

Grade 4 Curriculum Map

What will children in Grade 4 experience and discover at Ross Farm?

Workshop: Experience Wood Working

Children will identify an **artifact** (a mallet) and explore why is it such an important tool to early farmers. Each child will experience woodworking through the creation of a mallet using metal tools such as a handsaw, a vise, a spoke shave, and a brace and bit. Students will measure, find the center of a rectangle, and adapt a square to fit a round hole. Sometimes they may need a wedge. While the work is in progress, children will discover how these tools are similar to or different from tools used now. As well, children discover that early farmers learned these skills from their fathers, as there was no money or supplies readily at hand to purchase tools. Also, they will discover how valuable metal was in the early time period. Once every child has completed their mallet, they discover how the skills they learned might be applied to other wooden tools in the workshop such as the hay rake etc.

Workshop: Experience Candle Making

In Rosebank Cottage, students will be shown an **artifact** and asked to determine what it is and why it was needed. They explore why candles are so important that they are kept in a special tin box. They will discover the importance of animals to candle making and the roles of other community members to the task. (tinsmith/ blacksmith) Students will experience candle-making feeling, smelling and cutting beef tallow, watching the tallow melt, knotting wicks, filling the molds, stirring the filled molds, and cutting the wicks. They will experience what it means to be a child working in the family summer kitchen, surrounded by high ceilings, shoe molds, dried turnip seeds etc. Students will make their own hand-dipped candle, or taper, by dipping a string into tallow and then into a cold-water bath. Children note that the candle making process is slow and labor intensive.

Workshop: Experience the School House

Students will experience life in Harriston School built over 100 years ago. Children will discover that the teacher's attire and behavior is different from modern teachers. Children will be assigned a grade level in the one room school, which will then determine where they sit, and the tasks assigned. Students will experience lessons such as arithmetic, spelling and penmanship using slates, slate pencils, and quill pens. They will discover how the subjects, costs and even the physical structure of this school differ from modern classrooms today. Students will be asked to identify an **artifact** that will help them understand that school rules differed as well. As the school day ends, children may ring the school bell and then receive their "reports".

Workshop: Experience Caring for Farm Animals

Students will visit the barn and observe the oxen, milk the cow, feed and water the sheep, pigs, and horse. They will help in cleaning the stalls. They will feed the chickens and if possible collect eggs. They will discover the different breeds of chickens and how sheep are raised for their meat and wool. Depending on the season, they may observe piglets, lambs and calves. Students will compare the various animal feeds. They will come to understand how well the farmer knows the animals, how important the animals are to family survival and how the family uses the resources of the animals in exchange for other goods. Students also discover that there is little if any "waste" on the family farm of the 1850s.

Workshop: Experience Open Hearth Cooking

"Wash your hands we're going to cook." Students will read a recipe, prepare a soup made of carrots, turnip, potatoes, onions and beef and bake biscuits or cookies. The children will be taught how to safely cut vegetables (into cubes) and then will use the technology available in the Ross family kitchen for cooking. They will discover where these ingredients came from and the vital role animals played to human survival. Children will discover how others, like the blacksmith and the cooper,

contributed to the family's well being. Hearing references to **Edward Ross' diary**, the children will learn how vital the oven was to the family. Over the course of the workshop, one by one, children will learn to operate the crane that enables the animator to place or remove the iron pot over the burning fire. The children will compare the tools they are using here to tools students have in their modern kitchens. Students will discover that food waste here goes to feed the pigs. Children will explore some of the difficulties the Ross family faced: life-threatening burns, paying school fees, the hard physical labour life on a farm required and the appetites this created for hungry men and women, the heat in the kitchen on hot days and freezing winter storms, choice of foods, cleaning tools. If time permits, children may tour the house discovering the bathroom, the size of the clothes, shoes, and the furniture, the origins of butter etc. The students will then set the table and eat the food they prepared comparing their regular diets and chores at home with those of the Ross children.

Workshop: Experience Wool Processing

Students will discover where the family's clothing came from in the 1800s. Two locally grown materials will be introduced: wool and linen and the strengths and weaknesses of each will be explored. The animator will demonstrate how both were essential; however, this workshop will focus on the processing of wool. Students will discover through a visit to the sheep in the fields that there are two breeds of sheep on Ross Farm, Cotswold and Southdown. The children will discover why farmers needed both breeds, one for wool and the other for meat. Children will feel the thick and dirty fleece for themselves before returning to the centre where they will learn how sheep are sheared and how fleece is washed. Students will role-play family members as they experience picking and carding the fleece to make rolags ready for the spinning wheel. Children will discover how the lanolin from the fleece softens their hands and that not one scrap of fleece is wasted. Students will take turns at the spinning wheel (**an artifact**) and discover how spinning technology changed over the years. Children will discover how natural dyes add colour. Students will come to realize that early settlers did not have the same number or variety of clothing items children do today.

Workshop: Experience the Blacksmith Shop

The blacksmith introduces students to the Blacksmith Shop, and students will discover the importance of a blacksmith to a rural community. Before beginning, the safe use of tools and equipment used in the shop is explained in detail. Students learn about different hammers, tongs, the anvil and the vise (**artifacts**). During this workshop, the group will make a fireplace poker. Students will discover how a forge is set up, how it functions, and the proper use of an anvil, a blacksmith vise and hammers. Throughout the course, students will discover how different types of tongs resolve forging problems in the process and discover the effect of heat on steel. Students will experience the shaping of a piece of iron after it has been heated. The group then takes the finished fireplace poker back to their school. Students come to understand why metal objects are so valuable to everyone.

Curriculum Connections

Listed here are several specific outcomes that may be met in the various workshops. This list may be broadened depending on the expectations teachers arrange with the museum staff prior to their visit.

English Language Arts

- 2.1 contribute to conversations in small group, showing an awareness of when to speak and when to listen
- 2.3 give and follow instructions and respond to questions and directions
- 3.1 show basic courtesies of conversation in a group interaction
- 3.3 show an awareness of the kinds of language appropriate to different situations
- 8.2 experiment with different ways of making their own notes

Social Studies

- 4.2.2 analyze factors that motivate exploration
- 4.2.3 evaluate the impact of exploration over time

4.3.3 examine the relationship between humans and the physical environment

4.4.2 examine the human landscape of Canada

4.4.4 examine symbols associated with Canada's landscapes

Science

- identify their own and their families' impact on habitats and how personal actions help conserve habitats (108-3, 108-6)
- describe how scientists' knowledge of plant growth has led to agricultural innovations and the impact on local issues (105-1, 106-4, 108-1)
- demonstrate respect for the local environment (108-3)
- compare external features / behavior patterns or structural and/or behavioral adaptations for an animal to survive in a particular environment (204-3, 300-1, 300-2, 302-2)
- observe, demonstrate and make conclusions about how light travels and is dispersed from a variety of light sources
- demonstrate / describe how a variety of media can be used to change the direction of light (303-6)
- explore physical properties of local rocks and minerals (204-8, 205-5)

Mathematics

D3 – measure volume using non-standard units

F1- recognize and use a variety of methods for the collection and organization of data

Physical Education / Health

- identify good/ bad foods and their effects on the body
- select appropriate clothing for different weather

Visual Arts

1.2 – experiment with a range of materials and processes

3.1 – recognize and describe a variety of art forms

3.2 – compare art across cultures

Suggested Pre-Visit Activities:

1. Can you pack a lunch for yourself just as children would have done when they came to school in the late 1800s or early 1900s? [See the Ross Farm Museum website](#) for a handout that will guide you.
2. Create a chart listing the foods you eat, and their place of origin. Try to do this for two days. Use a food flyer from your local grocer to help you. When you come to Ross Farm Museum, list all the foods the Ross Family probably ate. What did you discover?
3. Bring candles into the classroom and note their shape, smell, and feel. If possible, identify what they are made from and where they were made. List the pros and cons of using candles.
4. Who has the "better" life, a child now or a child back in the 1800s? Consider the tasks, opportunities, responsibilities you have as children today and create a list of these in your class. When you get back from your visit to Ross Farm Museum, compare your life to those of children long ago. What does "better" mean?

Suggested Post-Visit Activities:

[The Ross Farm Museum website](#) has several activities teachers may download. These include:

- Where does your food come from? Also, an extension activity might be a trip to your local grocery store to examine the variety of foods offered today, perhaps with a talk from the produce manager explaining how the goods are shipped. Might a tasting opportunity be arranged?
- Cooking: Then and Now. Another option might be to invite a farmer from the local area, perhaps an organic farmer, who could explain the modern farming processes.
- How did we light our buildings?
- How did we use tools?
- Who cares for our earth?
- One mandate of the museum is to perpetuate heritage skills. Children might learn to knit, to use snowshoes, learn basket weaving or grow herbs in the school garden.

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