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**UPPER CANADA VILLAGE  
TEACHER'S RESOURCE KIT**

***SUGGESTED  
ACTIVITIES***

**(PRIMARY)**

GRADES 1 TO 3

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# FOCUS ON AGRICULTURE

## *Animal Search*

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(PRIMARY)

### Notes To The Teacher

By visiting the Loucks, Tenant and Ross Farms and completing one or more activity cards, students will discover important facts about the fowl and animals on an 1860s farm. Other interesting places to visit are the School House and McDiarmid House.

Observations can be made on several levels, depending on the ability of each student. Each supervisor should have a Village guide map and each student will require one card and a pencil.

### How To Participate

Look at your activity card(s). Find the animal at one of the farms. Fill in the blanks.

Example: GOOSE

- a) They say "honk-honk".
- b) They have webbed feet.
- c) The soft "down" feathers were used to stuff mattresses and pillows in the 1860s.
- d) Wing feathers from geese make excellent pens.

Connect the dots for the object on your card. What is it called? How does it relate to the animal on your card?

### Answers

See the Activity Answer Key.

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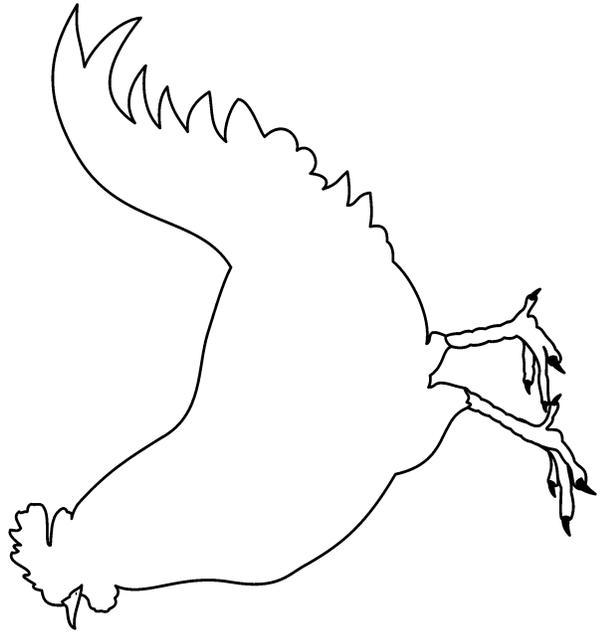
## ACTIVITY ANSWER KEY

### Animal Search

Items drawn through connecting the dots are: pen and ink (quill pen and ceramic ink container), butter churn (operated by moving the wooden handle up and down), basket of eggs, hand cards (for combing or carding wool before spinning into yarn), dump cart (horse-drawn vehicle for hauling wood, manure, etc.), a plough (drawn by a team of oxen to turn soil in fall and spring), and a smoke house (for curing meat).

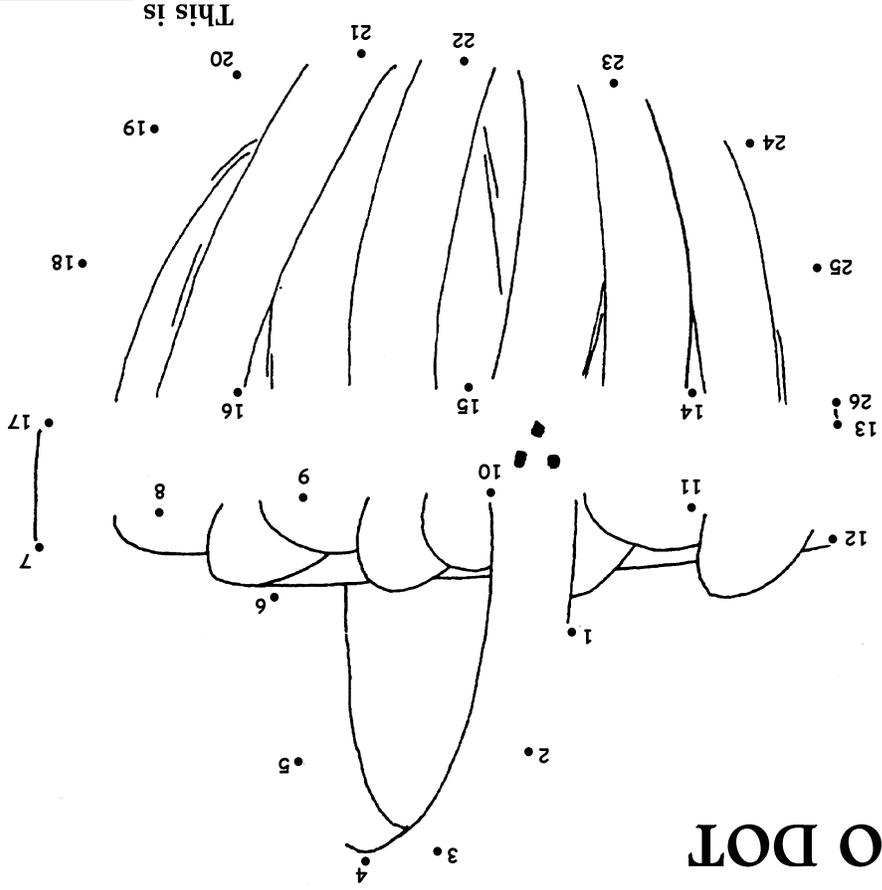
# CHICKEN

Finish drawing the chicken. Discover 5 things about a chicken.



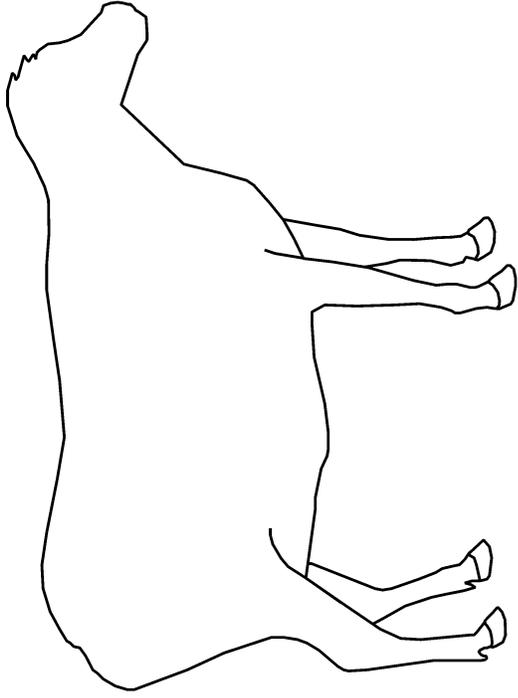
- 1
- 2
- 3
- 4
- 5

## DOT TO DOT



# COW

Finish drawing the cow. Discover 5 things about a COW.

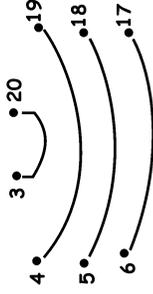


- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

# DOT TO DOT

1 • • 22

2 • • 21



• 16

7 •

• 15

8 •



• 14

9 •

• 13

10 •

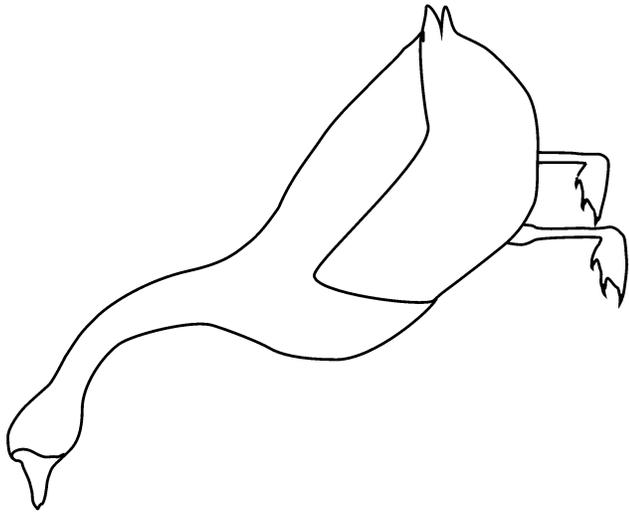
• 12

• 11

This is \_\_\_\_\_

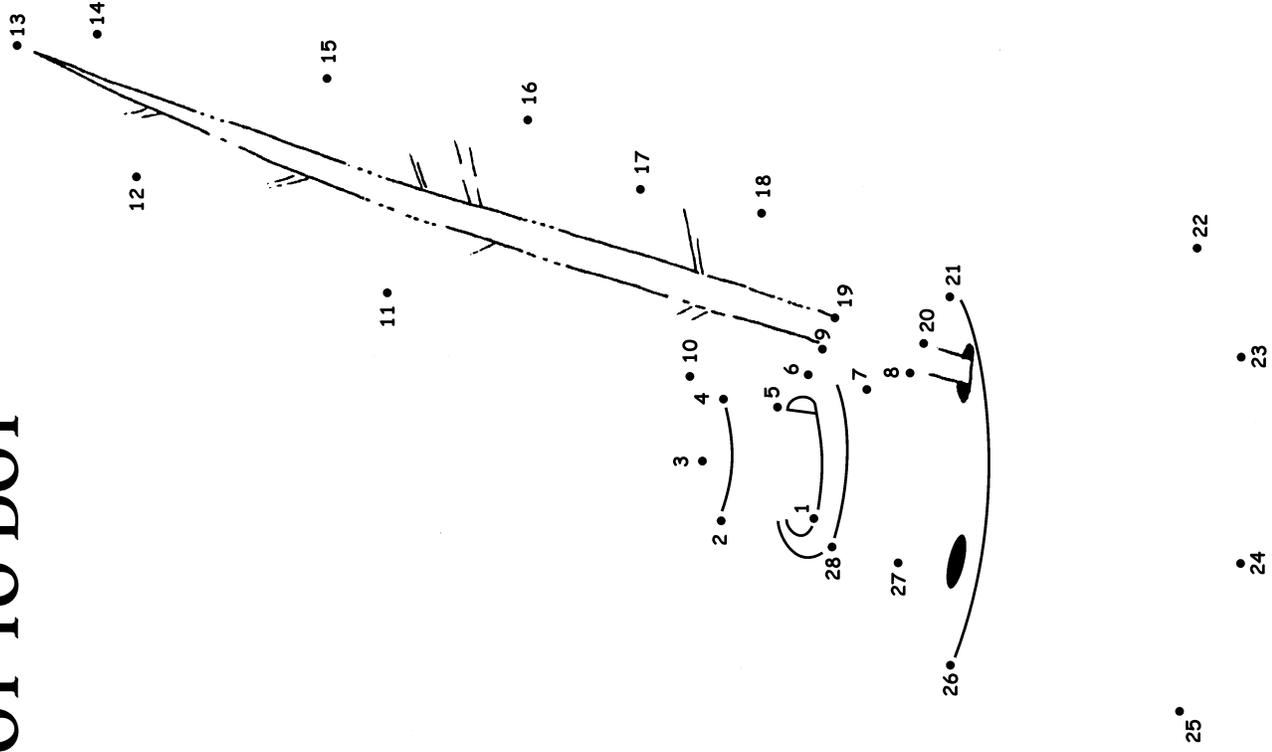
# GOOSE

Finish drawing the goose. Discover 5 things about a goose.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

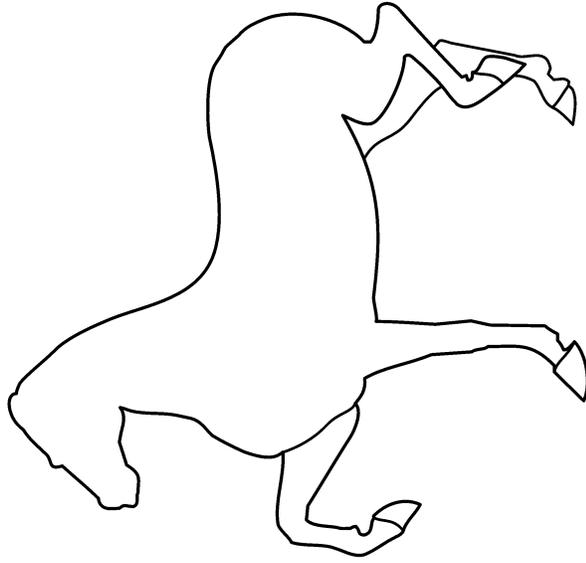
# DOT TO DOT



This is \_\_\_\_\_

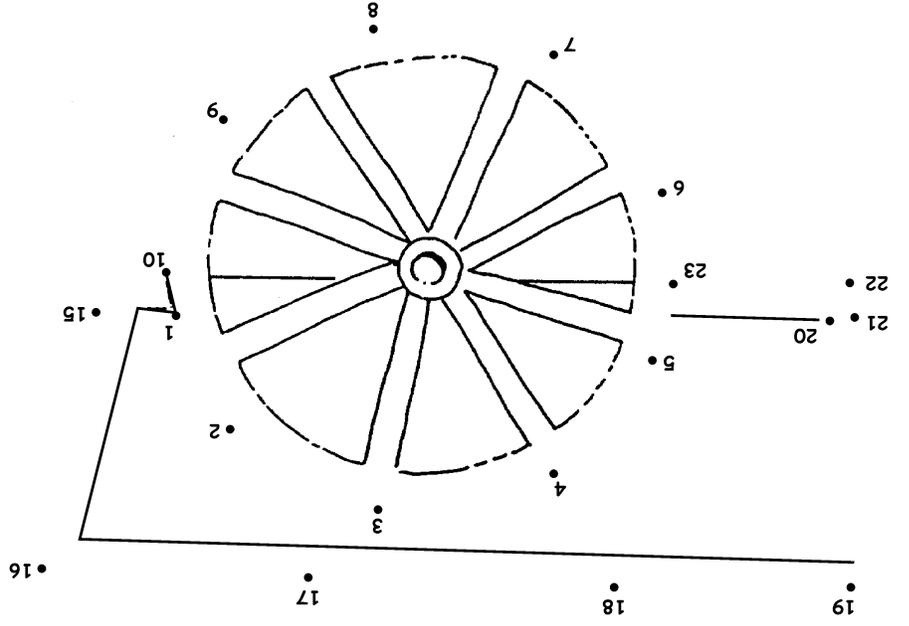
# HORSE

Finish drawing the horse. Discover 5 things about a horse.



- 1
- 2
- 3
- 4
- 5

## DOT TO DOT



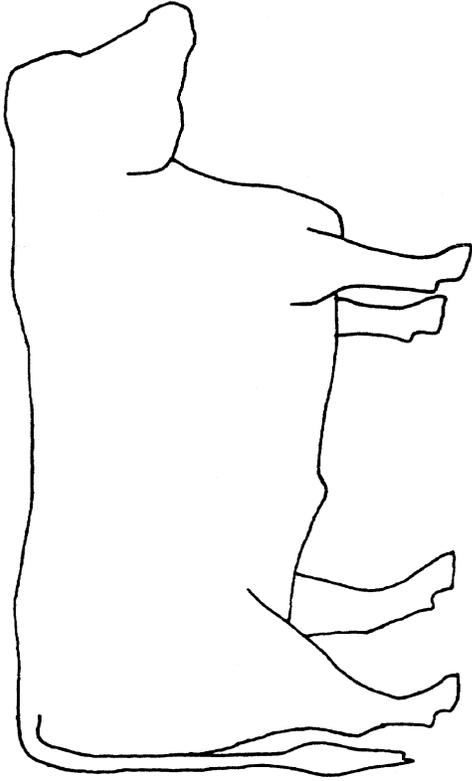
This is

- 12
- 13

- 11
- 14

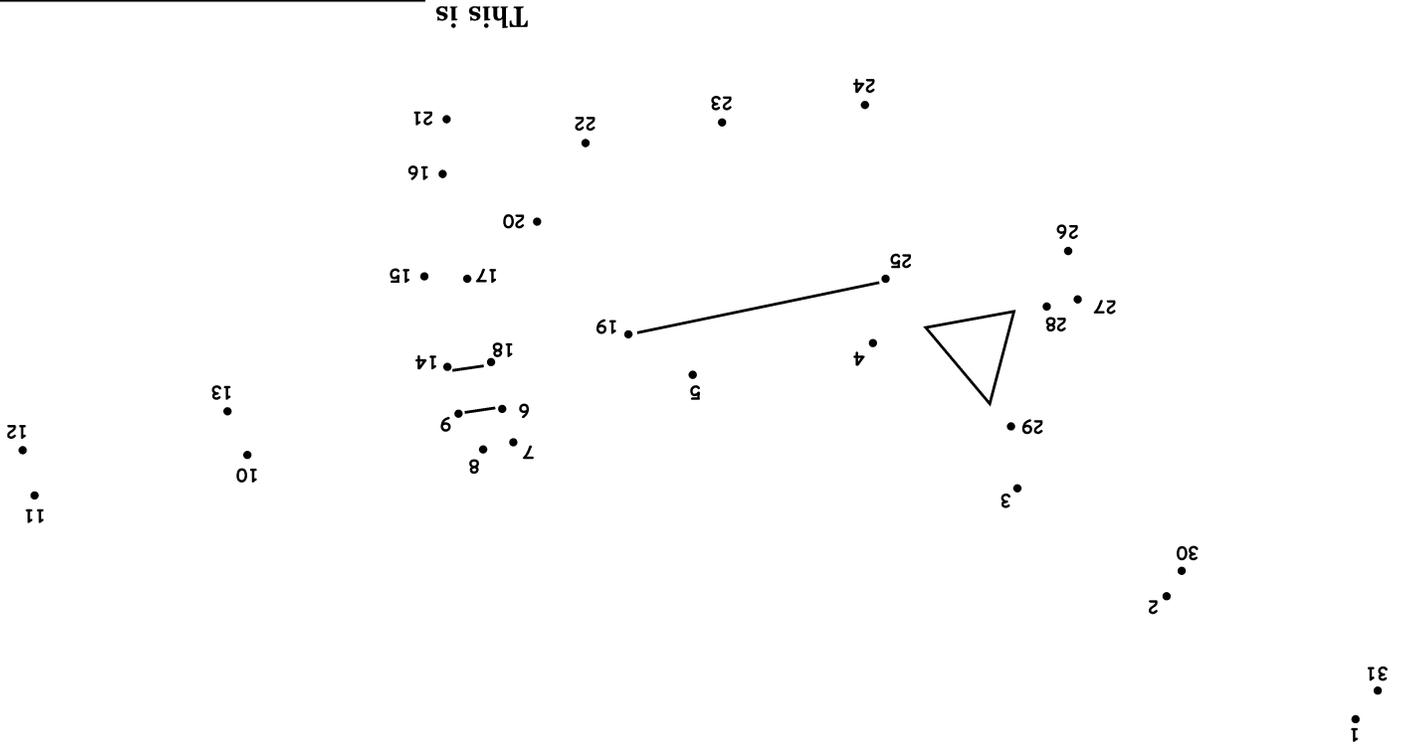
# OX

Finish drawing the ox. Discover 5 things about a ox.



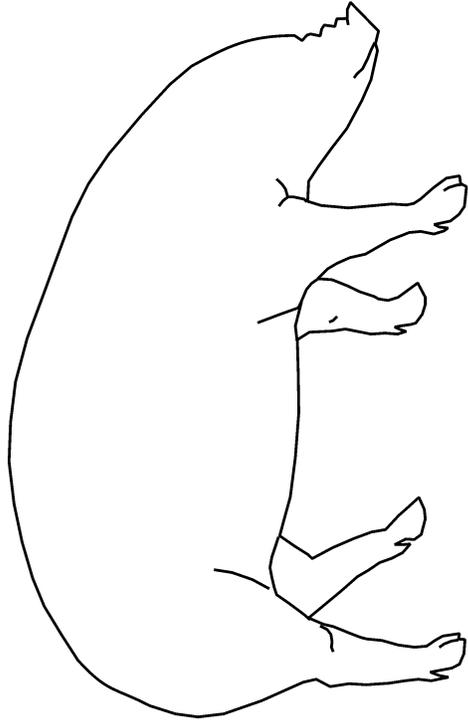
- 1
- 2
- 3
- 4
- 5

## DOT TO DOT



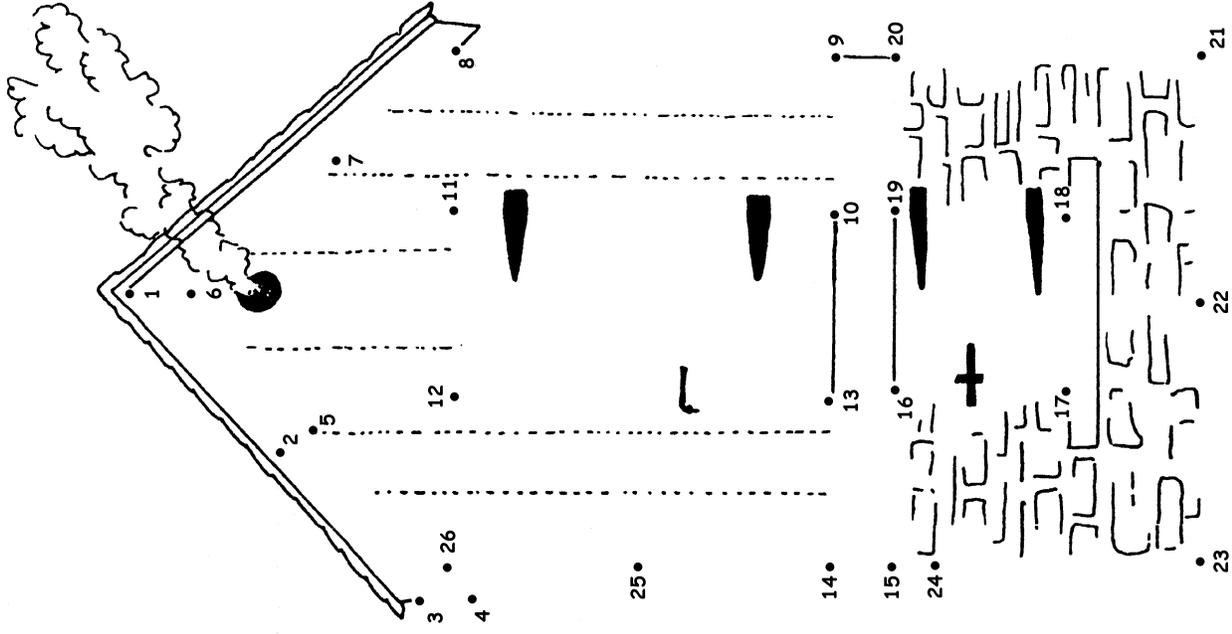
# PIG

Finish drawing the pig. Discover 5 things about a pig.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

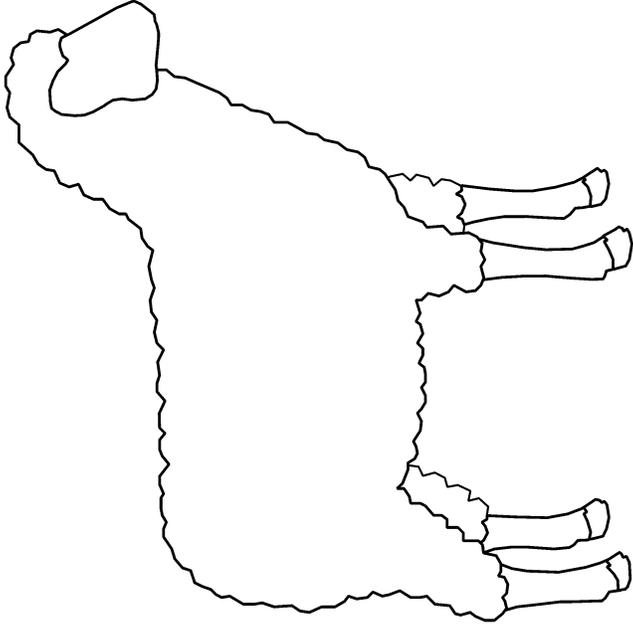
# DOT TO DOT



This is \_\_\_\_\_

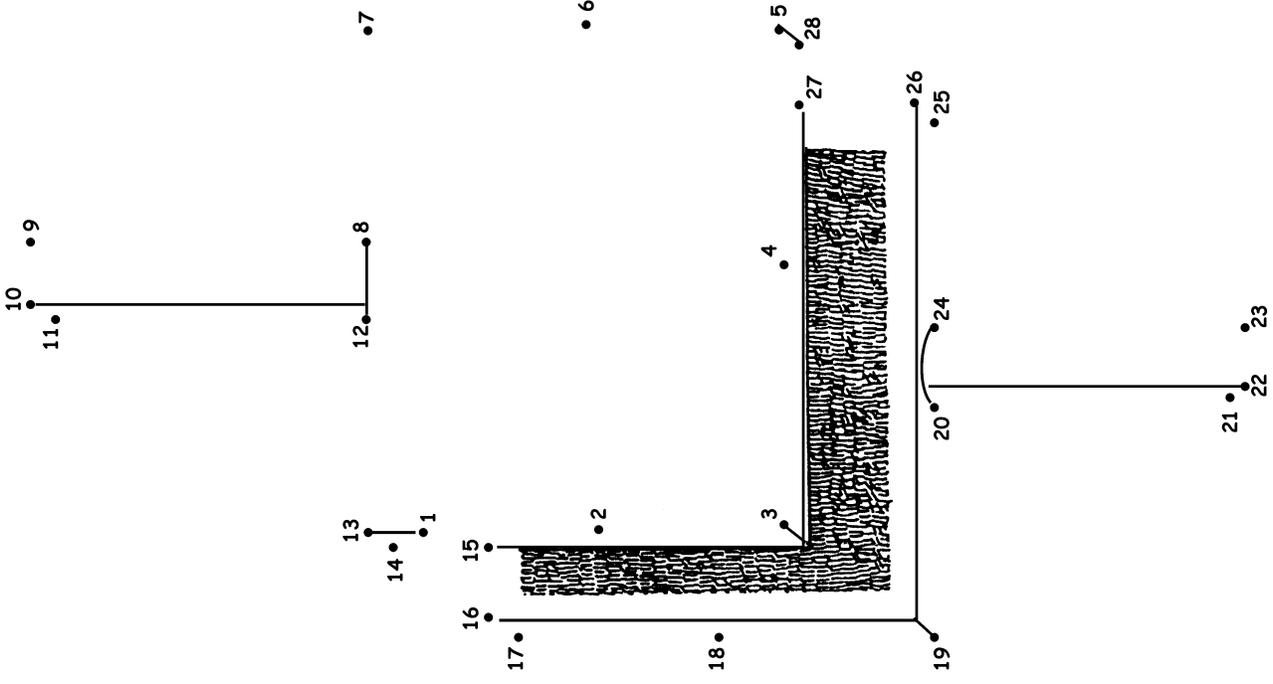
# SHEEP

Finish drawing the sheep. Discover 5 things about a sheep.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

# DOT TO DOT



This is \_\_\_\_\_

# FOCUS ON DAILY LIFE

## "Here We Go Round ..."

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(PRIMARY)

### Notes To The Teacher

By identifying and comparing 1860s items to modern equipment, students will gain an understanding of domestic chores and daily life in the 1860s.

Each student will require an "Here We Go Round ..." book and a pencil.

To make the copy book, copy the pages on both sides, place in order and staple.

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

Students will visit the Tenant and Loucks Farms, School House and Dressmaker's Home.

Prior to your visit you may wish to prepare students by having them complete a comparison chart.

After your visit to Upper Canada Village students will be able to check their answers.

### EXAMPLE:

#### 2000s

#### 1860s

car

horse

refrigerator

pantry

vanity

washstand set

### How To Participate

Complete your "Here We Go Round ..." book by observing, listening to and questioning Village interpreters.

### Answers

See the Activity Answer Key.

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## ACTIVITY ANSWER KEY

### "Here We Go Round ..."

Monday	washing machine/wooden washtub clothes dryer/clothes line box of store-bought powdered detergent/cake of hand-made hard soap
Tuesday	electric iron/sad iron ironing board/table with blanket on top draw a picture - iron sitting in front of fire or on trivet on top of wood stove
Wednesday	vacuum cleaner/corn broom and tin dustpan garbage can/tin or wooden buckets, divided into edible waste (for livestock) and non-edible waste water faucet with pressurized water/hand pump and cistern
Thursday	electric sewing machine/hand-crank sewing machine or sewing by hand wire coat hanger/wooden or metal coat hooks pin container/stuffed cloth pin cushion
Friday	pencil and pen/slate pencil and quill or nib pen and ink bottle exercise scribbler/slate board movable desk and chair/fixed wooden desk by window and benches
Saturday	oven/open hearth, iron stove, or brick oven mix master/wooden bowl and spoon measuring cup/China teacup

Here we go round the mulberry bush,  
the mulberry bush, the mulberry bush;  
here we go round the mulberry bush,  
so early in the morning.

The image displays a musical score for the song "Here We Go Round the Mulberry Bush". It consists of two systems of music, each with a treble and bass staff. The key signature is one sharp (F#) and the time signature is 6/8. The melody is written in the treble clef, and the accompaniment is in the bass clef. The first system covers the first two lines of the lyrics, and the second system covers the next two lines. Pedal markings are present in the bass staff of the second system: "Ped." at the beginning, "\* Ped." at the start of the second measure, and "\* Ped." at the start of the third measure. The score ends with a double bar line.

# SUNDAY

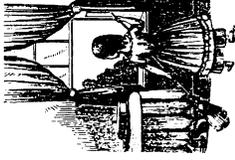
This is the way we go to church,  
All of a Sunday morning.



Colour the Picture.

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush;  
Here we go round the mulberry bush,

So early in the morning.



This is the way we wash our clothes,  
All of a Monday morning.

This is the way we iron our clothes,  
All of a Tuesday morning.

This is the way we sweep the floor,  
All of a Wednesday morning.



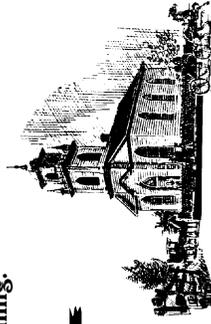
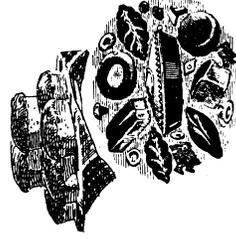
This is the way we sew our clothes,  
All of a Thursday morning.



This is the way we go to school,  
All of a Friday morning.

This is the way we bake our bread,  
All of a Saturday morning.

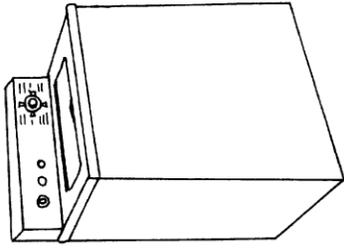
This is the way we go to church,  
All of a Sunday morning.



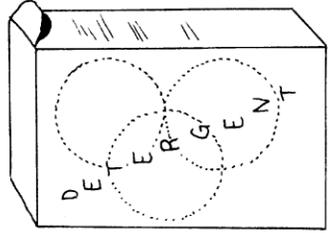
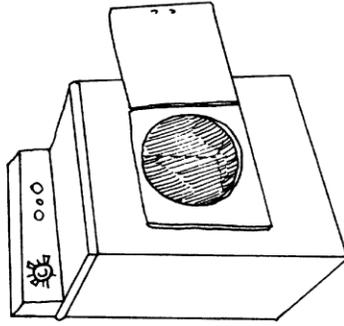
# MONDAY

Visit the Tenant Farm

2000s



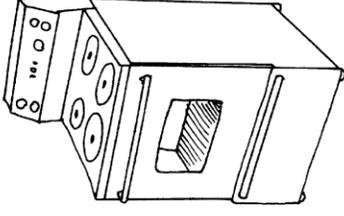
1860s



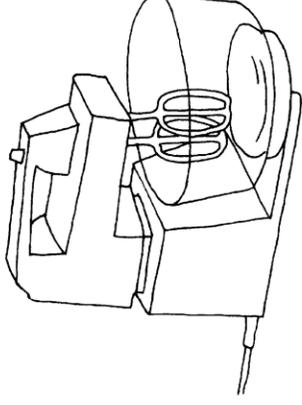
# SATURDAY

Visit the Tenant Farm or Loucks Farm.

2000s



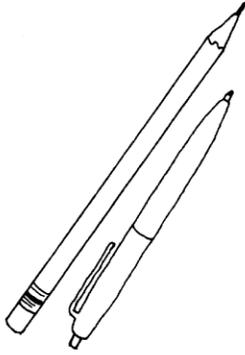
1860s



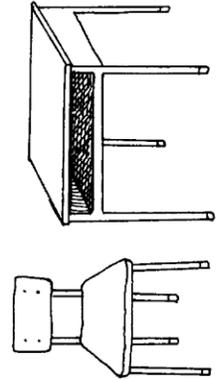
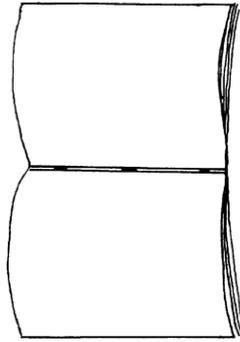
# FRIDAY

Visit the Schoolhouse.

2000s



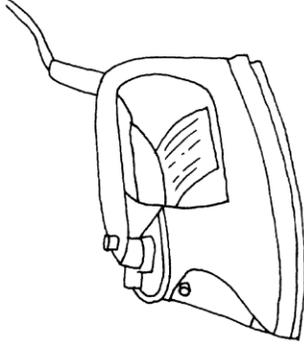
1860s



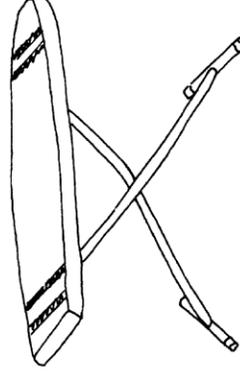
# TUESDAY

Visit the Tenant Farm.

2000s



1860s

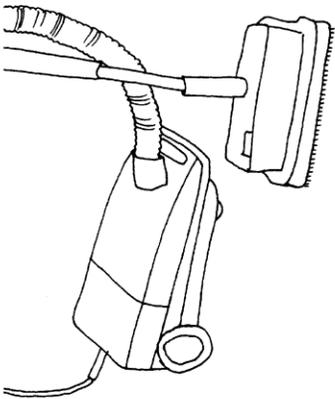


Draw a picture of how the iron gets hot.

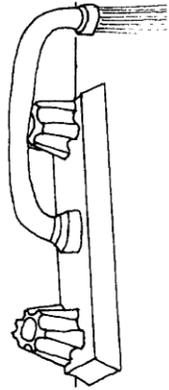
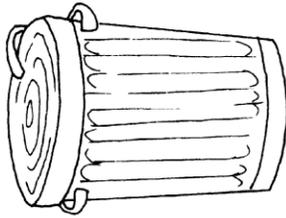
# WEDNESDAY

Visit the Loucks Farm.

2000s



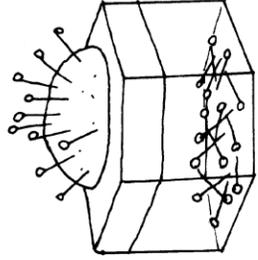
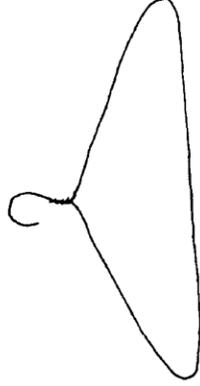
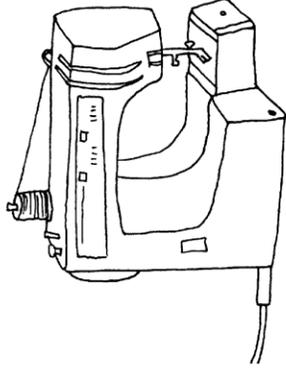
1860s



# THURSDAY

Visit the Loucks Farm or Dressmaker's Home.

2000s



# FOCUS ON DAILY LIFE

## *Work-A-Day Walk*

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(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, Chrysler 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 Activity Answer Key.

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## 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..

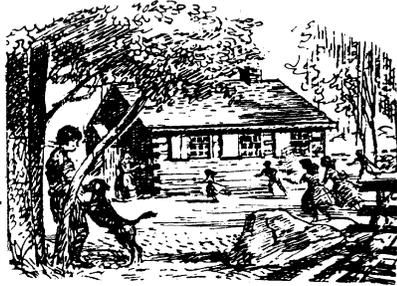


# START

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



Later you may go to school. ←



# WORK-A-DAY WALK

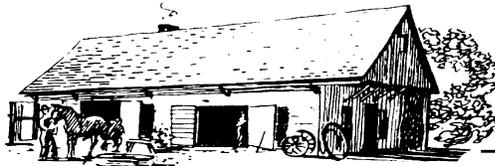
Draw five things used to do school lessons.

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 MANUFACTURING

## *The “Log To Board” Game*

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(PRIMARY)

### **Notes To The Teacher**

The object of the game is to discover how the logs at the Sawmill are transformed and used within the community.

Each student will need 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 Sawmill, Cabinetmaker's Shop, Ross Farm and the School House.

### **How To Participate**

Begin at START (the Sawmill) 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**

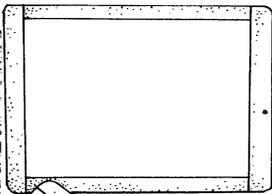
See the Activity Answer Key.

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## ACTIVITY ANSWER KEY

### The "Log To Board" Game

- 1a. Typically, the Sawmill is cutting logs into lumber, boards or planks, for various purposes (e.g. roof boards, siding, floor boards, furniture, farm needs, etc.).
- 1b. Water.
- 2a. Various woods are used by the Cabinetmaker for furniture and repairs. Common woods used include white pine, butternut and white oak.
- 2b. Many different hand tools are used on a regular basis, including planes, spokeshaves and the pedal lathe.

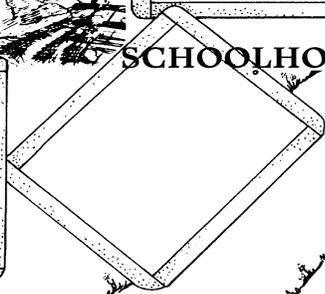
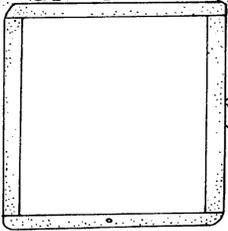


Draw the things in the schoolhouse made of wood.

Take a Side Tour to visit the Loucks Farm.



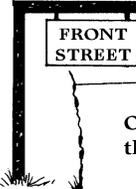
SCHOOLHOUSE 4



Find and circle these words.

S	A	W	E	P	L
R	K	E	S	L	D
E	R	N	I	R	O
T	Q	M	A	B	O
A	L	O	G	L	W
W	B	A	X	E	P

WOOD  
BOARD  
PLANK  
SAW  
TREE  
WATER  
MILL  
AXE  
LOG



Outdoors: Find two things made of wood.

Indoors: Find two things made of wood.

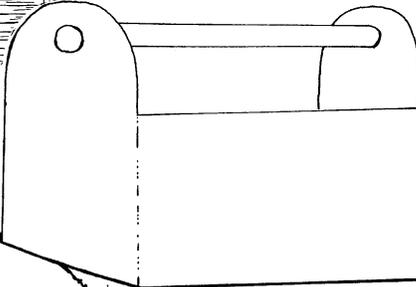
# The "Log to Board" Game

**3** ROSS BARN  
Draw the shingles, boards and planks on the Ross Barn.



CABINETMAKER 2

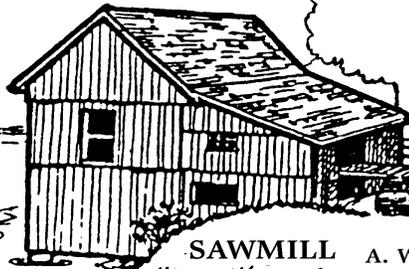
- A. What wood is the cabinetmaker working with?
- B. What is he making?
- C. Draw some tools.



FREE SPACE

Answer A

Answer B



SAWMILL 1

START

- A. What is the sawyer making and how will it be used?
- B. What powers the sawmill?

