

# **CURRICULUM CORRELATION**



**and**

**Grade 3 Heritage and Citizenship Strand  
Early Settlers**

## Heritage and Citizenship: Grade 3 Early Settlers

### Overall Expectations

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|-----|---|---|
| 3z1 | Identify early settlers and their origins, and describe their lives and contributions         | • pages 33, 50–54, 121<br>• Chapters 4, 7, 8, 9, 10 & 11  |
| 3z2 | Identify the contributions of Aboriginal peoples to early settlement                          | • pages 34, 35, 39 (question 5), 121  |
| 3z3 | Describe changes that have occurred in their communities since the time of the early settlers | • pages 9 (question 1), 55, 56, 57 (question 7), 67 (question 5 & 8), 99 (question 1), 92 & 107<br>• Chapter 11 |

### Understanding Concepts

- |     |  |   |
|-----|--|---|
| 3z4 | Identify the countries of origin of the pioneers who settled in Upper Canada   | • pages 39 (question 1), 51, 52<br>• Chapter 4          |
| 3z5 | Identify the areas of early settlement in Upper Canada   | • pages 45, 52  |
| 3z6 | Identify the Aboriginal peoples located in Upper Canada at the time of first settlement  | • pages 11, 47, 55, 56<br>• Chapters 1 & 2              |
| 3z7 | Describe the routes pioneers took to arrive at their destinations in Upper Canada  | • pages 33, 42, 49 (question 1)                         |
| 3z8 | Explain how the St. Lawrence River and Great Lakes were important to the settlement of Upper Canada (e.g., for trade and transportation) | • pages 4, 9, 43, 75, 76, 91, 93 (question 1), 108, 119 |



## Understanding Concepts

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|------|---|--|
| 3z9  | : Explain how the pioneers used natural resources (e.g., water, forests, land)  | : • pages 67 (question 1 & 2), 74 (question 1), 93, 95, 105 (question 1)<br>• Chapters 6 & 7 |
| 3z10 | : Describe the influence of Aboriginal peoples and pioneers in the area of farming methods  | : • pages 24, 27, 34 (question 1), 35  |
| 3z11 | : Identify the contributions of Aboriginal peoples to pioneer settlement (e.g., medicine, food, and exploration)                        | : • pages 34, 35, 39 (question 5), 121   |
| 3z12 | : Describe Aboriginal communities prior to pioneer settlement   | : • Chapters 1 & 2   |
| 3z13 | : Describe the major components of a pioneer village or settlement (e.g., grist mill, church, school, general store, blacksmith's shop) | : • Chapters 9, 10 & 11  |
| 3z14 | : Describe the lifestyles of male and female pioneers, and the various roles of individuals in a pioneer settlement                     | : • page 118<br>• Chapters 7, 8, 9, 10, 11   |

## Developing Inquiry/Research and Communication Skills

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|------|---|---|
| 3z15 | : Use appropriate vocabulary (eg., grist mill, pioneers, settlement, general store, blacksmith, St. Lawrence River, Great Lakes, Aboriginal peoples) to describe their inquiries and observations | : • pages 17, 21 (question 1), 31 (question 2), 39 (question 3), 49 (question 2), 57 (question 3), 67 (question 3), 79 (question 3), 89 (question 2), 97 (question 3), 105 (question 2), 115 (question 2) |
| 3z16 | : Ask questions to gain information and explore alternatives (e.g., concerning relationship between community and environment)  | : • page 3 (question 3), 107 (question 1)<br>• "Make a question..." question on each Using Your Learning page   |

## Developing Inquiry/Research and Communication Skills

3z17

Locate key information about pioneer communities from primary sources (e.g., local museums, pioneer houses, forts, villages) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs)

- pages 21 (question 3), 31 (question 4 & 5), 39 (question 5 & 6), 42, 57 (question 6), 74, 75, 97 (question 5), 101, 105 (question 3, 5, & 7), 115 (question 5)

3z18

Collect and evaluate information about human and environmental interactions during the early settlement period

- pages 8, 9, 57 (question 2), 74, 75, 89 (question 4)
- Chapter 6

3z19

Make and read a wide variety of graphs, charts, diagrams, maps and models for specific purposes (e.g., to describe routes taken by the pioneers)

- pages 5, 9 (question 2), 17, 49 (question 3), 51 (question 1), 63 (question 1), 79 (question 1), 89 (question 6), 95 (question 1), 97 (question 2), 107 (question 1), 115 (question 4)

3z20

Communicate information, using media works, oral presentations, written notes and descriptions, and drawings (e.g., design a poster advertising a pioneer tool)

- pages 19, 21, 26, 31, 34 (question 1), 39, 49, 53, 64 (question 1), 65, 67 (question 2, 6 & 7), 71, 73 (question 1), 88, 111

## Applying Concepts and Skills in Various Contexts

3z21

Locate and label the pioneers' countries of origin on a world map

- page 57 (question 1)

3z22

Locate and label pioneer settlements on a map of Upper Canada

- pages 45, 91, 97 (question 2)

3z23

Trace the routes (e.g. England to Upper Canada) taken by early settlers on a world map

- pages 39 (question 1), 42, 49 (question 1), 51

3z24

Compare and contrast the lives (e.g., daily routines) of pioneer and present-day children of similar ages

- pages 77, 78, 96, 97 (question 6), 115 (question 6)
- Chapter 8

## Applying Concepts and Skills in Various Contexts

3z25

Compare and contrast life in a pioneer settlement with that in their own community (e.g., with respect to services, jobs, schools, stores, use of natural resources)

- pages 57 (question 7), 67 (question 5 & 8), 99 (question 1), 92 & 107
- Chapter 11

3z26

Compare and contrast buildings in a pioneer settlement with those of the present-day

- pages 67 (question 6 & 7), 70, 90, 93, 95, 98, 106, 115 (question 4)

3z27

Compare tools used by the pioneers to today's tools (e.g., hand saw/ power saw)

- pages 59, 61 (text & question 1), 72, 73, 93–95, 99 (text & question 1), 105 (question 6), 117, 118

3z28

Investigate pioneer diet and compare it to that of present-day people (e.g., snacks, beverages, breakfast, lunch, dinner)

- pages 69 (question 1), 77, 78, 79 (question 5), 89 (question 5)

3z29

Compare past and present techniques of processing products (e.g., production of maple syrup/sugar, lumber, and grain products)

- pages 62, 63 (question 1), 77, 85, 105 (question 1)

3z30

Identify significant heritage symbols on the Canadian coat of arms (e.g., beaver, fur trade, maple leaf, early settlers, Union Jack, Britain)

- pages 36, 38, 115 (question 5)
- front and back endsheets