
UPPER CANADA VILLAGE TEACHER'S RESOURCE KIT

SUGGESTED *ACTIVITIES*

(JUNIOR)
GRADES 4 TO 6

FOCUS ON AGRICULTURE

Farming The Forest

(JUNIOR)

Notes To The Teacher

This activity encourages students to explore the ways in which the forest and its products were used by farm families and communities during the early and mid 19th century.

Copy both game board pages for each student. We suggest fixing the pages to cardboard so they are easier to complete while walking in the Village.

Each student will also require a pencil.

Each supervisor should have a copy of the Upper Canada Village guide map.

The students will visit the Ross Farm, Tenant Farm, Loucks Farm, Saw mill, Village Bakery and the Flour Mill.

How To Participate

Begin at Ross Farm.

Discover how each picture relates to the forest products from the Ross Farm by observing and questioning the Village interpreters.

Answers

See the attached Activity Answer Key.

ACTIVITY ANSWER KEY

Farming The Forest

- Picture 1 Ashes, produced from clearing the land, are used to make lye and potash, used in the manufacture of soap.
- Picture 2 Trees such as white pine and cedar are cut by Mr. Ross into sections, called shingle bolts, which are purchased and cut by the Sawmill into roof shingles.
- Picture 3 Wooden implements of all kinds were produced by local coopers for use on the Ross Farm. These items were also sold to other farmers and households within the community.
- Picture 4 Ashes and potash were sold and exported for many other purposes including fertilizer, the manufacture of glass and gunpowder.
- Picture 5 Wood, cut and split into cords, was essential for home heating and cooking.
- Picture 6 Cord wood was also sold to commercial establishments, such as the Village Bakery, to heat the building and the oven to bake bread.
- Picture 7 Steam engines, such as the one recently purchased by Mr. Bellamy, operated with steam produced in a boiler. These boilers were most often fired with wood. This steam engine helps to mill flour.
- Picture 8 Railroads, such as the Grand Trunk Railway, used steam-powered locomotives, which used wood as their fuel. Railroad expansion created a need for railway
- Picture 9 Steamboats stopped regularly to re-fuel with cord wood as they travelled up and down the St. Lawrence River. Hard and soft maple were frequent purchases. Steamboats, sailing vessel and rafts were also used to transport lumber to more distant markets.

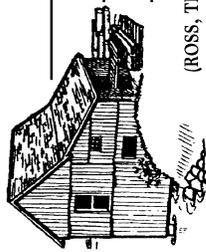
1 Find Out About The Uses Of Wood Products In The 1860s.

Discover how each picture is related to wood products from the Ross Farm. The answers can be found by visiting the homes and businesses indicated.



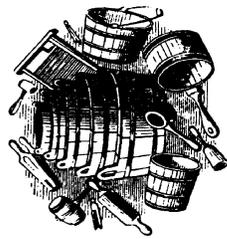
(ROSS, TENANT AND LOUCKS FARMS)

2



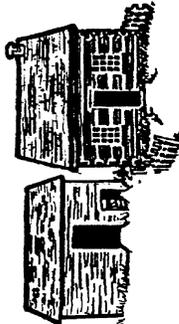
(ROSS, TENANT AND LOUCKS FARMS)

3



(ROSS FARM)

FARMING THE FOREST



ROSS FARM

The Ross Family makes most of its money by cutting and selling wood. Only a small part of the farm grows crops such as corn, potatoes and hay.

BONUS

Today a huge quantity of wood is cut to make paper products. In the 1860's paper was not made from wood. What was used?

HINT: Visit the Gazette Printing Office

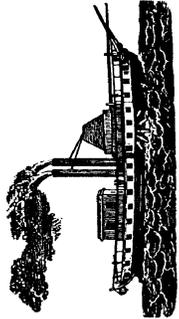
WORD SEARCH

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

- FIREWOOD
- INCOME
- SAW
- CORD
- SHINGLE
- BOLT
- POWER
- COOK
- BAKE
- HEAT
- STOVE

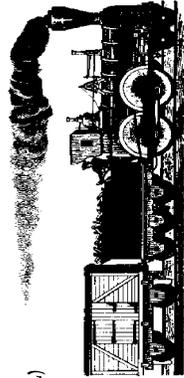
- POTASH
- ASHES
- GLASS
- LYE
- SOAP
- LAUNDRY
- ENGINE
- COOPER
- SOFT
- HARD

9

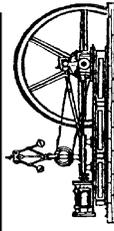


(FLOUR MILL)

8

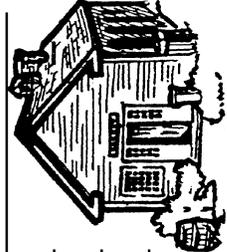


7



(FLOUR MILL)

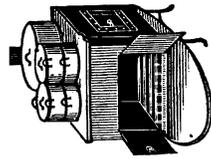
6



(BAKERY)

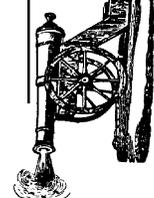
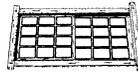


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(ROSS, TENANT AND LOUCKS FARMS)

4



(ROSS FARM)

FOCUS ON DAILY LIFE

Work-A-Day Walk

(PRIMARY OR JUNIOR)

Notes To The Teacher

The object of this game is to discover some of the chores and activities commonly done by a child in the 1860s.

Each student will require a copy of the two game pages and a pencil. We suggest fixing the pages to cardboard to make it easier for the students to complete the game board.

Each supervisor should have a Upper Canada Village guide map. The students will visit the Loucks or Tenant Farm, School House, Blacksmith Shop, Crysler Store and Robertson Home.

How To Participate

Begin at START (Loucks Farm or Tenant Farm).

Discover the answers by listening to, observing and questioning Village interpreters.

Record your discoveries.

Use the FREE spaces to record something extra that you discovered about the 1860s.

Answers

See the attached Activity Answer Key.

ACTIVITY ANSWER KEY

Work-A-Day Walk

Chores might include: sweeping, washing dishes, washing laundry, churning butter, chopping and bringing in firewood, collecting eggs, pumping water, picking fruit or berries, peeling vegetables, helping with the livestock, leading calves, etc. Often certain chores were considered gender specific (e.g. helping with the cooking would be a task for girls, whereas outdoor tasks and farm work was more typically for boys).

Items used during the school lesson include: slate, slate pencil, straight pen, quill pen, ink bottle, wood bench and desk, copy books, Book of Lessons, arithmetic books, and the blackboard. Other items used in 1860s schools include maps and globes.

Blacksmith made items that father could use such as nails, spikes, whipple tree, wheel tire, and horseshoes. The blacksmith's tools include: hammers, anvil, hacksaw, hand crank drill press, forge, pedal lathe and other wheel assembly and tiring equipment.

Items available at Crysler Store include a range of foodstuffs and spices, fabric, dishes, hardware, kitchen utensils, and medicine.

Household chores at the Robertson Home are similar to Loucks Farm or the Tenant Farm. Garden chores might include digging, seeding, weeding, helping to prepare the hotbed, fence building, picking fruit and berries, and harvesting vegetables as required in the kitchen and in the fall.

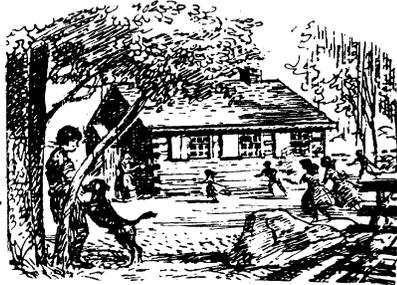


START

Start at the Loucks or Tenant Farm.
List the chores you might do.



Later you may go to school.



WORK-A-DAY WALK

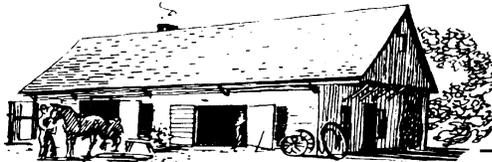
Draw five things used to do school lessons.

After school you run errands for your family.



Draw six things mother could use.

Go to the Blacksmith's Shop.



Draw three things father could use.

Go to Crysler Store.



Visit the Robertson home to discover what chores you might do in the home and garden.

FREE SPACE



FOCUS ON DAILY LIFE

Stitches In Time: 1860s Clothing

(JUNIOR)

Notes To The Teacher

This activity shows how families in the 1860s could produce their own clothing or purchase what was needed. Students will gain understanding of the types of fabric and clothing styles of the 1860s.

Each student will require the three pages of "Stitches In Time: 1860s Clothing" and a pencil. We suggest fixing the pages to cardboard to make it easier for the students to record the answers.

Students will visit the Loucks Farm, Dressmaker, McDiarmid Home and Crysler Store. Other interesting places to visit are the Tenant Farm and Woollen Mill.

How To Participate

Discover and draw or write your answers by observing, listening to and questioning Village interpreters.

Answers

See the attached Activity Answer Key.

ACTIVITY ANSWER KEY

Stitches In Time: 1860s Clothing

McDiarmid Home: spinning and weaving on a manual loom

Crysler Store: fabric, thread, buttons, factory made men's clothing and shoes

Loucks Home: hand-crank sewing machine

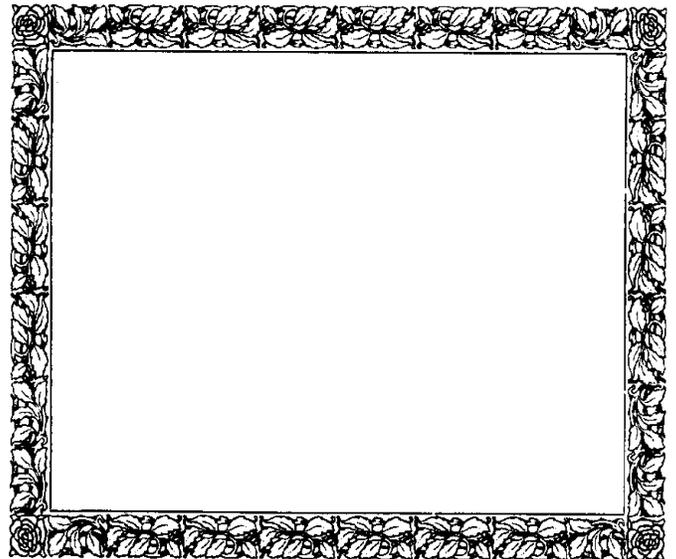
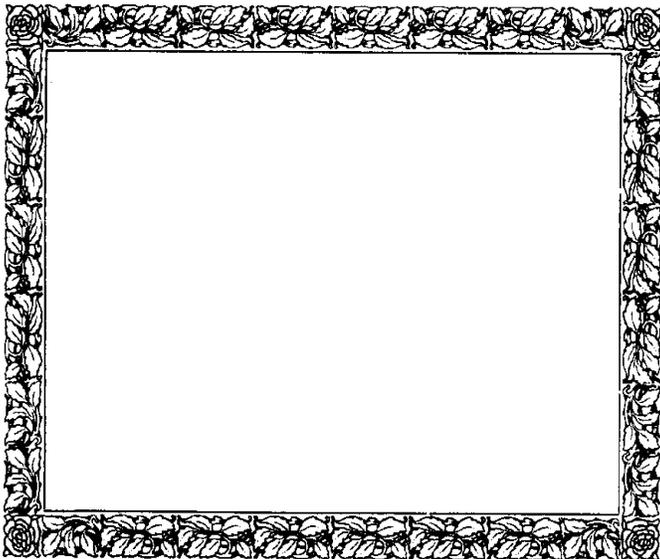
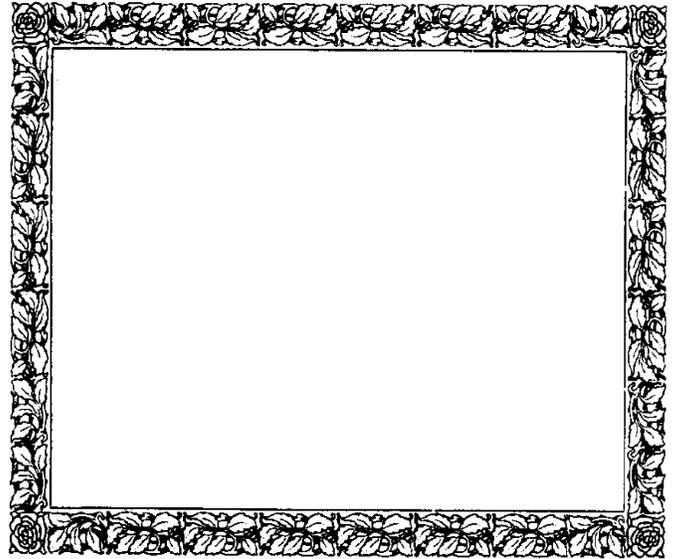
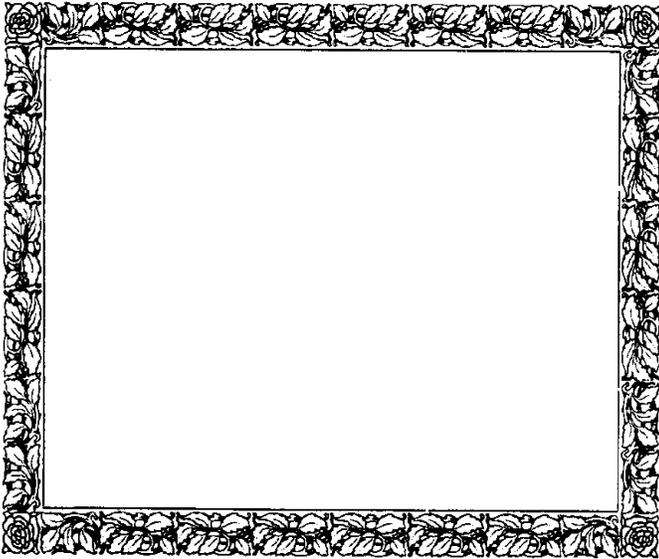
Dressmaker: hand sewn clothing which may be purchased

Your Observations: Children's clothing and simpler garments (underclothes and work dresses) were typically made at home; men's clothing was more often purchased or custom made by the tailor; natural fibres include wool, cotton and linen (from flax).

Discover how these four places contributed to the production of clothing for the family.

McDiarmid Home

Crysler Store



Loucks Home: Sewing Room

Dressmaker

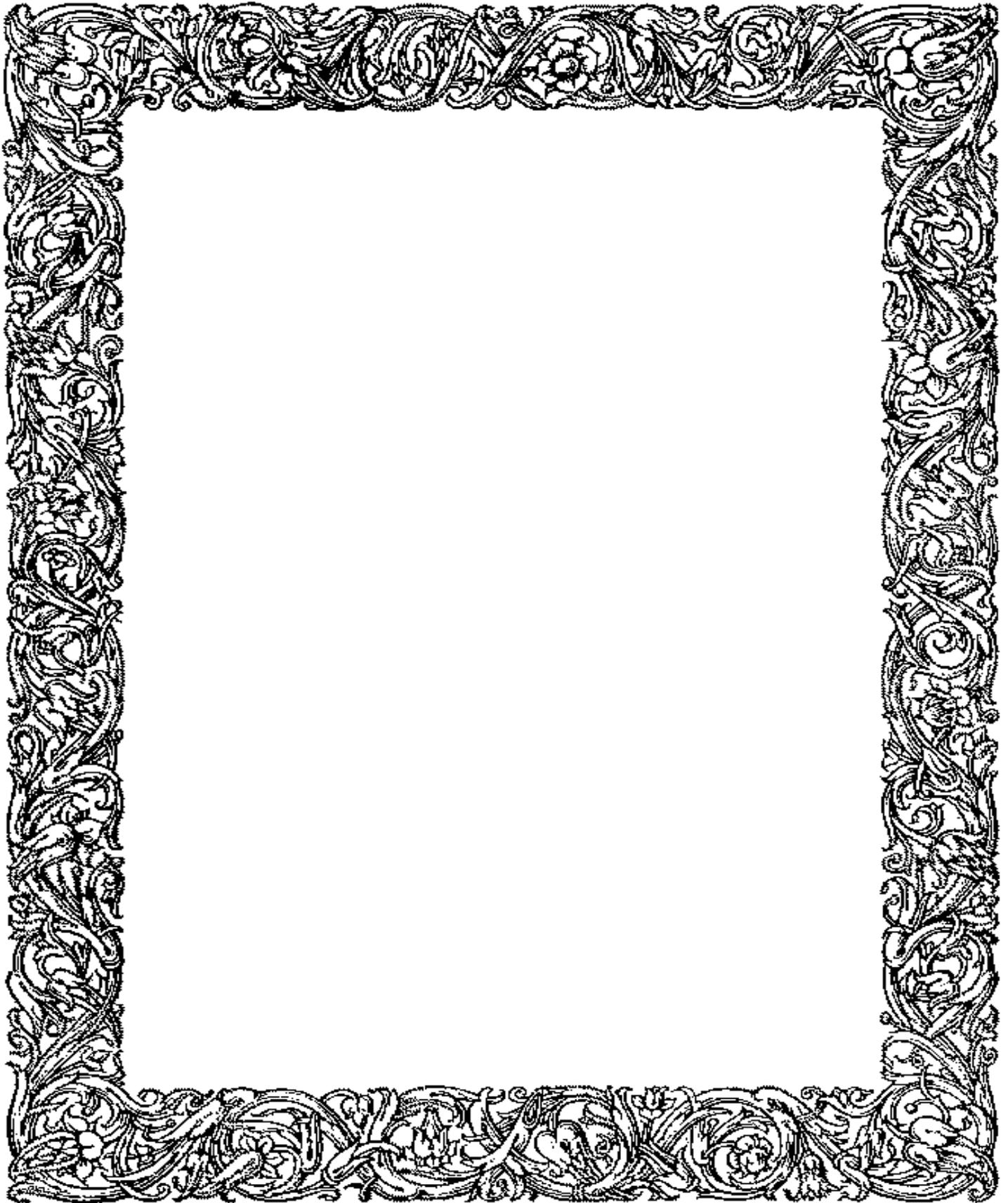
Your Observations

Whose clothing was most commonly made at home?

Whose clothing may have been purchased at the store or made by the tailor?

Name three natural fibres used in the 1860s.

Draw an 1860s self-portrait. Keep in mind that children were often dressed in the same style as adults. You can get hints for your "1860s self-portrait" by looking at the clothing the interpreters are wearing.



FOCUS ON MANUFACTURING

The Grain Gain

(JUNIOR)

Notes To The Teacher

The objective of the game is to discover the process of milling wheat and its benefit to the 1860s farmer, miller and the community.

Each student will require a copy of the two game board pages and a pencil. We suggest fixing the pages to cardboard to make it easier for the students to complete the game board.

Each supervisor should have a copy of the Upper Canada Village guide map. The students will visit the Flour Mill, Loucks Farm, Chrysler Store and the Bakery.

How To Participate

Begin at START (the Flour Mill) and follow the path on the game board.

Discover the answers to the game board questions by listening to, observing and questioning Village interpreters.

Record your discoveries.

Use the FREE space to record something extra that you discovered about the 1860s.

Answers

See the attached Activity Answer Key.

ACTIVITY ANSWER KEY

The Grain Gain

Section A

FOUR PRODUCTS OF WHEAT: flour, midds, shorts and bran.

THREE GRAINS (from left to right): hard spring wheat, soft winter wheat, oats.

OBJECTS IN THE FLOUR MILL:

1. STEAM ENGINE --- used as a second power source to operate the equipment in the mill.
2. TAILRACE --- part of the raceway, where water exits the mill after leaving the turbine;

FARMER --- grain is delivered in bags to the mill by farmers wishing to sell their grain or to have flour or feed produced for their own use.
3. SCALE --- used to weigh the grain and determine the portion of the grain that will be paid to the miller for his services (1/12).
4. BUCKET ELEVATOR --- used to elevate and move grain throughout the mill.
5. SMUTTER --- used to clean (scour) the grain.
6. MILLSTONES --- used to grind wheat into flour or to crush oats for feed.
7. BOLTER --- used to sift flour into white flour, midds, shorts and bran.

Section B and C

Various products are used at Loucks Farm. White and whole wheat flour are used in the kitchen for baking bread, pastries, etc., midds and shorts are fed to the pigs and crushed oats are fed to the horses.

Section D and E

The miller grinds his percentage of the wheat or other grain into flour for sale to commercial establishments such as the Bakery and Chrysler Store, who sell bread and flour to the community.

NEW
Advertisements
AND IMPORTANT
INFORMATION for the **PEOPLE.**

FOR best Family FLOUR, go to

BELLAMY'S MILL

IF you want the best WHOLEWHEAT
flour, go to

BELLAMY'S MILL

IF you want first rate articles or OATS,
go to

BELLAMY'S MILL

IF you want quality GRINDING go to

BELLAMY'S MILL

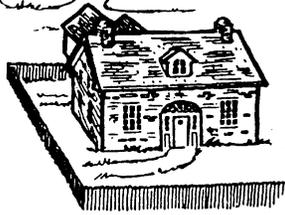
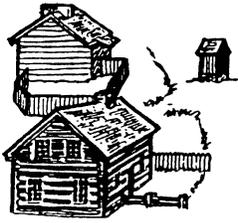
CASH PAID FOR **Oats.**

BELLAMY'S MILL

U.C.V.



C Loucks Barn & Granary



B Loucks Farm Kitchen



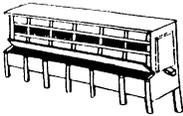
Follow the path to Loucks Farm. Discover how the farmer uses the products of wheat.



FREE SPACE



7



E



D



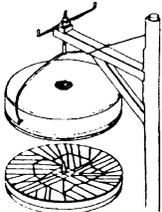
Identify these three grains. How is each grain used?

1. _____
2. _____
3. _____
4. _____



Follow the path to the Chrysler Store and Bakery to discover how the Miller will make a profit.

THE GRAIN GAIN



6



5

List four products of wheat.



A FLOUR MILL

START

Visit the Flour Mill. Identify and tell what the next seven objects do.

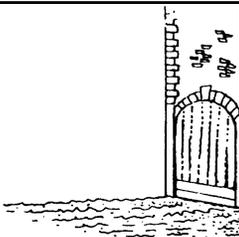


3

What is the source of the Miller's grain?



2



1

