

Grade 3

Special Activity Days

May 14-17, 2019



Grade 3 Special Activity Days

On May 14-17, 2019, Upper Canada Village will be offering special hands-on activities designed to meet curriculum expectations identified for the grade 3 level. These activities will be led by Village staff at designated activity stations in Upper Canada Village. Grade 3 Special Activity Days are in addition to Upper Canada Village's regular spring programming and include admission to the rest of Upper Canada Village, including the blacksmith shop, a horse-towed boat ride, the schoolhouse, and the sawmill.

Plan Your Trip

The activities will be offered from 9:30 am to 2:00 pm from Tuesday May 14 to Friday May 17. Classes should be divided into small groups of five students with at least one adult per group. Each activity takes around 10 minutes to complete and many schools plan on doing between four and six activities per group. Activities can be completed in any order. Please consult the list of activities and targeted curriculum expectations below to help choose the activities you would like your group to participate in.

Tips

- Look for small flags identifying specific grade 3 activity locations.
- Have your groups visit the same stations at different times or have them visit different stations.
- During Grade 3 Special Activity Days, Upper Canada Village continues to run its regular May programming. Visit the Upper Canada Village website to find out all the many exciting things you can see and do before, after, or in between participating in the grade 3 activities.
- You don't need any special equipment for the activities, but many students will find having a pencil and some paper useful.
- Take pictures throughout the day to help with discussions back in the classroom.

Tell us how you enjoyed your visit!

We're always interested in hearing what you think about our programs. Get in touch through social media, email, or give us a call to let us know what your favourite activities were or how we could be better next year!

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Activity Stations at a glance

Activity	Location	Subject
Build a rail fence	Tenant Farm	Math, Science and Technology, Social Studies
Use tools and simple machines	Loucks Farm	Science and Technology, Social Studies
Compare modern and historic food and diets	Loucks Farm House	Social Studies
Carry loads using a wagon	Robertson Stable	Social Studies, Science and Technology,
Perform music and theatre	Providence Chapel	Social Studies, English Language, Music
Write with pen and ink	Physician's Barn	English Language, Social Studies
Play games and discover toys	Pastor's Home	Social Studies, Math
Sort historic hardware	Crysler Store	Social Studies, Math
Create a British flag	Cook's Tavern Ballroom	Social Studies
Design a Quilt	Ross Farm House	Social Studies, Math
Match modern and historic tools	Cabinetmaker's Shop	Social Studies,
Use waterpower	Grist Mill	Social Studies, Science and Technology,

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Key Curriculum Correlations

Location	Description	Curriculum Correlation
1. Tenant Farm	<p>Students can build a rail fence using split rails.</p> <p>The role of fences for early settlers will be discussed, and how simple machines such as wedges mauls and axes can be used to make this work easier.</p>	<p>Mathematics</p> <p>3m3-represent common fractions and mixed numbers using concrete materials</p> <p>3m56-draw and build three-dimensional objects</p> <p>Science and Technology</p> <p>3s18-describe ways in which humans use plants for food, shelter, and clothing (e.g. trees are used for building houses, cloth is made from cotton)</p> <p>3s48-demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released</p> <p>3s50-identify objects, devices and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us</p> <p>3s63-describe the visible effects of forces acting on a variety of everyday objects</p> <p>3s72-describe ways in which forces alter the shape or strength of different structures (e.g. a load may cause a cardboard box to buckle)</p> <p>Social Studies</p> <p>3z1-identify early settlers and their origins, and describe their lives and contributions</p> <p>3z3-describe changes that have occurred in their communities since the time of early settlers</p> <p>3z9-explain how the pioneers used natural resources</p> <p>3z13-describe the major components of a pioneer village or settlement</p> <p>3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement</p>

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		<p>3z25-compare and contrast life in a pioneer settlement with that in their own community</p> <p>3z26-compare and contrast buildings in a pioneer settlement with those of the present day</p> <p>3z27-compare tools used by the pioneers to today's tools</p>
<p>2. Loucks Farm</p>	<p>Students can use a wheelbarrow to understand how tools work together in a system to carry a load.</p> <p>Students can examine a selection of early settler tools, and discuss what these tools are made from and why they work.</p> <p>Students can also examine other basic tools and learn related terms (e.g. lever, fulcrum, system).</p> <p>As an extension, you may wish to have your students go on a "treasure hunt" to find other levers and systems on site (e.g. stump puller at Loucks</p>	<p>Science and Technology</p> <p>3s50-identify objects, devices and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us</p> <p>3s59-use appropriate vocabulary in describing their investigations, explorations, and observations (e.g. use terms such as push, pull, load, distance, speed when describing the effect of forces on an object)</p> <p>3s66- investigate the effects of directional forces and how unbalanced forces can cause visible motion in objects that are capable of movement</p> <p>3s67-identify parts of systems used in everyday life, and explain how the parts work together to perform a specific function</p> <p>3s70-describe using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made</p> <p>3s75-describe using their observations, the changes in the amount of effort needed to lift a specific load with a lever when the position of the fulcrum is changed</p> <p>3s76-describe, using their observations, how simple levers amplify or reduce movement</p> <p>3s92-identify a number of common levers and describe how they make work easier</p> <p>Social Studies</p> <p>3z1-identify early settlers and their origins, and describe their lives and contributions</p>

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	Farm, bellows in Blacksmith Shop, gate mechanism in Sawmill).	3z3-describe changes that have occurred in their communities since the time of early settlers 3z9-explain how the pioneers used natural resources 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z27-compare tools used by the pioneers to today's tools
3. Loucks Farm House	Students can learn about how the seasons and other factors affected pioneer diet and can compare this with their own diet today. Students can sort foods that only pioneers had, foods that we have today, and those which both pioneers and we enjoy!	Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z2-identify the contributions of Aboriginal peoples to early settlement 3z3-describe changes that have occurred in their communities since the time of early settlers 3z11-describe the contributions of Aboriginal peoples to pioneer settlement 3z24-compare and contrast the lives (e.g. daily routines) of pioneer and present-day children of similar ages 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z29-compare past and present techniques of processing products
4. Robertson Stable	Students can examine a wagon and learn how it works as a system to carry a load. A horse-driver will discuss with students the role of horse-powered transportation.	Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z13-describe the major components of a pioneer village or settlement 3z15-use appropriate vocabulary to describe their inquiries and observations 3z24-compare and contrast the lives (e.g. daily routines) of pioneer and present-day children of similar ages

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	<p>As an extension activity, you may wish to have your students name, sketch or photograph different horse-drawn vehicles which they can find on site and/or to compare methods of transportation with today.</p>	<p>3z25-compare and contrast life in a pioneer settlement with that in their own community 3z27-compare tools used by the pioneers to today's tools</p> <p>Science and Technology 3s50-identify objects, devices and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us 3s55-distinguish between kinds of motion and indicate whether the motion is caused indirectly (e.g. by gravity) or directly (e.g. by applied force) 3s59-use appropriate vocabulary in describing their investigations, explorations, and observations (e.g. use terms such as push, pull, load, distance, speed when describing the effect of forces on an object) 3s66- investigate the effects of directional forces and how unbalanced forces can cause visible motion in objects that are capable of movement 3s67-identify parts of systems used in everyday life, and explain how the parts work together to perform a specific function 3s89-distinguish between the structure of an object (e.g. the chassis of a vehicle) and its mechanical parts (e.g. the wheels and axles).</p>
<p>5. Providence Chapel</p>	<p>Students can sing a song or perform a recitation while learning about the ways that early settlers entertained themselves.</p> <p>Staff will explain and demonstrate</p>	<p>Social Studies 3z1-identify early settlers and their origins, describe their lives and contributions 3z24-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day</p> <p>English Language</p>

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	<p>common forms of entertainment, including the art of elocution (speaking expressively, often with gestures). Copies of short poems, rhymes or a song will be distributed so students can try these “arts”.</p>	<p>3e61-use appropriate volume, tone of voice, gestures, and stance when speaking, making a presentation, or reading aloud 3e62-use pauses and repetition effectively for emphasis in speech</p> <p>Music 3a10-sing music from a variety of cultures and historical periods.</p>
<p>6. Physician’s Barn</p>	<p>Students can write with a nib pen and discover quills, inkwells, wax seals, and nibs.</p> <p>Village staff will lead a discussion about how we send messages and news today, and the importance of writing and sending letters as a means of communication for early settlers. Students will also learn how mail traveled.</p>	<p>English Language 3e1-communicate ideas and information for specific purposes and to specific audiences 3e2-write materials that show a growing ability to express their points of view and to reflect on their own experiences 3e11-use correct subject-verb agreement 3e12-correctly use nouns, verbs, adjectives, and adverbs</p> <p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z24-compare and contrast the lives of pioneer and present-day children of similar ages 3z25-compare and contrast life in a pioneer settlement with that in their own community</p>
<p>7. Pastor’s Home</p>	<p>Students can try out a variety of wooden puzzles and other pioneer toys and games.</p> <p>Students can search for items that show that</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z24-compare and contrast the lives (e.g. daily routines) of pioneer and present-day children of similar ages 3z25-compare and contrast life in a pioneer settlement with that in their own community</p>

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	<p>children live in the house and think about how these items are the same or different from the toys we have today.</p>	<p>Mathematics 3m71-solve two-dimensional geometric puzzles</p>
8. Crysler Store	<p>Students can sort historic hardware into appropriate barrels. Working in teams, students record how many items have been sorted of each type.</p> <p>Costumed staff will explain the role of the General Store in a pioneer settlement.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z13-describe the major components of a pioneer village or settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day. 3z27-compare tools used by the pioneers to today's tools</p> <p>Mathematics 3m95-use two or more attributes (e.g. colour, texture, length) to sort objects and data</p>
9. Cook's Tavern Ballroom	<p>Students can use coloured fabric to make a Union Jack while learning what its design represents.</p> <p>Students will see maps of how these early settlers came to Upper Canada and learn about their origins, reasons for leaving, where they settled,</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z4-identify the countries of origin of the pioneers who settled in Upper Canada 3z5-identify the areas of early settlement in Upper Canada 3z7-describe the routes pioneers took to arrive at their destinations in Upper Canada 3z8-explain how the St. Lawrence River and Great Lakes were important to the settlement of Upper Canada 3z9-explain how the pioneers used natural resources</p>

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	<p>and first tasks upon arrival.</p>	<p>3z19-make and read a wide variety of graphs, charts, diagrams, maps and models for specific purposes 3z23-trace the routes (e.g. England to Upper Canada taken by early settlers on a world map 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day. 3z30-identify significant heritage symbols on the Canadian coat of arms (e.g. Union Flag)</p>
<p>10. Ross Farm House</p>	<p>Students can make their own quilt patterns using a paper template while learning to identify different patterns and see how they are constructed.</p> <p>Ross Farm staff will invite students to examine a selection of quilts and discuss the importance of keeping warm and making clothes and bed coverings.</p> <p>As an extension, you may wish to collect these patterns to put together a “quilt top” back in your classroom.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day.</p> <p>Mathematics 3m82-identify patterns in which at least two attributes change (e.g. size, colour, position) 3m83-create a pattern in which two or more attributes change 3m84-discuss the choice of a pattern rule</p>

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<p>11. Cabinetmaker's Shop</p>	<p>Students can match the hand tools used by early settlers with modern tools that do similar jobs.</p> <p>Students can also learn how these tools are used, see examples of the work they can do, and learn about the role of woodworkers such as the cabinetmaker.</p>	<p>Social Studies 3z1-identify early settlers and their origins, and describe their lives and contributions 3z3-describe changes that have occurred in their communities since the time of early settlers 3z9-explain how the pioneers used natural resources 3z13-describe the major components of a pioneer village or settlement 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z27-compare tools used by the pioneers to today's tools</p>
<p>12. Grist Mill</p>	<p>Students can use waterpower to complete a simple task while learning about waterpower and some related terms (e.g. force, energy, stored energy, turbine),</p> <p>A millhand will discuss with students why mills were built, and how they influenced the lives of early settlers. Students will then be encouraged to tour the Grist Mill basement to see and hear</p>	<p>Social Studies 3z3-describe changes that have occurred in their communities since the time of early settlers 3z13-describe the major components of a pioneer village or settlement 3z14-describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement 3z25-compare and contrast life in a pioneer settlement with that in their own community 3z26-compare and contrast buildings in a pioneer settlement with those of the present day 3z29-compare past and present techniques of processing products</p> <p>Science and Technology 3s48-demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released 3s54-identify through observation, different forms of energy and suggest how they might be used to provide power to devices and to create movement</p>

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	waterpower at work.	3s56-investigate the effects of directional forces and how unbalanced forces can cause visible motion in objects that are capable of movement
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