

THE STORY OF CANADA'S EARLY
PIONEERS AND HOMESTEADERS.

Teacher's Guide

PIONEER LIFE IN CANADA



mythic
PRODUCTIONS

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PIONEER LIFE IN CANADA

Program Description:

Long ago, Canada was already a country of immigrants. These people came from many different places like the United States, Germany, France, England, Scotland and Ireland. They left their homeland and became pioneers in Canada. In this 20 minute program, Miss Michelle, a young modern-day student is transported back in time to a pioneer village. No more cell phones, MP3 players or electricity!

Her new teacher tells her about their life in a pioneer settlement, how they came to Canada, where they settled, and how they worked the land. Michelle tours the village and learns about the grist mill, the blacksmith shop, the general store and post office, and the school house. On her journey, she also learns how the aboriginal peoples taught the pioneers how to live off the land and made their adaptation to their new home much easier.

Grade levels : 3-7

In this package, you will receive:

- One 22 minute video - Pioneer Life in Canada
- 10-question Video Quiz
- Teacher's Guide
- Reproducible Student Worksheets

After viewing the video, students will be able to:

- Describe the communities of early settlers and First Nations people in Upper Canada and the West
- Communicate information about interactions between new settlers and existing communities, including First Nation peoples
- Describe the impact of factors such as heritage, natural resources, and climate on the development of early settler communities
- Compare aspects of life in early settler communities and present-day communities
- Identify the countries of origin of the people who settled in Canada (e.g., United States, United Kingdom, France, Germany)
- Identify the areas of early settlement
- Identify factors that helped shape the development of early settlements (e.g., lakes and rivers for trade and transportation; origins of early settlers; climate; natural resources)
- Explain how the early settlers valued, used, and looked after natural resources (e.g., water, forests, land)
- Describe what early settlers learned from First Nation peoples that helped them adapt to their new environment (e.g., knowledge about medicine, food, farming, transportation)
- Describe the major components of an early settlement (e.g., grist mill, church, school, general store, blacksmith's shop)
- Describe the various roles of male and female settlers (e.g., farm worker, minister, teacher, merchant, blacksmith, homemaker)
- 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, railroad construction)
- Understand the "push" and "pull" factors that brought people to Canada.

VOCABULARY

BARTER - To trade or exchange goods or services for other goods or services without the use of money.

BLACKSMITH - The blacksmith was an important member of the community. He made and repaired carriages, wagons, tools and machinery. Here is where the horses were shod (putting on the horseshoes). The blacksmith shop was a busy place.

CROP ROTATION - A method of farming. Farmers keep soil rich by planting different crops in a field each year.

FIRST NATION PEOPLE- These people were the first people to live in Canada. They have lived here for thousands of years.

GENERAL STORE - In the late 19th and early 20th centuries, the general store was central to business and life in many communities. Here, farmers and villagers purchased food and manufactured goods that were not otherwise available – hardware and tools, furnishings, textiles and clothing, medicines, groceries, jewelry and candy. Shelves and showcases teemed with goods. The scents of spices, coffee, fruit and cheese mingled with the odour of kerosene and cod liver oil.

GRIST MILL - A building where pioneers grind grains, such as wheat, corn, rye and oats, into flour for making bread.

IMMIGRATION - People who come from one country to live in another country.

MILLER - The person who owns, operates or works in a mill, usually a grain mill.

PULL FACTORS - Circumstances that convince people to migrate to a new land.

PUSH FACTORS - Circumstances or events that force you to leave your homeland.

PIONEER or SETTLER - Starting around the year 1500 people from Europe began to come over to Canada by boat. They wanted to start a new life in Canada. Because our country was new to them they called it the “New World”.

RED RIVER CART - The Red River cart was made of wood and had two large wheels. Wooden pegs and strips of buffalo hide held the parts together. Strips of rawhide were wrapped around the wooden wheels. The carts squeaked loudly and could be heard for miles. The cart was usually pulled by oxen, so it was also called an ox-cart.

SAW MILL - The sawmill provided for all the wood needs of the village, and in fact was often the first public building to be erected in a pioneer community. Early settlers had a constant need for lumber; not just planks for building houses, but also wood for furniture, barrels, guns, and wagons. Like the flour mill, the sawmill was powered by water. Water was gathered by damming a stream to create a millpond. This water was then directed against a power wheel, which operated the saw.

SAWYER - A person who cuts logs into timber and planks in a sawmill.

SETTLEMENT - A place where people create a new community by building homes and businesses.

SOD HOUSE/SODDIE - For many immigrants, their first shelter was a “soddie.” They broke the earth into chunks of grass and dirt, and stacked the sod like bricks to make walls. The roofs were also sod, supported by any wood they could find. Often, the roof supports were built out of the wooden wagons that carried them to their land.

STOREKEEPER - Part businessman, part accountant, lawyer, news-bringer and politician, the general storekeeper is one of the most important people in the village. Villages often grow around general stores because farmers and craftsmen need the goods and services that storekeepers supply.

TRADE - The buying, selling and exchanging of goods and services.

UNITED EMPIRE LOYALIST - The name given to those settlers who, loyal to the British cause in the American Revolution, migrated from the Thirteen Colonies to Canada.

ACTIVITY #1

Before Viewing the Video:

1. Ask students to tell you what they know about what life was like in the 1800s here in Canada.

- What would they not have had they we have today?
- What would they have that we have today?

Record their responses in two columns.

2. On a map of your province, locate the major rivers and lakes, and note the cities on these waterways. Discuss why waterways were important in early life in Canada, and why most villages and towns were built near water. Ask students to look for further ideas while watching the DVD "Pioneer Life in Canada."

Directed Viewing:

These activities are to be done by students while they are viewing the DVD program "Pioneer Life in Canada." Make enough copies of each of the following four assignments for 1/2 of your students. Randomly hand out one of the assignments to each student as a worksheet to use while viewing the program.

Assignment #1 - on page - Pioneer Life at Home

Assignment #2 - on page - Learning from First Nations People

Assignment #3 - on page - Jobs in the Pioneer Community

Assignment #4 - on page - Construction of the Pioneer Home - Upper and Lower Canada vs. The Prairies

Immediately After Viewing:

1. Ask students to write a response beginning with the following words:

"I would like to have lived during pioneer times because..."

or

"I would NOT enjoy living during pioneer times because..."

Have the students read the responses aloud, either to the whole class, or to a small group.

2. Discuss what the students noticed in the video about the importance of waterways in early pioneer life from travel, transportation of goods, and power for mills.

3. Have students break into 4 groups based on the "directed viewing assignment" they received. Appoint or have the students select one recorder for each of the four groups. Ask students to share their answers within their group. The recorder will compile all the answers onto one sheet.

4. Ask the recorders to report the results for each group.

Directed Viewing Activity - Assignment #1 - Pioneer Life at Home

Pioneers had to make good use of everything they had. Make a list of examples shown in the video of things they used instead of:

Spring Mattresses for Beds	
Comforters	
Rugs for floors	
Asphalt shingles for roofs	
Bricks for building	
Lamps for light at night	
Furnaces for heating houses and schools	
Add other things you see that were examples of making good use of what was available to the pioneers	

Directed Viewing Activity - Assignment #2 - Learning from First Nations People

List the things pioneers and early settlers learned from First Nations people when they first came to Canada. Use the chart below.

Food	
Clothing	
Agriculture	
Travel	
Medicine	
Other	

Directed Viewing Activity - Assignment #3 - Jobs in the Pioneer Community

Based on what you see in the DVD program, write the names of all the different jobs or occupations that people could choose to do in the 1800s. Describe what each person did at their job.

Job or Occupation	Describe the job...

**Directed Viewing Activity - Assignment #4 -
Construction of the Pioneer Home - Upper and Lower Canada vs. The Prairies**

**Record the similarities and differences between pioneer homes built in Upper/
Lower Canada and the settlers' homes built on the prairies.**

Homes in Upper/Lower Canada	Homes in the Prairies

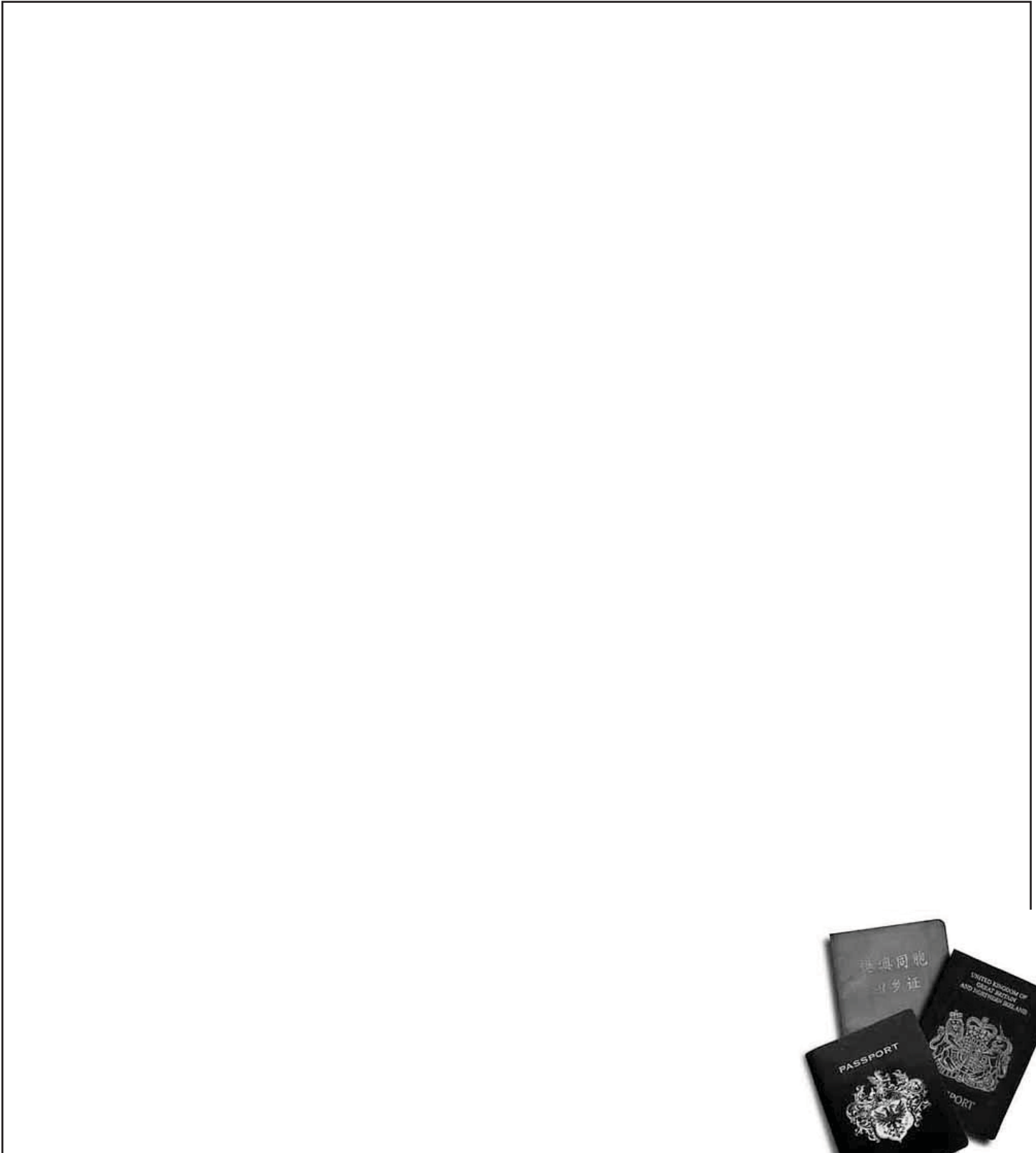
ACTIVITY #2 - COMPARE AND CONTRAST

After watching the video *Pioneer Life in Canada*, fill in the following chart. You have to think about what your life is like today and compare it to the life of the settlers who came to Canada in the 1800s.

School Today	Pioneer School
Jobs Today	Pioneer Jobs
Stores Today	Pioneer Stores
Games & Play Today	Pioneer Games & Play

ACTIVITY #3 - IMMIGRATION TO CANADA

Back in the 1800s, Clifford Sifton, Minister of the Interior, sent pamphlets to the United States, Great Britain and Europe promising free land to immigrants. This started a massive immigration to Canada especially to the West. Imagine that you are trying to attract immigrants to Canada. In the blank space below, draw a poster that encourages people to come to Canada TODAY.



ACTIVITY #3b - ARRIVING IN CANADA TODAY

Using the information you learned in the video, *Pioneer Life in Canada*, you are now going to compare the journey of the pioneers to the journey of immigrants today. Fill in the chart below.

Pioneer Settlement Areas	Where new immigrants settle today
Transportation methods used by pioneers	Transportation used by immigrants today
Reasons Pioneers came to Canada	Reasons Immigrants come to Canada today
Languages spoken by pioneer immigrants	Languages spoken by today's immigrants
Places where pioneers settles	Places where immigrants live today

ACTIVITY #3c - IMMIGRATION

A number of people from various countries and various ethnic groups came to settle in Canada in the 1800s and early 1900s.

Examples:

- The United Empire Loyalists settled in New Brunswick, Nova Scotia and Ontario.
- The Mennonites who came to Upper Canada settled in the Niagara peninsula and Waterloo County.
- African-Americans escaping slavery through the “Underground Railway” settled in southwestern Ontario and other areas.
- Russian Mennonites and Jewish people from Russia settled in the Prairies.
- African-Americans primarily from Texas, California, Florida, Alabama, Mississippi, Georgia and Illinois settled in various regions of Saskatchewan and Alberta.

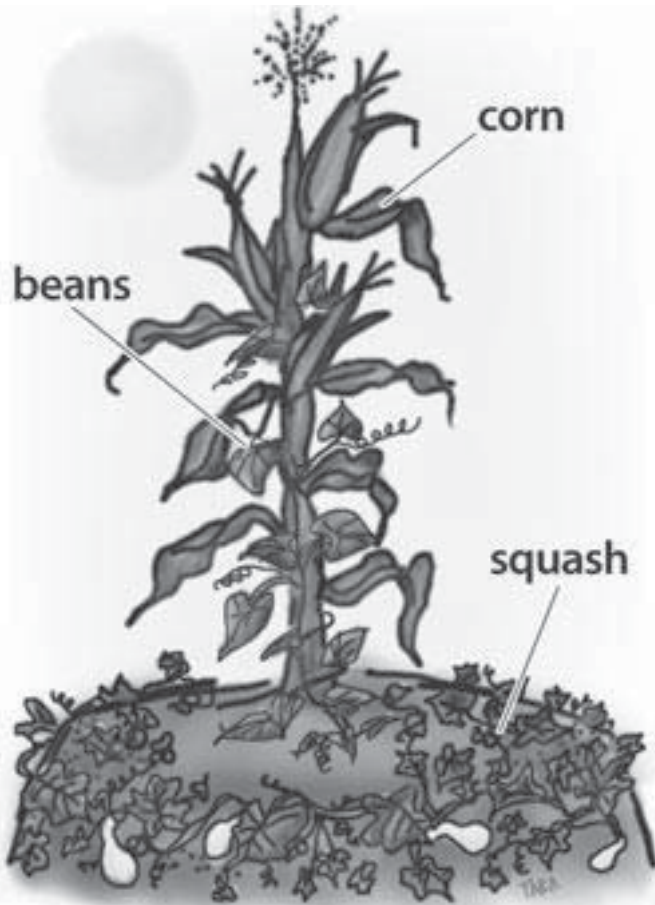
Select one of these groups or find your own, research their history, and write a report summarizing your findings.

Questions to answer should include:

1. Why did they leave their original homeland to come to Canada?
2. How did they travel to Canada?
3. What challenges did they have on the way?
4. What difficulties did they face when they got here?
5. How is their influence still shown in these communities today?

Include maps, pictures or sketches to illustrate your report.

ACTIVITY #6 - THE THREE SISTERS



*Direct-Sow, Easy-to-Grow:
The Ancient **Three Sisters** Method*

The Three Sisters are corn, beans and squash. Each plant gives strength and life to the other. Native Americans ate these foods and gained carbohydrates, protein and important nutrients. The Three Sisters nourished the First Nations people. They dried and stored these foods for the winter.

In the garden, the three sisters are planted together because each helps the other to grow. The corn grows tall so that the beans can grow around the corn's stalk. The beans also give the soil nitrogen that is needed by the corn to grow. Finally, the squash grows along the ground and keeps the weeds down.

Eating the Three Sisters provides our bodies with nutrients. Sister Squash is rich in carbohydrates, which gives our bodies energy. Sister Squash is also rich in vitamin A. Vitamin A helps keep our vision and skin healthy. When we eat fruits and vegetables that are the colour yellow-orange we eat beta-carotene. Our body turns beta-carotene into vitamin A. Other foods with beta-carotene or vitamin A are: apricots, nectarines, cantaloupe, carrots, spinach, pumpkin and fortified milk. Sister Squash helps us "glow" by giving us healthy skin and vision.

Sister Corn is a great source of carbohydrates. The body turns carbohydrates into energy. We need energy to walk, run, play basketball, soccer, hockey, and just about everything we do. Other foods with carbohydrates are: apples, bananas, grapes, raisins, bread, cereal, pasta, rice, oatmeal, pretzels, bagels and potatoes. Sister Corn helps us "go" by giving us energy.

The final sister is Sister Bean. Sister Bean gives our body protein. Protein builds up, keeps up and replaces tissues in our body. It is important for growing. Our muscles, organs and our hormones are made up of protein. Protein also helps heal scrapes and cuts and fight off infection. Other sources of protein are: chicken, beef, fish, eggs, nuts, cheese, milk and peas. Sister Bean helps us "grow" because she has protein.

To Native Americans, however, the meaning of the Three Sisters runs deep into the physical and spiritual well-being of their people. Known as the "sustainers of life," the Iroquois consider corn, beans and squash to be special gifts from the Creator. The well-being of each crop is believed to be protected by one of the Three Sister Spirits. Many an Indian legend has been woven around the "Three Sisters" -sisters who would never be apart from one another- sisters who should be planted together, eaten together and celebrated together.

Activity: On a blank piece of paper, have students draw or paint pictures of the Three Sisters' story. Or organize them into groups, have them rehearse and act out The Three Sisters story.

A LEGEND: THE THREE SISTERS

“The story of the Three Sisters varies from tribe to tribe. This version of the story most likely stems from an oral account by Lois Thomas of Cornwall Island, compiled by students at Centennial College and found in Indian Legends of Eastern Canada.” For more information see <http://www.birdclan.org/threesisters.htm>

Once upon a time, very long ago, there were three sisters who lived together in a field. These sisters were quite different from one another. The littlest sister was so young that she could only crawl. She dressed in green. The second sister wore a bright yellow dress. She liked to run through the field as the sun shone and the wind blew in her face. The third sister was the oldest sister. She was very tall and had long, yellow hair. She wore a green shawl and tried to keep her younger sisters out of trouble. There was only one way the sisters were alike. They loved each other very much. They were sure they would never be able to live apart.

One day a stranger came to the field where the three sisters lived. He was as straight as an arrow and as fearless as an eagle. The three sisters were very interested in the little Indian boy. They watched him fit his arrow in his bow, saw him carve a bowl with his stone knife, and wondered where he went at night.

Late in the summer one of the three sisters disappeared. It was the youngest sister in green, the one that could only crawl. Her sisters were very sad, but she did not return.

Once more the Indian boy came to the fields of the three sisters. He came to gather reeds at the edge of a stream nearby to make arrow shafts. The two sisters who were left watched him and saw his moccasins leave prints in the earth that marked his trail.

That night the second sister, the one who dressed in yellow, disappeared. She left no mark because she set her feet in the moccasin tracks of the little Indian boy.

Now there was only one sister left. She stood tall and straight in the field and bowed her head in sorrow. She was alone in the field. The days grew shorter and the nights were colder. Her green shawl faded and grew thin and old. Day and night she wished for her sisters to return to her. She tried to call for them but her voice was low like the wind.

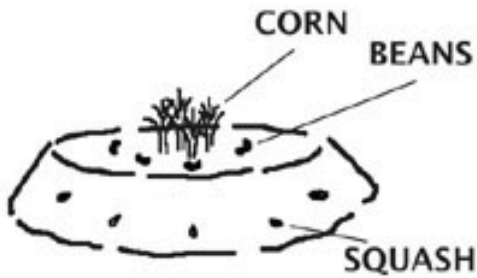
One day when it was the season of the harvest, the little Indian boy heard the crying of the third sister. He felt sorry for her, and carried her to the house of his father and mother. Oh what a surprise awaited her there! Her two sisters were in the house of the little Indian boy. They were safe and very glad to see her. They had been curious about the Indian boy, and they had gone home with him to see how and where he lived. They had liked his warm house so well they had decided to stay with him through the winter. And they were doing all they could to be useful. The little sister in green, now quite grown up, was helping to keep the dinner pot full. The sister in yellow sat on the shelf drying herself for she planned to fill the dinner pot later. The third sister joined them, ready to grind some meal for the Iroquois family's bread. Ever since then the three sisters spend their spring and summers in the field together, and their winters in the longhouse, helping to feed the family of the little Iroquois boy. And the three have never been separated since.

Every child of today should know these three sisters and need them just as much as the little Iroquois boy did. For the little sister is the bean who needs the eldest sister to keep her from crawling along the ground. The second sister is the squash, who has bright yellow flowers and tends to run away across the field. The eldest sister is the corn. Her kernels can be dried and ground up to make flour for bread. When the corn, beans and squash are eaten, they provide a very nutritious meal with everything a person needs to be healthy.

Activity: Read the legend to your class. Ask students what lessons are taught. You can discuss companion planting, habitats, and interdependence of species. Have students think about what other plants might go together. Using the information gathered, have students write a short legend of their own.

THREE SISTERS PROJECT - GROW YOUR OWN GARDEN

Long ago, people could eat only what they grew or what they could catch. They couldn't just go to the grocery store and buy whatever was on the shelf!



Corn, squash, and beans: three seeds of change that have forever altered the world. These plants were important in the time of the Haudenosaunee and are equally so now. How do these three plants continue to influence cultures all over the world? How are you connected to other world societies by the intertwined rope of the Three Sisters?

The Three Sisters are planted in mounds, not rows. Planting in rows causes soil erosion whereas mounds help to retain moisture and soil fertility encouraging strong, healthy plant growth. Healthy plants are more disease resistant. Try planting your own garden using traditional Haudenosaunee practices.

ASSIGNMENT: Follow these instructions:

1. In late May, or once the chance of frost has passed, pick a sunny site and dig up the ground. Heap the earth into piles about 20 cm high and about 50 cm across. The centres of your mounds should be about four feet apart and should have flattened tops for watering.
2. First, in the centre of each mound, plant five or six corn kernels (soak overnight in water) in a small circle. Many Native people honour the tradition of giving thanks to the "Four Directions" by orienting the corn seeds to the north, south, east, and west. By doing the same, students can learn to use compasses and observe the sun's movements.
3. After a week or two, when the corn has grown to be 12 cm or so, plant seven or eight pole beans in a circle about 15 cm away from the corn kernels.
4. A week later, at the edge of the mound about 30 cm away from the beans, plant seven or eight squash or pumpkin seeds.
5. When the plants begin to grow, you will need to weed out all but a few of the sturdiest of the corn plants from each mound. Also keep the sturdiest of the bean and squash plants and weed out the weaker ones.
6. As the corn and beans grow upward, make sure that the beans wrap around and are supported by the cornstalks. The squash will grow outward between the mounds, around the corn and beans. Don't forget to water your garden!

If your outdoor growing space is limited, you can create a mini three sisters garden in an outdoor container, such as a barrel, or even in the classroom. Although students won't likely see the crops grow to maturity, especially indoors, they should be able to observe the pole beans twine around the corn and the large squash leaves form a mat. To simulate this planting system, use a large container with holes or gravel in the bottom and fill it with potting mix (and compost if you're growing outdoors). Follow the above instructions, but plant only 3 corn seeds (thin to 1), 2 bean seeds, and 1 mini pumpkin seed. Place the container where it will receive at least six hours of sunlight (or 12 hours of grow lights) each day. Enjoy your harvest!!!

ACTIVITY #7 - WORD SEARCH

There are 14 words to find. Circle or highlight each one you find, then cross it off the list.

SAW MILL
 BARTER
 SAWYER
 GRIST MILL
 GENERAL STORE
 MILLER
 SETTLEMENT

SIFTON
 IMMIGRANT
 LOYALIST
 PIONEER
 SODDIE
 BLACKSMITH
 ABORIGINAL

C	F	G	G	R	I	S	T	M	I	L	L
P	H	J	O	S	D	G	B	K	S	O	G
I	M	M	I	G	R	A	N	T	I	Y	E
O	T	Y	W	E	E	Q	B	C	F	A	N
N	B	A	R	T	E	R	G	S	T	L	E
E	L	F	A	O	Y	P	G	A	O	I	R
E	A	V	B	I	G	P	J	W	N	S	A
R	C	M	I	L	L	E	R	M	D	T	L
F	K	U	G	V	H	G	E	I	D	J	S
G	S	A	W	Y	E	R	R	L	T	O	T
J	M	B	Z	X	B	M	L	L	F	G	O
U	I	V	N	S	O	D	D	I	E	V	R
C	T	Z	H	C	V	X	S	K	C	V	E
N	H	S	E	T	T	L	E	M	E	N	T
X	V	N	H	F	G	K	T	U	O	X	S
F	J	A	B	O	R	I	G	I	N	A	L

ACTIVITY #8 - PIONEER LIFE: TRUE OR FALSE

Write “T” for “True” or “F” for “False”.

1. Pioneers arrived in Canada from England, France, Ireland, Germany and the United States. _____
2. The settlers who came from Europe in the 1800s flew here in airplanes. _____
3. People sometimes arrived here in Canada with a cow and some chickens. _____
4. Some settlers made their houses out of sod. _____
5. Plastic was used by the pioneers to make furnishings for their homes. _____
6. School children were expected to sweep the classroom floor, clean the desks, bring in firewood and pails of drinking water. _____
7. The general store was the “meeting place” for a pioneer community. _____
8. One of the first buildings in a pioneer community was a grist mill. _____
9. The grist mill was powered by electricity which kept the waterwheel moving. _____
10. Blacksmiths made tools like rakes, hoes, and spades. _____
11. A sawyer is a person who made clothes for the people in the community. _____
12. When the immigrants arrived from Europe, they stayed in hotels while their travel papers were checked. _____
13. The Canadian government offered free land to people willing to settle on the Prairies. _____
14. “The Three Sisters” was a planting method used to grow tomatoes, beans and carrots. _____
15. “Push” and “pull” factors are terms used to describe why immigrants leave and come to new countries. _____

Final Score: _____ **out of 15.**

ANSWER KEY:

Page 17 - Word Search

C	F	G	G	R	I	S	T	M	I	L	L
P	H	J	O	S	D	G	B	K	S	O	G
I	M	M	I	G	R	A	N	T	I	Y	E
O	T	Y	W	E	E	Q	B	C	F	A	N
N	B	A	R	T	E	R	G	S	T	L	E
E	L	F	A	O	Y	P	G	A	O	I	R
E	A	V	B	I	G	P	J	W	N	S	A
R	C	M	I	L	L	E	R	M	D	T	L
F	K	U	G	V	H	G	E	I	D	J	S
G	S	A	W	Y	E	R	R	L	T	O	T
J	M	B	Z	X	B	M	L	L	F	G	O
U	I	V	N	S	O	D	D	I	E	V	R
C	T	Z	H	C	V	X	S	K	C	V	E
N	H	S	E	T	T	L	E	M	E	N	T
X	V	N	H	F	G	K	T	U	O	X	S
F	J	A	B	O	R	I	G	I	N	A	L

Page 18 - True or False

1. T 2. F 3. T 4. T 5. F 6. T 7. T 8. T 9. F 10. T 11. F 12. F 13. T 14. F 15. T



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