Pioneer Life in Upper Canada
A web site for Grade 3 students of Ontario
http://www.projects.yrdsb.edu.on.ca/pioneer

A website created and maintained by the
York Region District School Board

Pioneer Life in Upper Canada

An activity booklet to accompany the
Pioneer Life in Upper Canada website

Student Name: ____________________________  Answer Key

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### PIONEER ORIGINS: When and Why They Came

*Fill in the Missing Information... (use the Origins page)*

| People of African descent | America (United States) | 1628-1793; as slaves of other settlers (slavery ended in Upper Canada in 1793)  
1700s - 1800s; as refugees avoiding slavery and racial oppression  
1790-1870; as run-away slaves (in 1830, the network of people that brought them to Upper Canada was named the "Underground Railroad") |
| "Americans" | America (United States) | 1749-1812; as "Loyalists" - many different backgrounds, religions and occupations - First Nations people also in this group  
1790s-1812; for available land and economic opportunity |
| Amish | Pennsylvania America | 1820's; for land and to avoid religious and political conflict (originally arrived in America in 1720s from ____________, ____________, and ____________________) |
| English | England (Great Britain) | Before 1830; mostly military or government officials  
1830-1850s; leaving economic hardship  
1842; 40,684 English in Upper Canada  
1851; 82,699 English in Upper Canada |
| Germans | Germany | late 1700s; as "Loyalists"  
1800s; cities and industries expanding and farming becomes less important  
1786-1825; from Pennsylvania as "Loyalists"  
1825-1874; from Russia and Pennsylvania; for cheaper and better farm land |
| Scottish | Scotland | before 1815; 15 000 came to Upper Canada  
1815-1870; 170 000 to Upper Canada; leaving economic hardship and general "unrest |

Source: Encyclopedia of Canada's Peoples, Ed. Paul Robert Magosci, University of Toronto Press
On the map below, label the following:

England  France  America (United States)
Scotland  Germany  Ireland
Upper Canada  Lower Canada  The Netherlands (Holland)

Draw the routes taken by early settlers to Upper Canada.

PIioneer Settlements

Shade in and label the areas first settled by the Pioneers in Upper Canada on the map below. Use the map on the Settlements page for reference.
Population of Upper Canada - Ontario
http://global.genealogy.com/globalgazette/List001/list43.htm

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1851</td>
<td>952,004</td>
</tr>
<tr>
<td>1848</td>
<td>725,897</td>
</tr>
<tr>
<td>1842</td>
<td>487,053</td>
</tr>
<tr>
<td>1836</td>
<td>374,099</td>
</tr>
<tr>
<td>1833</td>
<td>295,863</td>
</tr>
<tr>
<td>1830</td>
<td>213,156</td>
</tr>
<tr>
<td>1827</td>
<td>177,174</td>
</tr>
<tr>
<td>1824</td>
<td>150,066</td>
</tr>
<tr>
<td>1811</td>
<td>77,000</td>
</tr>
<tr>
<td>1791</td>
<td>10,000</td>
</tr>
<tr>
<td>1784</td>
<td>6,000</td>
</tr>
<tr>
<td>1783</td>
<td>4,000</td>
</tr>
</tbody>
</table>

On the next page use the chart to create a graph showing the population of Upper Canada (Ontario) from 1783 to 1851. Remember to label your X & Y Axis and create a title.

How many years did it take for the population of Upper Canada to grow from 4,000 to almost one million (1,000,000) people? Please show all your work.

1851 - 1783 = 68 years
ABORIGINAL PEOPLES

On the map below, locate the following Aboriginal Peoples:
Huron  Algonquin  Neutral  Iroquois Nation

Fill in the missing words:
The Pioneers and Aboriginal Peoples had different ____________ about how land should be used. The Pioneers believed they had the right ____________________________ to own land and change it by clearing the forest for their settlements and building villages.
The Aboriginal Peoples believed that the land was for everyone to use and share.

FARMING

What is crop rotation?

planting different crops each year in a field

Click on Importance of corn and finish the sentences with the correct information.

1) Native Peoples were excellent _______ farmers

2) The women of the Iroquois nation had the responsibility for _______ farming and taught the settlers how to grow strong, healthy corn

3) Plants grew tall and healthy because the soil _______ was fertilized with fish
4) Draw, label and colour the picture of the *Three Sisters*, **corn, beans and squash**, showing how they were planted by the Native peoples.
5) What is cornmeal?
   corn ground into flour

6) What was cornmeal used for?
   to make pudding, porridge and bread

7) What is bannock?
   a type of bread

MEDICINE
   Many pioneers were ill because of the long journey and lack of proper food

How was SCURVEY prevented?
   The barks of spruce and juniper trees were used to make tea which contained vitamin C

Name four other natural products used by Natives to stay healthy:
   inner bark of poplar tree
   berries
   sap from trees
   plants
FOOD AND CLOTHING

Native peoples taught the pioneers how to

a) catch ____________________________________________________

b) get _______________________________________________________

c) eat good _________________________________________________

d) find _____________________________________________________

e) find _____________________________________________________

f) preserve _________________________________________________

g) use _____________________________________________________

SUGAR FROM MAPLE TREES

List the steps to making maple syrup

1. ___________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________
COMPARE AND CONTRAST

**Making Maple Syrup**

<table>
<thead>
<tr>
<th>Task</th>
<th>Native Tool</th>
<th>Pioneer Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>To cut the hole</td>
<td>knife</td>
<td>drill</td>
</tr>
<tr>
<td>To drain the sap</td>
<td>piece of wood</td>
<td>metal &quot;spile&quot;</td>
</tr>
<tr>
<td>To boil the sap</td>
<td>hot rocks</td>
<td>iron pots</td>
</tr>
</tbody>
</table>

What is a **Spile**? Draw one.

- a metal tube put into a hole in a maple tree to drain out the sap

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**FINDING A HONEY TREE**

Native people taught settlers to use honey for:

a. __________ food
b. __________ wax for candles
c. __________ soothing cuts and scrapes
d. __________ healing sore throats

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**PRESERVING MEAT**

Aboriginal people taught the settlers how to preserve meat.

They cut __________ strips of deer (called venison)__________ and meat.

They dried it by __________ smoking it over a fire or drying it in the hot sun.

It could be stored __________ for a long time and still be safe for eating

Beef jerky was useful when __________ travelling__________ or
when when little or no fresh meat was available.

Pemmican was a ball of fat into which they rolled the dried meat and sometimes added berries and nuts.

Pemmican lasted for a long time. It was nutritious, easy to store, and became a handy food for settlers.

CLOTHING

1) Why did the settlers begin to wear deerskin and other animal hide?

- they could not readily get cloth
- the climate was very cold

2) What did the women used deer hides for?

- to make vests, jackets, pants, coats and shoes

- called mocassins

3) Beads were sewn onto the leather to make the clothing very attractive.
Sketch how the hides were prepared before the clothing was made.
EXPLORATION

Click on **SNOWSHOES**
Draw the two kinds of snowshoes shown in the picture.

**Fill in the missing information.**
The Native people knew best how to __________________________

travel in winter __________________________ conditions.

Many settlers came from areas that were not nearly as ____________
cold and snowy _______________________ during the winter months. These

large shoes, called _______________ snowshoes , helped the people to
distribute __________________________

their weight over a great area __________________________, meaning that they would not

sink easily into the snow.

Native people showed settlers how to make _______________ toboggans

_______ which are now popular toys. Toboggans were necessary

for __________________________
WHY WAS WATER IMPORTANT?

A. Where did pioneers usually settle when they arrived in a new land?

along the shores of the Great Lakes or the major rivers of the area

B. What were their reasons for their choice?

The waters were their highways for transportation and trade.

C. In the chart below, name a method of transportation found on the website. Draw a picture for it and write one or two sentences explaining what it is.

<table>
<thead>
<tr>
<th>Method</th>
<th>Picture</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>dug-out canoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Picture</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>birch-bark canoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>steamboats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why did pioneers settle near rivers or lakes?

The waters were their highways for transportation and trade.
What canoe was the most common? How was it made?

dug-out canoe

made from a hollowed out log

What were rafts used for?

carry supplies short distances when the water was calm

Who used the birch-bark canoe?

Aboriginal peoples
Why did they use the birch-bark canoe?

It was light and easy to carry around portages.

What were the largest boats and what were they used for?

steamboats

used to carry passengers and cargo (although this is not specifically mentioned on the page)

Give two examples of other things that moving water powered (other things that pioneers used water for).

saw mills and grist mills
PIioneer Village Life: The School

A. Fill in the blanks.

School was held in a ______ settler's home ____, the general store or ______ village church _________ before a schoolhouse was built. The first schoolhouses were simple log cabins with a big ______ box stove _______ in the middle. The floor was dirt and the windows were covered with _________________ instead of glass. _____________ were stuffed in the cracks in the walls to keep out the cold. _____________ had to build the school, pay the teacher, and buy school materials. The students sat on two or three rows of ______ benches ________________ and worked at a big table. They learned "the 3 Rs" which were __________ reading ________________, _______ writing and __________ arithmetic _______. They brought their own slates, __________ paper, ink ______, and __________ quill pens _____________. Books were scarce so the children often had to share a ________ speller ______________ or ___________ reader ________________________.

B. True or False?
If false, cross out the mistake and put in the correct word above it.

_______ 1. Teachers had to fill the lamps and clean the chimneys each day.

_______ 2. Teachers had to supply slates, paper, ink, and pens

_______ 3. Teachers had to bring a bucket of water and some coal each day.

_______ 4. Teachers could spend time reading the Bible or other good books after ten hours in school.

_______ 5. Teachers sometimes made a big pot of stew or soup for the students to eat at lunch.
6. Students brought their lunch to school in a knapsack.

7. The 3 “R” subjects in pioneer day were Reduce, Reuse, and Recycle. Reading, Writing and Arithmetic

C. **Sort Lunchtime Items. Click on “Schoolgirl”**
Find out what things an early pioneer child might bring to school for lunch. Sort each item under the headings from the Canada’s Food Guide.

<table>
<thead>
<tr>
<th>Grains</th>
<th>Meat/Alternatives</th>
<th>Dairy</th>
<th>Fruits/Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread</td>
<td>cold meat</td>
<td>cheese</td>
<td>jam</td>
</tr>
<tr>
<td>muffin</td>
<td>hard boiled egg</td>
<td>milk</td>
<td>pickles or preserves</td>
</tr>
<tr>
<td>cookies</td>
<td></td>
<td></td>
<td>vegetables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>apple juice / cider</td>
</tr>
</tbody>
</table>

D. **Compare and Contrast School Rules : Venn Diagram**
Click on “Schoolboy”.
Read the 10 rules and sort them by number into the Venn Diagram. You do not need to copy out the rule, just sort by the number.
A  Short Answer

1. List 2 things that pioneers used to trade for supplies they needed. 
   crops or things they made

2. Describe a time when you or someone you know made a trade. 
   (Who? What?)

3. List 3 activities that the early pioneers might enjoy at the general store. 
   meet, share news, play games

B. Use the dictionary. Write a definition for: answers will vary depending on dictionary

   a) barter
   b) locally
   c) imported
   d) patented

C. Label the 4 pictures below.
Use the picture of the General Store to find and draw 2 more items that could be found in a General Store. Remember to label them also.

   brooms  1  coffee  2  jugs  3  patent  4  brown sugar & molasses  5  medicine  6  pile remedy  7
D. In your own words, explain the following:
Explain why pioneers might travel long distances to a General Store to get items such as coffee, patented medicine, or sugar cane.

A compound sentence is a sentence that joins two shorter sentences together with words like and, but, so, if...
Write 1 compound sentence for each of these words.

a) doctor_________________________________________________
________________________________________________________
________________________________________________________

b) diseases________________________________________________
________________________________________________________
________________________________________________________

c) blacksmith_____________________________________________
________________________________________________________
________________________________________________________

d) bloodletting___________________________________________
________________________________________________________
________________________________________________________
PIONEER VILLAGE LIFE: The Church

A. See if you can find the 9 words from the article hidden in the Wonderword Puzzle.

HOMEAGATHERBCDEFGHIJKLMNOP
QQRSTUVWXYZABCDEFPHIJKLMNOPQT
STUVWXYZABCDEFGHJPLMNOPQRSU
ABCDCHIJKLNMOPIIPKLMLNOPGAC
RSTUBWXUDTBCVSCHOOLHOUSSEMB
DEFSVILLAGECFRTXASCNABCDERTNMN
VBMUXTSSTTDXFEUKLEKLMPEREETR
QCHURCHBIXOPRMQLEKLORVMNEER
DEFGRCMORXOIGPXORSSTHJURMAFG
POLIJISIEIOLSLJDIEPNNMIEMMAXPXA
UXPOLLZPLEDYVPAXCVPZRWORSHIP
OPZXUCPELDKAMDOPZMOERTMNA
TMPAVUXPLEOBMNQIOXWPLESZOPOD
XTEACIIMITHSSLPEOWPRESRTPHJ
ASEBULTWMSNIEOWUSKDMINISTERA

HOME GATHER
SCHOOLHOUSE
VILLAGE
CHURCH
WORSHIP
FAITH
MINISTER

PIONEER VILLAGE LIFE: The Saw Mill

Write complete and detailed sentences. Don’t forget capital letters at the beginning of sentences and periods at the end of the sentences.

1. When was the saw mill built? What did the saw mill provide for the community?

A saw mill would be built as soon as possible.

It provided lumber to construct all other buildings of the village.
2. Who was the name of the person that worked in the saw mill?

The person who worked in the saw mill was called a sawyer.

3. How did the pioneers cut wood before the building of the saw mill?

Logs had to be cut and shaped using hand saws and axes.

4. What was the name of the two-person saw?

The two-person saw is called a "buck" or crosscut saw.

5. Why did the pioneers use the large axe?

The large axe was used to cut (hew) round logs into square timbers for buildings.
PIONEER VILLAGE LIFE: The Grist Mill

Write complete and detailed sentences. **Don’t forget capital letters at the beginning of sentences and periods at the end of the sentences.**

1. **What food did the pioneers eat every day?**

   Pioneers ate bread every day.

2. **Explain how flour is made.**

   Flour is made by grinding grains of wheat, corn, rye or oats.

3. **Why did it take long to make flour by hand?**

   It was a very difficult job to grind flour by hand.

4. **Explain how the “Grist Mill” worked.**

   Water flowed into the buckets on the waterwheel and made it turn.
   Gears and rods connected the waterwheel to the grindstones which turned and ground the grain into flour.
5. Sketch a picture of the Grist Mill. Label the parts carefully.

PIONEER VILLAGE LIFE: The Blacksmith Shop

Write complete and detailed sentences. Don’t forget capital letters at the beginning of sentences and periods at the end of the sentences.

1. Explain in your own words, how the blacksmith received his name.
   The blacksmith made things mostly out of iron, which is black.
   That’s why he was called a blacksmith.
2. **What are the tools of the blacksmith? Explain the use of each tool.**

The **forge** is a furnace usually fuelled by coal and used to heat metal to make it softer and easier to hammer into shape.

The **anvil** is a block of iron with a flat top and pointed end. Pieces of metal are placed on it and shaped by hammering.

**Bellows** are used to blow air onto the forge fire to make it hotter.

3. **What things did the blacksmith make?**

- hooks and nails
- cooking utensils
- horseshoes

4. **What were the hooks used for in the pioneer home?**

Hooks were used to hang pots in the fireplace.
5. Who usually made horseshoes and nailed them onto the hooves of horses and oxen?

This job was usually done by a special metalworker called a farrier.

PIONEER VILLAGE LIFE: The Pioneer Home

Write complete and detailed sentences. Don’t forget capital letters at the beginning of sentences and periods at the end of the sentences.

1. What material was used to make the first pioneer home?

A pioneer's first home was usually made from logs.

2. Write down three important points about a pioneer home.

The kitchen with its fireplace was probably the most important room in the house. Often it was the only room in the house!
The floors were made of dirt.
Tables were made from planks and there were benches or stools instead of chairs.
Sometimes the room was so crowded, the children had to stand while they ate.
Bigger and better homes were made from planks of wood after a saw mill was built.
There might even be one bedroom for all the children to share!
3. Click on the word “Here”. Fill in the chart with information from the “Pioneer Homes: A Comparison” page.

<table>
<thead>
<tr>
<th></th>
<th>Log Cabin</th>
<th>Plank Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>roof made of tree bark, saplings or hollow logs</td>
<td>roof was made with cedar shingles</td>
</tr>
<tr>
<td>B</td>
<td>walls were made of rough logs, held together with wooden pegs</td>
<td>walls were made of logs or wooden planks, held together with nails</td>
</tr>
<tr>
<td>C</td>
<td>cracks were filled with mud or wood chips</td>
<td>cracks were filled with strips of cloth, cotton, or paper and glue.</td>
</tr>
<tr>
<td>D</td>
<td>windows were covered with oil paper or cloth</td>
<td>windows were glass</td>
</tr>
<tr>
<td>E</td>
<td>door might only have been a blanket</td>
<td>door was wooden with hinges</td>
</tr>
<tr>
<td>F</td>
<td>lit with candles, oil lamps</td>
<td>lit with candles and kerosene lamps.</td>
</tr>
</tbody>
</table>

4. Click on the walls and doorways of each home to find out more information. When you finish each home, click on “Back to Pioneer Homes”. Record the information on the chart above.

5. Click on the phrase “Return to the Pioneer Home page”.

**PIONEER VILLAGE LIFE: The Pioneer Family Chores**

Fill in the following chart. List two to three chores per column.

<table>
<thead>
<tr>
<th></th>
<th>Young Boys</th>
<th>Older Boys</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>feeding livestock</td>
<td>making furniture, building fences for lumber and clearing fields, removing stones</td>
<td>from fields, ploughing, planting, sheep shearing, fishing, hunting, harvesting, crops, threshing,</td>
</tr>
<tr>
<td>2</td>
<td>gathering wood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>from fields, ploughing, planting, sheep shearing, fishing, hunting, harvesting, harvesting, crops, threshing,</td>
<td>digging water well, barn-raising, house building, slaughtering livestock</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Young Girls</td>
<td>Older Girls</td>
<td>Women</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>feeding chickens</td>
<td>salting meat, making candles, drying apples, preparing and cooking food, childcare,</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>washing dishes</td>
<td>gathering eggs, carding and milking, making butter and cheese, making ticks</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>setting the table</td>
<td>and mattresses for beds, making blankets, quilts</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>gathering greens</td>
<td>and warm woollen clothes</td>
<td></td>
</tr>
</tbody>
</table>

**PIONEER VILLAGE LIFE: What did the pioneers eat?**

1. **What did the pioneers have to provide for themselves?**

   There were no grocery stores or supermarkets for the pioneers. They had to provide food for themselves.

2. **Where did the food come from?**

   They hunted and trapped animals, caught fish in the rivers and lakes, and gathered herbs, roots and berries from the forest. The rest of the food came from their fields, gardens and farmyards.

3. **Using the chart, write two to three things that pioneers would eat in Spring/Summer, Fall/Winter and Year round.**

<table>
<thead>
<tr>
<th>Year round</th>
<th>Spring &amp; Summer</th>
<th>Fall &amp; Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>-salt pork</td>
<td>-fresh greens such as dandelion leaves</td>
<td>-venison</td>
</tr>
<tr>
<td>-potatoes</td>
<td>-eggs</td>
<td>-pigeons</td>
</tr>
<tr>
<td>-corn and oat meal</td>
<td>-maple syrup</td>
<td>-wild geese, partridge, chicken and turkeys</td>
</tr>
<tr>
<td>-bread</td>
<td>-honey</td>
<td>-hares</td>
</tr>
<tr>
<td>-milk, cheese, and butter</td>
<td>-fresh vegetables</td>
<td>-preserved meat from livestock</td>
</tr>
<tr>
<td></td>
<td>-fish and eels</td>
<td>-dried apples</td>
</tr>
<tr>
<td></td>
<td>-squirrel</td>
<td>-root vegetables</td>
</tr>
</tbody>
</table>