

Ross Farm Curriculum Map For Teachers – Grade Two

Grade Level / Concepts	Ross Farm Experiential Workshops	Suggested Evaluation or Follow-up Activities	Specific Social Studies Outcomes Met	Teacher check completed
<p>Social Studies Concept: Change Explore change as it relates to people, technology, economics, and the environment</p> <p style="text-align: center;">Science: select and use solids, liquids, and appropriate tools to create new materials that have characteristics different from the original components (100-19, 200-4, 201-3, 100-20)</p> <p>identify and use a variety of sources to get ideas for creating new materials (201-</p>	<p>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</p>	<p>Bulletin board display: Students can explain how things were done in the past such as lighting, house construction, hand-made items. Roles of family / community members might be listed. (continuity / change)</p> <p>Students make oral presentations to students in other workshops: Candles as artifacts: What is it? What is it made of? How was it made? How does it work?</p>	<p>2.1.1 describe changes and explain their reaction to the changes (candles/electricity) – needs and wants 2.1.2 how individuals and groups contributed to change – teamwork brings about change (tinsmith, blacksmith, peddler, farmers, children) 2.2.1 describe and evaluate role of technology in their lives – identify different kinds of technology, assess the effect of technology on their lives 2.2.2 people have changed technology over time to meet their needs, wants and interests – lifestyles of the past are different from today,</p>	

<p>7)</p> <p>Visual Arts 6.1 demonstrate sensitivity towards the natural and built environment</p> <p>English Language Arts 2.1</p> <ul style="list-style-type: none"> • participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen 	<p>a cold-water bath. Children note that the candle making process is slow and labor intensive.</p>	<p>What else do we know? (evidence)</p> <p>Write a story: “My life might be better/worse if I only used candles because ...” (historical significance)</p> <p>What work do children do today? Research and find out about children in other countries and see if their lifestyle is more like the children on Ross Farm or their own. (cause)</p> <p>Students compare and contrast the “waste” found at school to the “waste” as seen at Ross Farm and note differences. (consequence)</p>	<p>positive/negative impact of technology 2.3.1 children and their families use economic decision making as consumers – exchange of money is most common way to obtain goods/services 2.3.3 changing nature of work over time – including children’s work has changed from the past to the present, paid work/unpaid work 2.4.1 explain how and why environments change over time – natural / constructed change 2.4.2 how interactions with environment have changed – how people depended on their environment to survive and build communities 2.4.3 demonstrate an understanding of sustainable development and its importance to our future.</p>	
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