
GRADE 3: HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780-1850

ABSTRACT:

In the Grade 3 Heritage and Identity strand, teachers will use the text *A Loyalist's Story* in the book ***Coming to Canada*** by Susan Hughes to introduce students to the communities of Loyalists that were developing in Canada in the 19th century.

Source: Hughes, Susan. *Coming to Canada*. Toronto: Maple Tree Press, 2005. 24-25. Print. ISBN: 978-1-897066-45-4

Language Literacy Focus: Reading, Writing and Oral Communication

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

What were some of the major challenges different groups faced in Canada around this time?

What methods can we use to find out how people may have felt about these challenges?

LEARNING GOALS

In Social Studies, Students will:

LG1 identify some challenges that different groups or communities had around 1780-1850. **(Significance)**

LG2 explain how the members of a group or community dealt with the challenges that they faced. **(Cause and Consequence)**

LG3 gather a variety of information and analyze a source to determine different perspectives on the challenges an early community faced. **(Perspective)**

In Language, students will:

LG4 gather and sort information that they read.

LG5 make inferences about text using stated information and students' own background information.

LG6 predict the meaning of unfamiliar words and understand written conventions (e.g. square brackets) that help readers to understand text.



Prior Knowledge and Concepts

- Students should have had some experience with creating jot notes
- Students should understand that many groups of First Nations people lived in Canada before groups from other countries started to come over; Students should know the term “settler”
- Students should understand that Canada was comprised of different communities in early 19th century Canada; some that were already here and some that came from abroad.

A. Instructional Strategies:

Shared Reading



1. Ask students what challenges they think early settlers in Canada faced. Ask them what specific challenges they might find when reading an excerpt from the diary of a woman who had recently come to Canada in the early 1800s.

2. Show students the text and introduce Hannah Ingraham (read the brief introduction and point out her picture). You may need to briefly discuss the American Revolution. Define the term Loyalist (American colonists who fought alongside the British to keep the American colonies loyal to Britain). Find the Hudson River and the Saint John Valley on a map of Canada so students have an idea of Ingraham’s journey down the Hudson and onto Nova Scotia.

3. Have students look for examples of ways the settlers met their needs in a new settlement. Keep track of student input on an anchor chart (see below). Ask students to think about questions they might have to discuss and record them after the reading.

<u>Settler Need</u>	<u>How The Need Was Met</u>
Water	_____
Food	_____
Shelter	_____



4. Continue reading, stopping at points to fill in the anchor chart or to explain new vocabulary (e.g. heifer, sloop, rations, pewter). See if students can use other words in the sentence and the context to guess what the words might mean. Ask “how can we use what we know to help us understand these new words? How can we use what we know to help us understand the text?” Tell them we are using our background knowledge to help us make sense of this text. (LG 6)

5. Point out the use of square brackets as they occur throughout the piece and ask why do you think the author is using these square brackets? (They provide extra information that Ingraham did not write, but that the editor of the book thought we needed to know to fully understand the text). Talk about how the information provided in the square brackets helps us to further understand the text. (LG 6)

6. Revisiting the text: In another lesson, re-read the text and discuss the idea of perspective. This diary entry is from the perspective of a woman, however much of the historical record comes from the writing of men. Have a discussion about how Ingraham’s father’s diary might have been different from hers. Ask students, “what other perspectives might there be around this time?” “Why would someone else have a different experience?” Depending on where you are in the unit, have students make suggestions on how a diary from another group in Canada around the time (African-Americans, First Nations, settlers’ children) might differ. Compare the lives of women then to women now by asking “If we were to read a diary entry from a woman coming to Canada today what might be the same and what might be different? (LG 3)



B. Student Activities:

Shared Reading



1. Using the anchor chart made with the students, create a graphic organizer to show the challenges relating to the needs and how settlers overcame these challenges. You may want to add a third column comparing challenges to what we do today. **(Gather and Organize; Evaluate and Draw Conclusions)**

<u>Challenge</u>	<u>How Did Settlers Overcome This Challenge</u>	<u>What Do We Do Today</u>
------------------	---	----------------------------

Getting water

Finding food

Building Shelter

Assessment suggestions: Students will show their thinking on the graphic organizer. Assess their ability to identify and explain the challenges. **(LG1, 2 & 4)**

2. In groups, have students use information from the text and information gathered from the painting of the Loyalist encampment on page 25 to make inferences about the landscape and climate the settlers experienced (e.g. the text says there was deep snow; the painting shows lots of trees; the painting shows someone fishing in the water). Have students record what they see on chart paper. With this information, have students create a Welcome Guide to new settlers in the area. The guide should include the headings: Canada's Climate, Getting Food and Water, Building a House. **(Interpret and Analyze, Evaluate and Draw Conclusions, Communicate)**

Assessment suggestions: Use the information students include in their Welcome Guide to assess the students' understanding of the challenges of settlers and how they overcame these challenges. **(LG 2 & 5)**

3. Refer students to two parts of the diary entry: "the last transport for the season" and "There was no floor laid, no window, no chimney, no door, but we had a roof at last." Have students brainstorm ideas about what was happening in the settlers' lives for these things to be happening (e.g. river freezes over in winter; settlers would have to preserve food or eat food available in winter like deer; settlers had to build their own houses from wood found in the area; this took a long time so they had to prioritize parts of the house etc.). Have students complete a flow chart for each event to show the process settlers would have to go through to overcome the challenges of a frozen waterway and building structures themselves. **(Interpret and Analyze, Evaluate and Draw Conclusions)**

Assessment suggestions: Using the flow chart, observe student's ability to infer how settlers would have to prepare for challenges they faced. **(LG 2 & 5)**

4. Have students ask questions about First Nations groups in the area (e.g., Which aboriginal groups were living in the area of Cornwall/Saint John Valley? How did these First Nations groups respond to the challenges of the environment? How did the settlers and First Nations groups interact? How did First Nations people help the settlers respond to the challenges they faced?) Have students use books (see Other Resources below) and websites to answer their questions. **(Formulate Questions; Gather and Organize)**

Assessment suggestions: Observe and conference with students as they formulate questions and begin their research. Ensure they are organizing information appropriately. **(LG2 & 4)**

EXTENSIONS

Have students find other women's diary entries (see Other Resources) to compare and contrast information found in the diaries. Compare what they find with women today. **(Gather and Organize; Interpret and Analyze; Evaluate and Draw Conclusions)**

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

OVERALL EXPECTATIONS

Social Studies:

Application: A1
Inquiry: A2
Understanding Context: A3

Language:

Oral Communication: 1
Reading: 1, 3
Writing: 1, 2

SPECIFIC EXPECTATIONS

Social Studies:

Application: A1.2
Inquiry: A2.1, A2.2, A2.4, A2.5, A2.6
Understanding Context: A 3.1, A3.2,
A3.3, A3.4, A3.6

Language:

Oral Communication 1.6, 1.7
Reading 1.3, 1.5, 1.6, 1.7, 1.9, 3.2
Writing 1.2, 1.3, 1.4, 2.1, 2.8

OTHER RESOURCES

- Hughes, Susan. *Coming to Canada*. Toronto: Maple Tree Press, 2005. 24-25.
- Aboriginal Peoples of Canada series published by Weigl (various titles)
- Canadian Aboriginal Art and Culture series published by Weigl (various titles)
- Women's Diaries:
<http://www.archives.gov.on.ca/en/explore/online/diaries/index.aspx>