

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>	
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<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 new materials (201-7)</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 a cold-water bath. Children note that the candle making process is slow and labor intensive.</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? What else do we know?</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, positive/negative impact of technology</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>(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>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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<p>Social Studies Concept: Change Explore change as it relates to people, technology, economics, and the environment</p> <p>English Language Arts 2.1 • participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen</p>	<p>Workshop: Experience the School House Students will experience life in Harriston school built 107 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 schools 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”.</p>	<p><i>Compare and contrast</i> school rules then and now on a chart. (continuity / change)</p> <p>Teachers and students explore where rules come from by <i>inviting</i> school authorities (the principal) to visit the class. (historical significance)</p>	<p>2.1.1 describe changes and explain their reaction to the changes (rules, lessons, physical building etc.) 2.1.2 how individuals and groups contributed to change – Joseph Howe 2.1.3 explain how decisions made by individuals and diverse groups result in 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 – lifestyles of the past</p>	

		<p>Students would interview their parents/ grandparents to see how school rules, buildings, lessons and technology are different from their own. (continuity / change)</p>	<p>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 2.3.3 changing nature of work over time – including children’s work has changed from the past to the present, 2.4.1 explain how and why environments change over time – 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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<p>Science:</p> <ul style="list-style-type: none"> • The needs and life cycle of familiar animals Our food and resources come from farm animals • describe features of natural and human-made environments that support the health and growth of some familiar animals (102-7) • identify the basic food groups and describe actions and decisions that support a healthy lifestyle (103-5) <p>Social Studies:</p> <p>Concept: 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>Workshop: Experience Caring for Farm Animals</p> <p>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 or 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.</p>	<p>Students <i>record</i> their food consumption for a day (or more) and then trace the source of that food from farm to table (Science)</p>	<p>2. 2.2 demonstrate an understanding that people have changed technology over time</p> <p>2.3.1 identify different ways people acquire an income</p> <p>2.3.2 explain how supply and demand affects price – identify factors that can affect supply and demand</p> <p>2.3.3 demonstrate an understanding of the changing nature of work over time and see how children’s work has changed over time</p> <p>2.4.2 describe how people’s interactions with their environment have changed over time – people depend on their environment to survive</p>	

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<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, liquids, and appropriate tools to create new 	<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 fire. The children will compare the tools they are using here to</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 and working on the Ross farm in the 1800s? Why</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 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 2.3.2 students identify factors that can affect supply</p>	

<p>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>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>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>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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<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 new materials (201-7)</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 they experience picking and carding the fleece to make rolleigs ready for the spinning</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 route: Students take an inventory of their</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 – lifestyles of the past are different from today,</p>	

<p>Visual Arts 6.1 demonstrate sensitivity towards the natural and built environment</p> <p>English Language Arts 2.1 • participate in conversation, small-group and whole-group discussion, understanding when to speak and when to listen</p>	<p>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>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>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>	
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