

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>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</p>	<p>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</p>	<p>Create a display Show how fleece becomes wool through a series of drawings (comic strip format) with captions to explain the process.</p> <p>Oral Presentation / Scramble: Using photographs taken the day of the museum visit, students place the photos in their proper order and explain their reasoning to the class</p> <p>Map their clothing</p>	<p>2.1.1 describe changes and explain their reaction to the changes – needs and wants (hand tools / factory-made machines) 2.1.2 how individuals and groups contributed to change – teamwork brings about change 2.1.4 predict ways their community might change in the future 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 –</p>	

<p>new materials (201-7)</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>they experience picking and carding the fleece to make rolleigs 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.</p>	<p>route: Students take an inventory of their clothing by looking at the labels. Find the countries on a map of the world, colour them and see which country produces the most clothing today.</p> <p>Knitting: Invite family members to demonstrate simple knitting steps (continuity/change)</p> <p>Milestones: Children might create a chart showing how some inventions changed the lives of Nova Scotians: Factory made machines Electricity Telephones Computers</p>	<p>lifestyles of the past are different from today, 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 2.3.1 students identify different ways people acquire an income 2.3.3 changing nature of work over time – including children’s work has changed from the past to the present, paid 2.4.2 how interactions with environment have changed – how people depended on their environment to survive and build communities</p>	
--	---	---	--	--