Unit Plan: Pioneers
Grade: 2/3
This unit plan was developed with the following class in mind:

My practicum class is very multicultural, with children coming from at least eight different cultural heritages. The class consists of 21 students in total, 11 of those are girls and 10 are boys. The diversity of gender displayed by these boys and girls is immense, with many girls showing interests in stereotypical male interests and vice versa. There is a great amount of diversity in regards to the academic abilities in the class: Some children are unable to read more than sight words and cannot yet write down letters without copying them from an alphabet, while others are reading books at the equivalent of what a Grade 5 would read and are able to write neatly and with a large vocabulary. The class is also diverse in regards to the children’s families’ SES, as some children have well-packed lunches while others do not come to school with a lunch and cannot afford field trip fees. Finally, there is diversity in terms of the maturity levels of the children in the class as some are able to work independently and in groups in a supportive manner of their peers, while others struggle to refrain from getting into fights with other children and do not see the merits of sharing.

Rationale:

This unit has been developed to support children’s learning of Canada’s heritage—something that is important to have knowledge of in order to understand that communities develop and change over time. Moreover, this unit supports children’s development of a sense of understanding cultural developments as they will learn about pioneers through the lens of what pioneers would have experienced. The lessons within the unit allow children to imagine that they are pioneers and let them think about the decisions European pioneers would have had to make. Additionally, this unit has also been developed to allow the children to also take the point of view of First Nations peoples at this time in history. This is important in order for children learn that Canada did have communities for thousands of years prior to the European pioneers, and that the first pioneers were truly the First Nations peoples. Additionally, the incorporation of a contextual background that includes the First Nations better prepares children for their further learning about First Nations in Grade 4, which as directed in the BC IRPs, is heavily developed upon.
Unit Overview:

Grade: 2/3  
Primary Subject: Social Studies  
Topic: Pioneers  

Estimated Duration: 5 weeks  
Approximate # of Lessons: 9 (15 blocks)

Prescribed Learning Outcomes – taken directly from the IRP(s)

Grade 2 Social Studies:
- D3 – describe how technology affects individuals
- E3 – describe how the physical environment influences human activities

Grade 3 Social Studies:
- A5 – organize information in chronological order
- B1 – identify changes that can occur in communities over time
- B3 – identify cultural similarities and differences
- B4 – identify characteristics of Canadian society
- E4 – describe how the physical environment influenced early settlement in a community

Specific Learning Outcomes

It is expected that by the end of this unit, students will be able to:
- demonstrate chronological knowledge of when the First Nations pioneers and European pioneers came to Canada
- display knowledge of how technology affects individuals and community development
- display knowledge of the conditions under which a community starts and grows
- describe how the physical environment influences the types of activities of settlements both in the past and present
- describe cultural similarities and differences between Canada’s First Nations pioneers and European pioneers
- describe differences and similarities between their own contemporary community and a pioneer community
<table>
<thead>
<tr>
<th>Lesson Number and Points of Inquiry</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>1:</strong> What are pioneers? Who are Canada's first pioneers? What did Canada look like before European pioneers came?</td>
<td><strong>2:</strong> Who are Canada's European pioneers? Where did they come from, how did they get here, and where did they settle? Why did they come to Canada?</td>
<td><strong>3:</strong> How did the European pioneers build their settlements? What kind of houses did the European pioneers live in?</td>
</tr>
</tbody>
</table>

### PLOs

**Social Studies:**
- Gr. 2: E3 (See pg. 3 for details)
- Gr. 3: A5, B1, B4, E4 (See pg. 3 for details)

**Visual Arts:**
- Grade 2&3:
  - A4 – experiment with materials, technologies, and processes to create particular effects
  - A2 - create images using image development strategies

**Mathematics:**
- Gr. 3
  - o Relate passage of time to common activities

**English Language Arts:**
- Gr. 2&3:
  - A1 – use speaking and listening to interact with others
  - B5 – use strategies before reading and viewing
  - B7 – use strategies after reading and viewing to confirm and extend meaning
  - C5 – use strategies during writing and representing to express thoughts – use word banks, editing
  - C8 – use writing and representing to extend thinking by presenting new understandings

### Specific Learning Outcomes

- Students will assess their own experiences at being a pioneer of something
- Students will gain a temporal understanding of Canada’s pioneers (First Nations and Europeans)
- Students will create a representation of what Canada looked like prior to settlement

- Students will begin to learn about who the European pioneers are, where they came from, and why they came
- Students will take on the perspectives of both the Europeans and the First Nations in the situation of first contact

- Students will role-play how pioneers clear land by learning and demonstrating the steps of clearing land on the 3D model
- Students will learn about log cabins and barns and how they built them

### Integration Subject(s)

**Visual Arts, Mathematics**

**English Language Arts**

**Visual Arts, English Language Arts**

### Lesson Description

**Visual Arts, Mathematics**

**English Language Arts**

**Visual Arts, English Language Arts**

**Materials**

- Journals
- Prairie Day by Laura Ingalls Wilder
- 3D model
<table>
<thead>
<tr>
<th>Assessment and Evaluation Strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Journals will be assessed for understanding of what the term pioneer means.</td>
<td>Students’ timelines will be assessed for accuracy of placement of European contact.</td>
<td>Pioneer A to Z book will be continually assessed for addition of new words that are learned.</td>
</tr>
<tr>
<td>Students’ timelines will be assessed for accuracy in marking when the First Nations peoples settled in Canada.</td>
<td>Observation: Students who came up with pioneer words heard in Prairie Day.</td>
<td>Log cabins will be assessed for resemblance to pioneer log cabins.</td>
</tr>
<tr>
<td>The 3D model will be continually assessed for creativity and accuracy in portraying a pioneer settlement.</td>
<td>Journals will be assessed for making inferences based on connections between personal life and how the First Nations and European pioneers might have felt.</td>
<td>Observation: Students who demonstrate understanding of the procedures in land clearing – mark down on class list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration of Lesson</th>
<th>3 blocks (2hr15min)</th>
<th>2 blocks (1hr30min)</th>
<th>2 blocks (1hr30min)</th>
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<tr>
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</thead>
<tbody>
<tr>
<td>4: How did the First Nations and European pioneers travel around Canada? How did the First Nations people help the European pioneers?</td>
<td>5: What did the European pioneers eat? What was life at home like for pioneers?</td>
<td>6: What buildings and professions were in a pioneer community? How are they similar or different to those in the students’ community?</td>
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<table>
<thead>
<tr>
<th>PLOs</th>
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<tbody>
<tr>
<td>Social Studies:</td>
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<tr>
<td>Gr. 2: E3, D3 (See pg. 3 for details)</td>
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<td>Grade 2: D3, E3 (See pg. 3 for details)</td>
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<tr>
<td>Gr. 3: A5, B3, E4 (See pg. 3 for details)</td>
<td>Gr. 3: B1, B3 (See pg. 3 for details)</td>
<td>Grade 3: A5, B1, B4, E4 (see pg. 3 for details)</td>
</tr>
<tr>
<td>English Language Arts:</td>
<td>Health and Career:</td>
<td>English Language Arts:</td>
</tr>
<tr>
<td>Gr. 2&amp;3 – C2 - Create informational writing and representations about non-complex topics</td>
<td>Social Studies:</td>
<td>Gr. 2&amp;3:</td>
</tr>
<tr>
<td>Grade 2&amp;3: A4 – experiment with materials, technologies, and processes to create particular effects</td>
<td>A1 – use speaking and listening to interact with others</td>
<td>A1 – use speaking and listening to interact with others</td>
</tr>
<tr>
<td>A2 - create images using image development strategies</td>
<td>C5 – use strategies during writing and representing to express thoughts – use word banks, editing</td>
<td>C5 – use strategies during writing and representing to express thoughts – use word banks, editing</td>
</tr>
<tr>
<td>Visual Arts:</td>
<td>Social Studies:</td>
<td>C8 – use writing and representing to extend thinking by presenting new understandings</td>
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<tr>
<td>Grade 2&amp;3:</td>
<td>A2 – create images using image development strategies</td>
<td>Visual Arts:</td>
</tr>
<tr>
<td>Social Studies:</td>
<td>Grade 2&amp;3:</td>
<td>Grade 2&amp;3:</td>
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<tr>
<td>Gr. 2 &amp; 3:</td>
<td>A4 – experiment with materials, technologies, and processes to create particular effects</td>
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<tr>
<td></td>
<td>A2 – create images using image development strategies</td>
<td>A2 - create images using image development strategies</td>
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| Visual Arts: | Visual Arts: |
| Grade 2&3: | Grade 2&3: |
| A4 – experiment with materials, technologies, and processes to create particular effects | A4 – experiment with materials, technologies, and processes to create particular effects |

<table>
<thead>
<tr>
<th>Timeline handout</th>
<th>Timeline</th>
<th>Pipe-cleaners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>Journals</td>
<td>Glue</td>
</tr>
<tr>
<td>Construction paper</td>
<td>Chart Paper</td>
<td>Scissors</td>
</tr>
<tr>
<td>Glue</td>
<td>Felt</td>
<td>Pipe-cleaners</td>
</tr>
<tr>
<td>Scissors</td>
<td>Pens</td>
<td>Glue</td>
</tr>
<tr>
<td>Moss</td>
<td>Felt</td>
<td>Scissors</td>
</tr>
<tr>
<td>Colouring sheets of animals (small): deer, beavers, elk</td>
<td>Blank books for A to Z books</td>
<td>Pencils</td>
</tr>
</tbody>
</table>

Duration of Lesson: 3 blocks (2hr15min) | 2 blocks (1hr30min) | 2 blocks (1hr30min)
| Science Gr. 2 | - Use their senses to interpret observations  
- Infer the probable outcome of an event or behaviour based on observations  
- Investigate changes to the properties of matter when it is heated or cooled |
| English language Arts Gr. 2 | - A1 – using speaking and listening to interact with others for the purposes of contributing to a class goal  
- C2 – create informational writing and representations about non-complex procedures |

### Specific Learning Outcomes
- Students will create 3D paper canoes for the 3D model  
- Students will discuss why the First Nations may have helped the Europeans  
- Students will learn about how important travelling by water was  
- Students will make bread and butter to learn about food prepared by pioneer women and children  
- Students will make artistic representations of animals and plants raised and grown by pioneer men for food  
- Students will maintain good hygiene while preparing bread and butter  
- Students will describe similarities and differences in regards to buildings and services between their community and a pioneer’s community

### Integration Subject(s)
- Visual Arts, English Language Arts  
- Visual Arts, Health and Career, Science, Music  
- Visual Arts, English Language Arts

### Lesson Description
- Lesson on the importance of traveling on water  
- Create canoes for the 3D model  
- Discussion about why the First Nations helped the Europeans  
- First Nations Journal: How would you help the European pioneers make a canoe?  
- Roles family members played in growing and making food  
  - Comparison Handout: Pioneers to Present day  
  - How to wash hands and why this is necessary prior to handling food, such as when making bread and butter  

### Stations:
1. Making bread – students will make a recipe card while making bread  
2. Making butter – students will create Butter Churning songs/chants while making butter  
3. Drawing and colouring animals (meat) (to be displayed on 3D model)  
4. Making pipe-cleaner plant crops (to be

- Create a venn diagram comparing our community to a pioneer community  
- Create a visual and/or written story of a day as a child pioneer as compared to in contemporary times  
- Select students create a general store, blacksmith, and bank for 3D model
<table>
<thead>
<tr>
<th>Materials</th>
<th>Bread Station:</th>
<th>Butter Station:</th>
<th>Animals Station:</th>
<th>Plant Crops Station:</th>
<th>Assessment and Evaluation Strategies</th>
<th>Duration of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoe template</td>
<td>Flour</td>
<td>Whipping cream</td>
<td>Colouring sheets of animals</td>
<td>Brown modelling clay</td>
<td>Observation and record on class list:</td>
<td>1 block (45 min)</td>
</tr>
<tr>
<td>Scissors</td>
<td>Yeast</td>
<td>Jar with agitator</td>
<td>Pencil crayons</td>
<td>Pipe-cleaners</td>
<td>o Students who are actively taking on the perspective of the First Nations peoples</td>
<td>2 blocks (1hr 30min)</td>
</tr>
<tr>
<td>Glue</td>
<td>Warm water</td>
<td>Butter Churning Songs Handout</td>
<td>Felts</td>
<td>Scissors</td>
<td>o Journals assessed for understanding of how First Nations helped the Europeans and inquiry into why the First Nations might have helped the Europeans</td>
<td>1 block (45 min)</td>
</tr>
<tr>
<td>Journals</td>
<td>Sugar</td>
<td>Pencils</td>
<td>Pencils</td>
<td>Student work for 3D model will be assessed according to 3D model rubric</td>
<td>o Students who understand differences in roles family members played between a pioneer family and their family</td>
<td>1 block (45 min)</td>
</tr>
<tr>
<td>Pencils</td>
<td>Bowl</td>
<td>Recipe Card Handout</td>
<td>Pencils</td>
<td>Student work for 3D model will be assessed according to 3D model rubric</td>
<td>o Students who wash hands properly and maintain good hygiene while working with food</td>
<td>1 block (45 min)</td>
</tr>
<tr>
<td>Handout – First Nations Canoes</td>
<td>Comparison Handout</td>
<td>Handout – How the First Nations helped the Europeans</td>
<td>Venn diagrams will be assessed for understanding of differences and similarities between communities as they change through time</td>
<td>Journals will be assessed for a creative and descriptive reconstructive story of what pioneer life might be like</td>
<td>o Student work for 3D model will be assessed according to 3D model rubric</td>
<td></td>
</tr>
</tbody>
</table>
| Lesson Number and Points of Inquiry | Social Studies:  
Grade 2: D3, E3 (See pg. 3 for details)  
Grade 3: B1, B3, B4, E4 (See pg. 3 for details) | Social Studies:  
Grade 2: D3 (See pg. 3 for details)  
Grade 3: D2, E4 (See pg. 3 for details) | Social Studies:  
Grade 2: D3 (See pg. 3 for details)  
Grade 3: B1, B3, B4 (See pg. 3 for details) |
|-----------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| **PLOs**                          | **Language Arts**  
Gr. 2&3 – C1 – Create personal writing and representations that express connections to personal experiences | **Visual Arts:**  
Grade 2&3:  
A4 – experiment with materials, technologies, and processes to create particular effects  
A2 - create images using image development strategies |  
**Social Studies:**  
Grade 2: D3 (See pg. 3 for details)  
Grade 3: B1, B3, B4 (See pg. 3 for details) |
| 7: Enacting pioneer school life: What was school like for pioneer children? How did pioneers write? |  
**Specific Learning Outcomes**  
Students will enact pioneer life as students in a pioneer school house throughout the duration of the day. For this lesson, students will be able to handwrite using berry juice ink they made and a quill.  
3D model – make schoolhouse |  
**Students will enact a pioneer’s life in a real-world re-creation of the 3D model of a pioneer settlement**  
Students will demonstrate and understanding of how the pioneers had to do daily tasks differently than they do in their communities now |  
**Integration Subject(s)**  
Language Arts  
Visual Arts |
| 8: What did pioneers wear? How did they make their clothes? |  
**Students will be able to knit a small section using knitting technology that the pioneers would have used, including knitting needles and yarn**  
Students will describe differences between how we make clothes and how pioneers make clothes, and how our clothing styles differ. |  
**Students** will be given/choose a role to play in our enactment of a pioneer settlement.  
For each role, a student must complete given tasks that a pioneer in that role would have had to do. | |
| 9: Enacting Village Life |  
**For the entire day, the classroom will be a pioneer classroom**  
Make ink out of berry juice  
Practice handwriting with ink and quill |  
**Students** will learn about different garments different people wore  
Students will learn about how yarn is made, from sheering to sheep to it being spun and used  
Students will learn to knit a small section using yarn. |  
**Materials**  
Berries  
Vinegar  
Salt  
Measuring cups and spoons  
Strainer  
Bowl  
Wooden spoon  
Baby food jars |  
Pictures of pioneer clothing  
Comparison sheet: Pioneer clothing vs. contemporary clothing  
Sample of sheered wool  
Wool yard  
Knitting needles |  
Students need to be dressed up as pioneers  
Ink  
Quills  
Flour  
Sugar  
Toy horse  
Toy cow  
Butter churn |  
**Assessment and Evaluation Strategies**  
Observe and record on class list:  
Level of participation in enactive classroom experience  
Understanding of how pioneer |  
Students’ comparison sheet will be assessed for demonstrated understanding of the difference between pioneers clothing and our clothing |  
Observe and record on class list:  
Level of participation in enactive community experience  
Understanding of how a pioneer would |
<table>
<thead>
<tr>
<th>Duration of Lesson</th>
<th>Description of Activities</th>
</tr>
</thead>
</table>
| 1 block (45min)    | - Students would have acted differently in school than how they act in school  
|                    |   - Students will discuss whether they prefer writing like pioneers or like they normally do  
|                    |   - Students’ section of yarn will be assessed for effort at trying to enactively make clothing like the pioneers did.  
|                    |   - Students discuss how  
|                    |   - Students will be assessed for completion of the tasks that had been assigned to them  
|                    |   - Students have conducted daily activities |
| 2 blocks (1hr30min) |                           |
**Note: These lessons have been developed to stand alone when taught in a class that is not pursuing this project plan. They therefore do not exactly reflect any of the lessons indicated in the Unit Plan Outline above.**
Lesson Name: Introduction to Canada’s Pioneers: Who were they, and why did they come here?  
Date: January 5, 2012
Subject: Social Studies  
Grade: 2/3  
Lesson: 1/1

Prescribed Learning Outcomes:
- Social Studies
  - Gr. 2:
    - E3 – describe how the physical environment influences human activities
    - D3 – describe how technology affects individuals
  - Gr. 3
    - B1 – identify changes that can occur in communities over time
    - E4 – describe how physical environment influenced early settlement in a community

Instructional Objectives:
- Students will predict and discuss who Canada’s pioneers were
- Students will plan, draw, and explain a route and mode of transportation that pioneers would have taken, thereby locating where the pioneers came from
- Students will create land-selling posters to demonstrate their understanding of reasons as to why pioneers came to Canada

Materials Required:
- 3D model of Canada prior to colonisation
- 22 maps of pioneer origins and their route to Canada
- Model of land-selling poster
- 22 copies of question: Why did pioneers come to Canada? (reverse side to be used for poster)
- Students: crayons, felts, pencils

Lesson Activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 5 min | Hook:  
- Ask students: What did Canada look like before people lived here?  
- Show them 3D map. How is it different from what they see in their community today?  
  - People have done this for years...but how did it start?  
  - Today we are exploring the question: Where did the people who have made Canada what it is today come from, and why did they come here? |
| 35 min | Development:  
- Ask students where their families came from (and when they came to Canada)  
  - Write down the names of the countries on board, point them out on a map  
- Ask students to discuss in pairs who they think the first people in Canada were  
  - Share discussions  
- Ask: What is a pioneer? “Someone who is among the first people to settle in a new region” or a person who “does something new and different”  
- Explain that the First Nations peoples were the first pioneers and have been here for at least 10,000 years  
  - Ask if anybody can explain who the First Nations people are.  
  - Show them the map of FN Canada.  
  - Show students timeline. Have them make their own  
- Explain that there were other pioneers who came much later, beginning in the 1600s. Show
on timeline.
  o Where did they come from?
  o Ask if anyone knows what countries they come from. Show on map.
  o Ask students to get into the mind of a pioneer.
    ▪ What would be the route you would take and where would you land?
    ▪ What mode of transportation would you take?
    ▪ Hand out maps and give children 5 minutes to plan and draw their route
      and write of an explanation for their rationale
    ▪ Come together and ask students to share
  o Show students the route they actually took and how they got there; explain that
    they spent weeks on a ship
    • If time: Tell students that this looks like a LOT of work. Why would anyone bother to make
      that huge voyage to Canada?
  o What’s so special about this land? (Show 3d map again)
  o Ask students to make posters advertising to Europeans to move to Canada (15
    minutes)

Closure:
  • Ask students to show route and explain it to other children; OR (if time):
  • Ask students to volunteer to show their posters

Organisational and/or Behavioural Management Strategies:
  • Students will be taught in 2 groups of 10 (45 minutes each).
  • Students’ desks will be arranged in a U shape with teacher and model in the centre of the U.

Assessment:
  • Maps will be assessed for correct colouring of colonising countries and plausible route pioneers would have taken
  • Posters will be assessed for ideas as to why pioneers were drawn to Canada

Adaptations:
  • Students who are unable to write can use visual representations exclusively on their poster
Lesson Name: Building a European Pioneer Settlement  
Date: January 10, 2012  
Subject: Social Studies (Integration Subject: Visual Arts)  
Grade: 2/3  
Lesson: 2/3

Prescribed Learning Outcomes:

- Social Studies
  - Gr. 2:
    - E3 – describe how the physical environment influences human activities
    - D3 – describe how technology affects individuals
  - Gr. 3
    - B1 – identify changes that can occur in communities over time
    - E4 – describe how physical environment influenced early settlement in a community

- Visual Arts
  - Gr. 2&3
    - A4 - experiment with materials to create particular effects
    - A5 – create 2D and 3D images
    - D2 – display individual and group artworks in a variety of ways (D3 for Gr. 3)

Instructional Objectives:

- Students will use a 3D model/map of Canada prior to European settlement to create an early European pioneer settlement
- Students will use resources found on the 3D map, such as trees, to create new structures, including log houses, fences, and canoes. Students will learn that the pioneers had to use their new environment to help them create their settlement, and their creations had to be suitable for the environment.
- Students will create paper representations of animals and plants that the pioneers would have brought from Europe and raised and grew once they landed in North America.
- Students will be an active part in observing how a plot of land can be changed into a community.

Materials Required:

- 3D model of Canada prior to colonisation
- Students’ work from previous class: maps and questions
- Pipe-cleaners
- Paper
- Scissors
- Pencil crayons or felts
- Tape
- Glue
**Lesson Activities:**

<table>
<thead>
<tr>
<th>Hook:</th>
<th>Time</th>
</tr>
</thead>
</table>
| • Review 3D map of Canada  
  o Recap: Pioneers came here with only what they brought from Europe  
  o Discuss: What do you think the pioneers would have done when they got to this new land? | 5 min |

<table>
<thead>
<tr>
<th>Development:</th>
<th>Time</th>
</tr>
</thead>
</table>
| • Brainstorm on chart: Things the Europeans would have brought with them that might be useful when building a settlement  
  o Seeds/Plants  
  o Animals  
  o Tools  
  • Discuss what pioneers might have done when encountering the First Nations peoples  
  o How might they help the European pioneers?  
  o Show students picture of a canoe. Discuss what it might be made of, how it might have been made, and what it would be useful for.  
  • Create a “Things we need to make for our settlement” list  
  o Log houses  
    ▪ Go over handout of why they were the most logical type of house to make at the time  
  o Fences  
  o Fields with crops: Lettuce, carrots, corn (from First Nations), radishes, etc.  
  o Animals: Cows, horses, sheep, chickens  
  • Discuss where the most logical location for our settlement would be:  
  o Away from the hill and somewhat close to the water  
  o Ask: What do we need to do to make this land suitable for a house? Discuss deforestation  
    ▪ Discuss how to use the trees for building (use pipe-cleaners/“trunks” of trees)  
  • Give students sticky notes. Have them write their names on them  
  o Let each student put their sticky note on them  
  o Explain we need to work together to build our community. Somebody has to be responsible for creating each of these things needed for our settlement.  
  o Call students up to put a sticky note next to the item they would like to create  
  • Show them that they can use various materials on the desk  
  o Remind them to use the pipe-cleaners from the trees  
  o Show them a model of log houses and canoes they can try to build if they are stuck. | 35 min |

<table>
<thead>
<tr>
<th>Closure:</th>
<th>Time</th>
</tr>
</thead>
</table>
| • Discuss how this plot of land has changed  
  • Discuss how using the environment made this possible  
  • Discuss how our settlement is suited for this environment | 5 min |

**Organisational and/or Behavioural Management Strategies:**

- Students will be taught in 2 groups of 10 (45 minutes each).
- Students’ desks will be arranged in a U shape with teacher and model in the centre of the U. Materials needed will be on the centre of the U as well.

**Assessment:**

- I will note down students who demonstrate knowledge of the relationship the pioneers had with the environment and how they used it during our discussions.
- I will assess the 3D model for correct animals and crops created as well as logical form of log houses so that they resemble the log houses in the pictures shown in the lesson

**Adaptations:**
- Students who have limited fine motor skills can create a larger version of what they would like to create
Lesson Name: Pioneer Home Life: Making Bread and Butter  
Subject: Social Studies (Integration Subjects: Science, Health and Career Education, Language Arts)  
Grade: 2/3  
Lesson: 3/3  
Date: January 12, 2012

Prescribed Learning Outcomes:
- Social Studies
  - Gr. 2:
    - E3 – describe how the physical environment influences human activities
    - D3 – describe how technology affects individuals
  - Gr. 3
    - B1 – identify changes that can occur in communities over time
    - B3 – identify cultural similarities and differences
- Health and Career Education
  - Gr. 2&3:
    - C1 – describe practices that contribute to physical health
    - C3 – describe practices that help to prevent the spread of communicable diseases
    - C8 – describe the potential harm associated with various unsafe substances
- Science
  - Gr. 2
    - Use their senses to interpret observations
    - Infer the probable outcome of an event or behaviour based on observations
    - Investigate changes to the properties of matter when it is heated or cooled
- English language Arts
  - Gr. 2
    - A1 – using speaking and listening to interact with others for the purposes of contributing to a class goal
    - C2 – create informational writing and representations about non-complex procedures

Instructional Objectives:
- Students will make bread and butter.
- Students will learn the importance of bread and butter to pioneers, what ingredients were/are needed, and how the pioneers would have made bread and butter.
- Students will create recipe cards for making bread and a visual journey card for making butter.
- Students will predict outcomes of adding an ingredient, like yeast, while baking.

Materials Required:
- 6 cups Flour
- 2 cups Warm water
- ¼ cup Vegetable oil
- 1.5 Tbsp Yeast
- 1.5 tsp Salt
- 1/3 cup Sugar
- 2 bowls
- Cutting board
- Whipping cream
- Jar (screw top)
- Agitator (metal object)
- Chart paper: how flour is made, ingredients, directions
- Recipe card handout
- Steps to making butter handout
- Visual journey: Milk to Butter handout
- Pens, pencils, pencil crayons

**Lesson Activities:**

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**Hook:**
- Show students a loaf of bread from a bakery and a home-made loaf
  - Discuss: How do we get bread in our community? How would the pioneers had to have made bread?

**Development:**
- Wash hands
  - Distribute hand out
  - Go over how to properly wash hands. Discuss how hand washing prevents the spread of germs and illness, and how it is especially important when handling food.
  - Take students to the washrooms and give them time to wash their hands.
- Distribute recipe cards. Ask who has used a recipe card and what it is for. Give directions of how to fill it out.
- Go over the directions of how to make bread.
  - Mix the sugar in the water until dissolved. Show students. Add yeast. Let poof (10 min)
    - Discuss: What is yeast? What are they doing in the sugar water? Why do we need to put them into bread?
    - Show students when mixture is foamy and bubbly. Discuss why there are bubbles: The yeast are breathing!
    - While students are discussing and waiting, allow time to fill out recipe card.
  - Add salt and oil. Show students how it bubbles.
  - Add flour one cup at a time. Walk around to show students how dough is formed
  - Begin to knead dough.
    - While kneading, allow students to catch up on their recipe card.
    - Call groups up to help knead.
    - While kneading, explain how wheat is turned into flour and how the pioneers did this.
  - Coat bowl in oil. Place in dough. Cover with warm, damp cloth. Wait 1 hour (For class purposes, 20 min)
    - Discuss why the bowl need to be oiled
    - Discuss why there needs to be a warm, damp cloth
- Ask students to predict what the dough will look like in one hour (20 min).
  - While dough is rising, begin making butter.
    - Distribute visual journey handout and information sheet on how to make butter
    - Discuss the difference between different kinds of milk: 1%, 2%, Whipping cream. Explain how whipping cream is made from milk, and how the pioneers did this.
    - Discuss how the pioneers made butter: Children did it, had to churn using a butter churn
    - Explain why churning is necessary.
    - Discuss why you need to add salt and strain butter.
    - While discussing, pass jar of whipping cream/butter around for children to shake for 30 seconds to a minute each.
    - While they are waiting to shake, they should be working on their recipe card or visual journey.
  - Show students risen dough.
    - Reiterate why it rose.
    - Punch dough down. Knead again (briefly).
    - Place into oiled loaf pans. Allow to rise for 30 min. Bake for 30 min 350F (If time is not sufficient, tell students that this will take a long time. They will get a chance to eat loaves that were made the night before.)
  - After students are done shaking butter, strain.

**Closure:**
- Distribute a slice of bread with butter to each student.
- Discuss how this is time consuming and a lot of work. Ask students to predict how often the pioneers made bread: every day!
  - Reiterate that nowadays we usually go to the store to buy bread, or make it with advanced technology like a bread machine, a mixer, and a modern oven.

**Organisational and/or Behavioural Management Strategies:**
- Students will be taught as a whole with the teacher and baking supplies at the front.
- Students will be numbered off into 5 groups. When called, each group will get a chance to knead the dough.

**Assessment:**
- Recipe cards and visual journey handouts will be assessed for understanding of how pioneers had to make bread and butter.
- The teacher will observe for understanding of differences between pioneer life and contemporary times, including changes in technology, throughout class discussions.

**Adaptations:**
- Students who are unable to write can draw on their recipe card in the indicated section.

**Reflection:**
- This activity would be better suited as part of a stations activity if multiple adults are available.
- If possible, make the dough in a morning block, have it rise and bake through the mid-day/lunch, and serve in the afternoon.
Resources:

Greenwood, Barbara
• This book has excellent craft ideas for children. There is a lot of variety in the level of difficulty of the crafts.

Griffin, Margot
• This resource has some good skeletal activities that could supplement an enactive framework.

Kalman, Bobbie.
• There are excellent ideas regarding making the kinds of toys pioneer children used.

Kalman, Bobbie & Lynda Hale
• This is a good resource for teaching about how the pioneers cooked and baked foods that were important to their livelihood.

Solski, Ruth
• This is a great resource for information sheets for children. It also has some activities that could be used to supplement a more enactive project plan.

Varty, D.
• This is a good resource for creating a 3D model of a community. There are useful templates; however, they are slightly small and may therefore need to be redrawn when used.

Wilder, Laura Ingalls
Handouts
Map of Canada’s Pioneers’ Journey

Name:______________________
Directions:
1. On dark lines, cut out canoe and seats.
2. Colour both sides of the canoe brown.
3. Fold lightly along dotted lines
4. Put glue on shaded “B” area and on back of “A” flaps
5. Bring sides together pressing “B” ends until they stick and “A” flaps against inside of canoe.
6. Fold seat templates along dotted lines.
7. Glue “D” shaded flaps and stick inside canoe to make seats.