

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>Historical Thinking concepts:</p> <ul style="list-style-type: none"> • Significance • Continuity/Change • Evidence • Cause/Consequence • Historical Perspective • Taking the Moral Dimension <p>Learning Through Artifacts:</p> <p>See? Made? Design? Purpose? Value?</p>	<p>Workshop: Experience wood working</p> <p>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 shaver, a brace and bit and if necessary 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. 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..</p>	<p>Venn diagram: show technology past/present (change)</p> <p>Writing: “Who or what am I?” Write a story about “my life on Ross farm” only revealing person or object at the end. (historical perspective)</p> <p>Assess: Were the changes to the farm “good” for children? (taking the moral dimension)</p> <p>Students make oral presentations to</p>	<p>2.1.1 describe changes and explain their reaction to the changes – needs and wants (hand tools / factory-made machines)</p> <p>2.1.2 how individuals and groups contributed to change – teamwork brings about change</p> <p>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</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</p>	

<p>Social Studies Concept: Change Explore change as it relates to people, technology, economics, and the environment</p> <p>Ross Farm video and website cited as resources in curriculum guide</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>Visit Ross Farm poster</p>		<p>students in other workshops: Mallet as an artifact. What is it? What is it made of? How was it made? What else do we know? (evidence)</p> <p>KWL: workshop tools I know ... I wonder ... I learned ... about work?</p> <p>Make a <i>chart</i>: Same / Different - describing transportation, tools, role of men and women, role of children. (continuity/change)</p>	<p>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 physical environments change over time – natural (floods, storms) / constructed change (roads, buildings, highways) 2.4.2 how interactions with environment have changed – how people depended on their environment to survive and build communities</p>	
--	--	--	--	--

