



Curriculum Connections

Fanshawe Pioneer Village Education Programs

Fanshawe Pioneer Village education programming is designed in accordance with the Ministry of Education, Ontario Curriculum. Each education program connects directly with the curriculum expectations found in the Social Studies/History & Geography curriculum. Many of our education programs provide students and educators with cross-curricular opportunities to increase student learning in the Arts, Language, Science & Technology and Physical Education strands. Please contact Lana Pharoah, Manager Education for further details on cross-curricular opportunities.

Day in the Life, Village at Work, 19th Century Everyday Shapes and Structures, 19th century Simple Machines and Interactive Guided Tour Education Programs

Heritage and Citizenship: Grade 3 – Early Settlements in Upper Canada

- *Describe the communities of early settlers in Upper Canada around 1800*
- *Use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including the impact of factors such as heritage, natural resources, and climate on the development of early settler communities*
- *Compare aspects of life in early settler communities and present-day communities*
- *Explain how the early settlers valued, used, and looked after natural resources (e.g. water, forests, land)*
- *Describe the major components of an early settlement (e.g. sawmill, church, school, general store, blacksmith shop, printer shop, woodworking shop, etc.)*
- *Describe the various roles of male and female settlers (e.g. farm worker, teacher, printer, blacksmith, housewife, children, etc.)*
- *Collect information and draw conclusions about human and environmental interactions during the early settlement period*
- *Recreate some social activities or celebrations of early settler communities in Upper Canada*

Muskets, Militia & Mayhem: War of 1812 Education Day

History: Grade 7 – British North America

- *Outline the causes, events, and results of the War of 1812*
- *Use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies*
- *Identify some themes and personalities from the period, and explain their relevance to contemporary Canada*
- *Describe the different groups of people who took part in the Loyalists migration and identify their areas of settlement*
- *Explain key characteristics of life in English Canada from a variety of perspectives (e.g. family life, economic and social life, the growth and development of early institutions, transportation, etc.)*
- *Describe the major causes and personalities of the War of 1812*
- *Describe the impact of the War of 1812 on the development of Canada (e.g. the emergence of national pride, the building of roads, etc.)*
- *Identify the achievements and contributions of significant people (e.g. Sir John Graves Simcoe, Joseph Brant, etc.)*
- *Use a variety of primary and secondary sources to locate relevant information about how early settlers met the challenges of the new land*
- *Analyse, synthesize, and evaluate historical information (e.g. Debate the question: Who won the War of 1812?)*

Loyalists and Reformers: The Rebellion of 1837

History: Grade 7 – Conflict and Change

- *Identify types of conflict (e.g. Rebellion, Protest) and describe strategies for conflict resolution*
- *Identify key issues and events of the rebellions of 1837-38 in Upper and Lower Canada (e.g. issues related to land, transportation, government and events)*
- *Explain the major social, economic, political and legal changes that resulted from the rebellions and their impact on the Canadas*

19th Century Everyday Shapes and Structures

Understanding Structures and Mechanisms: Grade 1- Materials, Objects, and Everyday Structures

- *Assess the impact on people and the environment of objects and structures and the materials used in them;*
- *Investigate structures that are built for the specific purpose to see how their design and materials suit the purpose;*
- *Demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used.*

Relating Science and Technology to Society and the Environment

- *Assess objects in their environment that are constructed for similar purposes in terms of the type of materials they are made from, the source of these materials and what happens to these objects when they are worn out or no longer needed*

Developing Investigation and Communication Skills

- *Investigate characteristics of various objects and structures, using their senses*
- *Use technological problem-solving skills and knowledge acquired from previous investigations, to design, build and test a structure for a specific purpose*

Understanding Basic Concepts

- *Describe structures as supporting frameworks*
- *Identify the materials that make up objects and structures*
- *Describe the function/purpose of the observable characteristics of various objects and structures, using information gathered through their senses*
- *Describe the properties of materials that enable the objects and structures made from them to perform their intended function.*

19th Century Simple Machines

Understanding Structures and Mechanisms: Grade 4 – Pulleys and Gears

- *Evaluate the impact of pulleys and gears on society and the environment*
- *Investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects*
- *Demonstrate an understanding of the basic principles and functions of pulley systems and gear systems*

Relating Science and Technology to Society and the Environment

- *Assess the impact of pulley systems and gear systems on daily life*
- *Assess the environmental impact of using machines with pulleys and gears, taking different historical perspectives into account*

Developing Investigation and Communication Skills

- *Use technological problem-solving skills to design, build and test a pulley or gear system that performs a specific task*
- *Use appropriate science and technology vocabulary including pulley, gear, force, and speed.*

Understanding Basic Concepts

- *Describe the purposes of pulley systems and gear systems*
- *Describe how rotary motion in one system or its components is transferred to another system or component in the same structure*
- *Identify the input components that drive a mechanism and the output components that are driven by it*
- *Identify pulley systems and gear systems that are used in daily life, both past and present, and explain the purpose and basic operation of each.*

Change and Continuity: Life in the Early 20th Century

Grade 11 Canadian and World Studies World History: Since 1900: Global and Regional Perspectives

- *Describe the nature and impact of significant change since 1900*
- *Identify factors that have tended to maintain continuity since 1900*
- *Explain the importance of chronology and cause and effect relationships within the context of history since 1900*
- *Compare different processes of change that have occurred in the world since 1900 – 1914*
- *Describe major technological and economic change since 1900 and their impact on society (e.g. automobile, electricity, consumerism)*
- *Describe the factors leading to and the impact of social and political change since 1900.*
- *Evaluate the role of individuals and groups who facilitated the process of change.*
- *Explain how belief in progress and technological improvements provides a framework for understanding history since 1900. (e.g. developments in agriculture, growth of education and developments in communication)*