled in Upper Canada
- identify the first areas settled in early Canada
- identify the Aboriginal peoples located in Upper Canada during the time of early settlement
- explain how Aboriginal peoples influenced and contributed to the lives of early settlers (e.g., farming methods, food, medicine, exploration)
- identify and describe the main components of a pioneer village or settlement (e.g. grist mill, saw mill, church, school, general store, blacksmith's shop)
- describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement
- describe the interactions between humans and the environment at the time of early settlement (e.g., mills, wells, farming, fishing, hunting)

Developing Inquiry/Research and Communication Skills

- use appropriate vocabulary (e.g., grist mill, pioneers, settlement, general store, blacksmith, Great Lakes, Georgian Bay, Aboriginal peoples) to describe their inquiries, discoveries and observations
- locate key information about pioneer communities from primary sources (e.g., local museum, pioneer houses, forts, villages) and secondary sources (e.g., maps, illustrations, print material, videos, CD-ROMs)
- collect and evaluate information about human interactions with the environment during the time of early settlement (e.g., reliance on nature for water, food, energy, fuel)
- communicate information orally, in written form, pictorially and using media works (e.g., design a poster advertising a pioneer tool)

Grade 3

Canada and World Connections: Urban and Rural Communities

Suggested Activities and Discussion Topics

Compare a map of a small town or village in the past to a map of that same town or village today. What has changed? Did the town have more streets or fewer streets than today? Did the businesses in town start up near a river or railroad tracks? What are some examples of businesses that used to be in this town that no longer exist?

Build a model replica of an early 1900's schoolhouse. Think about lights, heat and washrooms. Use popsicle sticks, wood, cardboard, foam board, etc. This could also be done on the computer if access to a design program is available.

Build a model replica of an early 1900's train station in a typical Grey County town. How do you think they chose the location of the railroad station? Was the railroad very important to this town? Why? What other buildings would you build close to the railroad? Why? Use popsicle sticks, wood, cardboard, foam board, etc. This could also be done on the computer if access to a design program is available.

Understanding of Concepts

- demonstrate an understanding of the features and characteristics of rural communities (e.g., in regard to land use, transportation, industry, physical features, population, buildings)
- describe the interaction between people and the environment (e.g., dependence on nature for water, food, energy, fuel)
- demonstrate an understanding of the reasons people live where they do (e.g., because of family ties, occupations, services, schools)

Developing Inquiry/Research and Communication Skills

- use appropriate vocabulary (e.g. urban, rural, city, town, village, environment, scale, north, south, east, west) to describe their inquiries, discoveries and observations

- locate key information about rural and urban communities from primary sources (e.g. surveys, interviews, and fieldwork) and secondary sources (e.g. charts, graphs, maps, models, and CD-ROMs)

- organize and classify information about communities to identify issues, solve problems, and make decisions

Grade 7

British North America

Suggested Activities and Discussion Topics

Research the historical development of any small town in Grey County. Include information about its earliest businesses (especially agricultural), schools, churches, railroads, highways (or other methods of transportation), key personalities and contributions from the various cultural groups. Identify any significant conflicts, problems or issues within the community and how they were overcome.

There were major changes to the physical, social and political landscape of Grey County due to the Great Migration of immigrants to the area. Using primary sources, identify some of these changes and their importance. Diaries, maps, newspapers, letters, and photographs, along with business and government records will help to find out more about life in these times. Try to find first hand evidence of an event. Learn to recognize primary and secondary sources.

When were the first institutions, such as hospitals and schools, established in your community? Choose a local institution and discuss why it first began? If possible, find out what public opinion was in regard to the institution. Did they support it or oppose it from the beginning? Why? Was there a similar institution or service in place before this institution began? Why was the old option being replaced? What other events were happening at the same time that could have influenced the development of such an institution?

Understanding of Concepts

- show an understanding of early life in English Canada (e.g., pioneer experiences and hardships, family life, economic and social life, religious life, establishment and development of institutions and services, transportation, and emergence of communities)

Developing Inquiry/Research and Communication Skills

- locate relevant information about how early settlers met the challenges of the new land, using a variety of sources (e.g. artifacts, journals, letters, statistics, field trips, interviews, original documents, maps, illustrations, print materials, videos, CD-ROMs, Internet)

Grade 8

Canada: A Changing Society

Suggested Activities and Discussion Topics

The Industrial Revolution, at the turn of the century, had dramatic effects on society, and brought with it major changes for the people of Grey County. A period of economic growth, brought on by new immigrants moving to the area, along with advancements in technology promoted major changes in the county. What were some of these changes?

The people of Grey County were very involved in World War One. What were some of the contributions made, both on the home front and the frontlines? What were some of the sacrifices made by local families? How did the wars impact businesses and farms in the area? How did women, children, and the elderly contribute to the war effort? What are some other ways the war was felt by local communities or Grey County as a whole?

Can you find any examples of the changing role of women throughout the Tweedsmuir History books? What were some of the influences of these changes? Did the Women's institute play a significant part in the changing role of women? Why or why not? Support your answer with evidence.

Understanding of Concepts

- identify major developments (e.g., the suffrage movement), influences and personalities (e.g., Nellie McClung) in the women's rights movement and show an understanding of the changing role of women in Canadian society (e.g., with respect to composition of the labour force)
- show an understanding of Canada's participation in the World War One (e.g., reasons Canadians fought, roles of Canadian men and women, actions of Canadian forces at the battle of Vimy Ridge and other battles) and the contributions of war veterans to Canadian and world history
- demonstrate an understanding of the impact of the war on the veterans, their families, Canada as a whole, specific groups within the country, and the world

Developing Inquiry/Research and Communication Skills

-analyze, synthesize, and evaluate historical information (e.g. compare and evaluate the role of women in the nineteenth century and the twentieth century)