

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>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>Health Education 2.5</p> <ul style="list-style-type: none"> examine Canada’s food guide and demonstrate an understanding that foods within each of the four food groups provide different nutrients that help us grow, develop, learn, play, be active, and keep healthy <p>Science</p> <ul style="list-style-type: none"> select and use solids, 	<p>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</p>	<p>Prepare a Venn diagram showing food then/now</p> <p>Students make oral presentations to students in other workshops: Dutch oven (photograph) as artifact: What is it? What is it made of? How was it made? How does it work? What else do we know?</p> <p>Children write stories answering the following: Would you like to be a child living</p>	<p>2.2.1 describe and evaluate role of technology in their lives –different kinds of technology, assess the effect of technology – identify examples of different types of technology that affect their everyday lives</p> <p>2.2.2 people have changed technology over time to meet their needs, wants and interests – lifestyles of the past are different from today, positive/negative impact of technology -identify selected technological milestones</p> <p>2.3.1 students identify different ways people acquire an income</p> <p>2.3.2 students</p>	

<p>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> <ul style="list-style-type: none"> • identify the basic food groups and describe actions and decisions that support a healthy lifestyle (103-5) 	<p>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, 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.</p>	<p>and working on the Ross farm in the 1800s? Why or why not?</p> <p>Students determine which was the most important tool used in the Ross farm kitchen in an oral group discussion and share their finding with the class.</p> <p>Create a display showing life on Ross Farm as it was in the 1800s. Each workshop group might create a composite drawing then attach all drawing together to make a wall-sized mural. Invite children from other grades to see the display.</p>	<p>identify factors that can affect supply and demand</p> <p>2.3.3 demonstrate an understanding of the changing nature of work over time – explain how work, including children’s work, has changed from the past to the present and why</p> <p>2.4.1 explain how and why the physical environments change over time</p> <p>2.4.2 describe how people’s interactions with their environment have changed over time – how people depended on their environment to survive and build communities</p> <p>2.4.3 demonstrate an understanding of sustainable development and its importance to our future.</p>	
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