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# UPPER CANADA VILLAGE TEACHER'S RESOURCE KIT

## *SUGGESTED ACTIVITIES*

**(INTERMEDIATE AND SENIOR)**

GRADES 7 TO 12

# FOCUS ON AGRICULTURE

## *Agricultural Census*

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(INTERMEDIATE AND SENIOR)

### **Notes To The Teacher**

A census is an official enumeration that provides data on the population, housing, schooling, religion, etc. An agricultural census compiles statistical information on all facets of farming.

The first complete census of the population of Canada West was made in 1851. The Dominion censuses of 1861 and 1871 provide useful data on the population, agriculture, industry, etc. These records are important for historical information and research. By analyzing them we can better understand how people lived and worked.

The "Agricultural Census for the 1860s" IS NOT a copy from an authentic 19th century census book. It has been prepared to give students the opportunity to gather information on the Loucks, Tenant and Ross Farms at Upper Canada Village. By analyzing and comparing these farms, students will gain a better understanding of how census data are gathered, and agricultural practises in the 1860s.

Each student will require the two page "Agricultural Census For The 1860s" and a pencil.

### **How To Participate**

Begin at ANY one of the three farms: Loucks, Tenant or Ross Farm.

Village interpreters represent the families living at the Loucks Farm, Ross and Tenant Farms.

Investigate and observe at the three farms by listening to interpreters and you will gain a great deal of valuable information that will help you analyze your data.



# AGRICULTURAL CENSUS FOR THE 1860S

	LIST FOODS GROWN IN THE ORCHARD AND THE GARDEN	LIST THE TYPES OF FIELD CROPS GROWN	DESCRIPTION OF HOUSE SIZE, MATERIAL, ETC.	OTHER INCOME	YOUR COMMENTS
<b>LOUCKS FARM</b>					
<b>ROSS FARM</b>					
<b>TENANT FARM</b>					

# FOCUS ON DAILY LIFE

## *A Yesterday Quest*

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(INTERMEDIATE AND SENIOR)

### **Notes To The Teacher**

The object of the "Quest" is to discover how the home is a production unit providing the basic needs of the family and a surplus for market.

Each student will require a copy of the "Quest" (4 pages), a Upper Canada Village guide map and a pen or pencil. We suggest fixing the pages to a clipboard or sturdy cardboard to make it easier to record your answers. As well, it is recommended that group supervisors distribute the pages to the students just before they begin their quest. This will allow all students the same opportunity to discover the solution.

The answers to the "Quest" are located on a wood box near the Signal Tower.

### **How To Participate**

The game of "Quest" is similar to a treasure hunt. Group supervisors will give students the game pages and an Upper Canada Village guide map just prior to beginning the quest. Discover the answers by observing, listening to and questioning Village interpreters. Use the Village map as a guide and follow the instructions given for each step of the quest.

### **Answers**

See the attached Activity Answer Key.

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## ACTIVITY ANSWER KEY

### A Yesterday Quest

1. wheat and oats - shorts and bran - "cash for grain"

2. picking, carding, spinning

shuttle: a part of the loom that holds a bobbin with the weft thread

weft: the cross-wise thread woven into the warp (length-wise threads) to make fabric

3. post office

glassware, cutlery, scissors, pens, pencils, paper, slateboard, thread, rope, patent medicines, needles, sad irons, ceramic containers, kerosene lamps, sugar, tea, nails, tinware, hardware (hinges, pulls), fabric, etc.

eggs and butter

4. quilting: sewing together a bed cover with a top constructed of pieces of fabric, filled with wool batting, and a back layer of fabric

teasing: cleaning the wool by separating or pulling apart the wool fibres

carding: brushing wool so that the fibres all lay in the same direction

spinning: drawing out and twisting the fibres into a continuous thread

weaving: making fabric by interlacing threads

5. co-operative, 900 lbs. of milk, cheese and whey, whey is fed to pigs

6. carpet, portrait, candlestick, oil lamp, piano forte, wood stove, hair wreath, tea service, tall case clock

7. summer kitchen: area of the house used in the summer for cooking and preserving; the stove is moved into this area in the late spring to help keep the main house cool

winter kitchen: meals are eaten in this room in summertime; the stove is moved into this area in cold weather to cook food and provide warmth

pork barrel

butter

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9. to own their own farm

flail = threshing machine

winnowing pan = threshing machine

scythe = buckeye mower

cradle scythe = reaper

## THE GAME OF QUEST

1. A stone mill by the pond's rim is where your quest does begin.  
Go up the stairs to check the bins and name two grains contained within.

\_\_\_\_\_

Consider the way the mill ran, to grind middlings, flour,

\_\_\_\_\_ **and** \_\_\_\_\_

which makes good feed for beast or man.

When there is a surplus of grain, from this how does the farmer gain?

\_\_\_\_\_

2. Now as you leave one mill behind, **shuttle** to your second quest.  
But, as you go - do keep in mind, if its right, go to the **wef**.

This mighty mill with all its power, saves the housewife a tiresome hour.  
So, as you go from step to step, list three tasks that have been met.

1.    \_ \_ **C** \_ \_ \_ **g**

2.    **C** \_ \_ \_ \_ \_

3.    \_ \_ **i** \_ \_ **i** \_ \_

Two **bold** words this verse did weave.

Define the pair before you leave.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. To your third stop you must go past the Robertson's and take it slow, for over a door there is a sign - 10 letters that fit just fine.

\_\_\_\_\_



A look inside makes all agree, that here we'll have a spending spree.  
So, take your pen and calculate, the things to buy, you cannot make.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

The merchant records in his day book, the debt for items customers took.  
And for some credit to pay the accounts,

customers bring \_\_\_\_\_ **and** \_\_\_\_\_ in small amounts.

4. Pass wood kegs of nails and stoves for heat.  
Then bear left, then right down Albert Street.  
Past forge of iron and Cabinetmaker Shop, not until the drag saw will you stop.  
The two log homes on your left, are the next stops on your quest.

While one does spin and one does sew, these are the things a girl must know.  
In their order you must define, each duty listed here in line.

QUILTING: \_\_\_\_\_

TEASING: \_\_\_\_\_

CARDING: \_\_\_\_\_

SPINNING: \_\_\_\_\_

WEAVING: \_\_\_\_\_

5. Great Britain bought our cheddar because they thought it better.  
To make the factory more productive the farmers formed their own

— — — — — — — — — —

To make a forty-pound cheddar in the round, take ten times the milk to the pound. As a protein source it is most compact, now in the space below fill in the facts.

1. How many pounds of milk are required to make 90 pounds of cheese? \_\_\_\_\_

2. Name the product and by-product of this industry.  
\_\_\_\_\_ + \_\_\_\_\_

3. What use is made of the by-product of cheese making?  
\_\_\_\_\_

6. Towards the river you will stroll, the fine stone farmhouse is your goal. The answers to this scrambled quest, are in the rooms for visiting guests. A word game that they did play, was "transpositions" in the olden days. Transpose the letters and you'll see, the signs of prosperity in a farm family.

pretca \_\_\_\_\_

oprritat \_\_\_\_\_

ldtkccaseins \_\_\_\_\_

lio mapl \_\_\_\_\_

onpai roeft \_\_\_\_\_

odow tosev \_\_\_\_\_

riha ahwtre \_\_\_\_\_

ate vreeics \_\_\_\_\_

altil esca klcco \_\_\_\_\_

7. Although this home is very fine, work goes on much of the time. To meet the family needs each day and earn what merchants take in pay. Mother and children productive must be in the two kitchens - that you will see. If two kitchens are better than one, explain how they both will run.

\_\_\_\_\_  
\_\_\_\_\_

In this container in the round,  
next winter's meat is salted down. \_\_\_\_\_

A dash is needed and time it takes  
to turn liquid into solid for cakes. \_\_\_\_\_

To set the table with propriety  
list the garden's many varieties.


8. Now to Loucks barn and yard you go and keep in mind the machinery you know. For at the next stop on your quest your discoveries we shall test.
9. At the Tenant Farm you see how a new immigrant's life can be as the family gains in prosperity. Record what you think their goal might be.

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Although Loucks Farm machinery is truly grand, the tenant farmer does his work by hand.  
Complete the column that you see and compare hand implements to machinery.

HAND TOOL	MACHINE
flail	
winnowing pan	
scythe	
cradle scythe	

10. At the tower you may rest, to ponder the riddle of this quest.  
For all the feats that you have done the answers are in this little pun.  
Add the feats that brought you here, repeat again --- but think most clear.  
Each foot a giant step must make the total of your feats to date.  
Take half from the tower towards the steeple, all the rest where there are few people.  
On this path you will uncover, the answers to all you have discovered.

# FOCUS ON MANUFACTURING

## *Help Wanted*

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(INTERMEDIATE AND SENIOR)

### **Notes To The Teacher**

The purpose of this activity is to help students understand the roles and economic contributions of 1860s children and their family, farm and local industry, and to learn about working conditions in mills and factories in the 19th century.

Provide each student with the two page "Application For Employment" to be completed during their visit.

Before your visit, provide each student with the "How To Participate" information for discussion.

### **How To Participate**

It would not be uncommon for a woollen mill like the one you will visit at Upper Canada Village to employ a girl or a boy as young as 12 years of age.

In the 1860s it is most probable that a boy or girl would simply present him or herself at the woollen mill if they needed employment. If certain requirements were met, he or she would be hired - no written application was required.

Imagine you are living in the 1860s and need employment. As you visit Upper Canada Village, fill out an application for work at the woollen mill.

Before you visit, examine the application to determine what information is required to complete it. Identify which buildings you will want to visit while you are at Upper Canada Village. Compile a list of questions you need answered in order to complete your application.

Discuss the following:

- a) What you would like to know about a woollen mill before applying for a job.
- b) The benefit the job would be to you and your family in the 1860s.
- c) An employer's expectations of his workers.

### **Answers**

See the attached Activity Answer Key.

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## ACTIVITY ANSWER KEY

### Help Wanted

#### Work Experience:

Children were expected to help with a wide variety of farm and household tasks. Older teenagers were dressed and treated as adults and expected to perform the same kinds of tasks. Much of the work experience acquired was gender specific. Girls learned handwork, cooking and other household skills (e.g. laundry). Boys were more often responsible for outside chores, helping to tend livestock and crops. Learning how to use hand tools (e.g. an axe, adze, etc.) and to perform basic carpentry were common expectations for boys. Other experience and skills development would probably have depended on the family and the more specialized skills and knowledge of parents who might, for example, have more education or a particular trade.

#### Education:

Education was not yet compulsory in the 1860s. Children were generally expected to attend common school and to complete a series of lesson books. In practice, regular attendance was not always a priority; children were also needed to perform work at home and on the farm. Schools focused on teaching self discipline, obedience and punctuality, as well as basic reading, writing and arithmetical skills. The teaching style was largely by rote learning (memorization), but Mr. Ryerson's advocacy of object-focussed teaching was also beginning to have some influence. Some students went on to grammar school and even university.

#### Knowledge And Skills:

The basic steps involved in processing wool include: picking, scouring, carding, spinning, weaving, fulling and napping. At McDiarmid, these processes are done by hand, whereas at Asselstine' Woollen Mill these steps are completed with the aid of machinery and water power. The knowledge and skills required depend on the specific job, but these would include knowledge of wool and its properties, knowledge of how to set-up, maintain and operate the equipment, a mechanical aptitude, physical strength and coordination.

#### Work Desired:

Children were generally considered only for the unskilled jobs within the mill. The primary benefit to you and your family is your wages. With time, you might acquire knowledge and skill to learn a trade and obtain a better job.



