

Early Canadian Pioneers

WebQuest Description: This webquest is designed to help fulfill third grade content standards and objectives. Throughout the webquest, students learn information about the life of a pioneer and are asked to apply their knowledge through the creation of illustrations, lists, paragraphs, and Venn Diagrams. Throughout the webquest, students will learn about the pioneer's main mode of transportation, the covered wagon. They will learn about the many possible hardships pioneers could encounter while journeying out west. Students will also learn the importance of preparation by purchasing needed supplies and how housing is directly affected by the surrounding environment.

Grade Level: 3-5

Curriculum: Social Studies

Keywords: pioneer, settler, west

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Introduction

You have travelled back in time to the 1800's. Land in the east is becoming scarce due to more and more people from Europe moving into Upper and Lower Canada. The land that is available is priced too high for you to afford. You've heard that land out west is very cheap and have decided to move your family west in search of a good life. Before and during your journey, you will be required to make many decisions. Choose wisely for the choices you make will directly affect you and your family's survival.

Tasks

1. Identify the method of travel used by the pioneer and illustrate a picture of it. 2. Identify the hardships that might occur while you and your family are traveling. 3. Write five paragraphs describing ways that you and your family might overcome these hardships. 4. Visit your local General Store and purchase supplies necessary for your trip. 5. Make a list of what supplies you choose to take and how much of each supply. 6. Identify the types of housing pioneers used and how the surrounding environment affected which type of house the pioneers used.

Process

Task 1 - Origins Let's take a look at the origins of many pioneers who came to Canada in the 1800's. Where did they come from? Use your Getting There worksheet to fill in the answers for our information on Coming to Canada.
Task 2 - How They Travelled Back in the early 1800's, there were no cars or buses. 1. Go to How Pioneers Travelled to find out what the main mode of transportation was for the pioneers. 2. Determine which type of animal you would use: oxen or horses and mules. 3. Using a pencil and coloured pencil crayons, draw this type of transportation with the type of animal you chose on the sheet provided to you. 4. Include yourself and your family in your drawing. Here are some helpful websites: How to draw a wagon. How to draw a horse. How to draw an ox.

Task 3 - Choosing Our Supplies Before you set out on your journey, you and your family will need to go to the local General Store to stock up on supplies. 1. Click on the General Store link. 2. Choose Activities on the left-hand side. 3. Then click on Math Activity Supply List. 4. Make a list of your supplies and answer the questions on your Choosing Supplies worksheet. *Make sure to not go over your 1,500 pound limit. 5. Show your math on your paper. *You can check your answers with a calculator.
Task 4 - Why These Supplies? Now you have to explain why you chose the supplies you did. Use the Choosing Supplies worksheet to write down your ideas. Marks will be given for thoughtful ideas and reasons that clearly show your understanding of why the supply was important. REMEMBER, an item can have more than one use! Be prepared to talk about your reasons to the class.

Task 5 - Hardships Pioneers ran into many hardships while travelling west. Survival depended on whether or not the pioneers had prepared for these problems. 1. Click on Hardships. 2. Click on the Hardships link on the left side of the page. 3. Read the opening paragraph and click on the bottom links (Blizzards, Prairie Fires, Rainstorms, and Wagons Breaking) to learn more about these hardships. 4. Using the Hardships worksheet, write down at least three things that made blizzards, prairie fires, rainstorms, and wagons breaking such hardships for early pioneers. Use point form notes in order to record your information.
Task 6 - Hardship Story Imagine you are a pioneer travelling to Upper

Canada or even the prairies. Write a short story (at least 200 words) describing your journey and choose ONE of the hardships we learned about and put it in your story. The writing prompts below will help you think about your story and/or add pieces of information. Here is a sample story for you to look at.

Blizzard Prompts What types of supplies could you purchase that would help you and your family to stay warm? *Keep in mind the year that you are living in and the types of technology that is available. For instance, there were no heating blankets back in 1833. What time of year would you and your family set off on your journey? Would you leave in the fall, winter, spring, and summer? And why?

Prairie Fire Prompts What were the two ways that prairie fires often got started? What type of housing was best suited for the prairie? And why?

Rainstorm Prompts During a rainstorm, what would be the best thing to do: continue traveling or make camp? And why? During a rainstorm, should you try to cross a river? Why? What should be done with the animals during a rainstorm to prevent them from running away?

Wagons Breaking Prompts What are some extra wagon parts that would be helpful to have? And why? What type of skill or profession was helpful for this type of problem?

Task 7 - What Kind of Home? Now that you and your family have successfully completed your voyage, it's time to build a home. But before you do, you will need to decide what type of land you want to settle on (prairie or forest) and what type of house you should build on that type of land.

- Keep track of your data by filling in the Venn Diagram.
- Visit the Homestead in Western Canada websites to find information about log homes and sod homes.
- While reading this site, keep in mind the following questions:
 - What kinds of pioneer homes were built where trees were abundant?
 - What kinds of pioneer homes were built where trees were scarce?
 - How did pioneers build sod homes?
 - How did pioneers build log homes?
 - How were log homes similar? How were they different?
 - What were the advantages of each?
 - What sort of floor plan was typical of the sod or log house?
 - Number of rooms, windows, doors, fireplace, bedrooms?
 - What animals sometimes joined the pioneer family as roommates?

Task 8 - Interior of your Home

Evaluation

Category and Score	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Task #1 Method of Travel	Went to "How Pioneers Traveled" link. Illustrated a picture using construction paper and colored pencils/crayons. Picture contained: a covered wagon.	Went to "How Pioneers Traveled" link. Illustrated a picture using construction paper and colored pencils/crayons. Picture contained: a covered wagon and the type of animal they chose to pull the wagon.	Went to "How Pioneers Traveled" link. Illustrated a picture using construction paper and colored pencils/crayons. Picture contained: a covered wagon, the type of animal they chose to pull the wagon, and themselves.	Went to "How Pioneers Traveled" link. Illustrated a picture using construction paper and colored pencils/crayons. Picture contained: a covered wagon, the type of animal they chose to pull the wagon, themselves, and their family.	25%
Task #2 Possible Hardships	Went to "Hardships" link. Went to all the hardship links (Blizzards, Indians, etc.).	Went to "Hardships" link. Went to all the hardship links (Blizzards, Indians, etc.). Wrote one paragraph about each hardship.	Went to "Hardships" link. Went to all the hardship links (Blizzards, Indians, etc.). Wrote one paragraph about each hardship. Answered almost all prompt questions in paragraphs.	Went to "Hardships" link. Went to all the hardship links (Blizzards, Indians, etc.). Wrote one paragraph about each hardship. Answered all prompt questions in paragraphs. Used complete sentences and indented each new paragraph.	25%
Task #3 Supplies Necessary for Trip	Went to "General Store" link. Clicked on "Activities" link on left side of page. Then went to "Math Activity-Supply List." On a separate sheet of paper made a list of what supplies they were taking and how much of each supply.	Went to "General Store" link. Clicked on "Activities" link on left side of page. Then went to "Math Activity-Supply List." On a separate sheet of paper made a list of what supplies they were taking and how much of each supply. Did not go over 1,500 pound limit.	Went to "General Store" link. Clicked on "Activities" link on left side of page. Then went to "Math Activity-Supply List." On a separate sheet of paper made a list of what supplies they were taking and how much of each supply. Did not go over 1,500 pound limit. Showed math.	Went to "General Store" link. Clicked on "Activities" link on left side of page. Then went to "Math Activity-Supply List." On a separate sheet of paper made a list of what supplies they were taking and how much of each supply. Did not go over 1,500 pound limit. Showed math. Checked answers with calculator.	25%

Category and Score	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Task #4 Pioneer Homes	With assistance of teacher, printed off Venn Diagram. Visited sites about Sod Homes and about Log Homes by clicking on the necessary links.	With assistance of teacher, printed off Venn Diagram. Visited sites about Sod Homes and about Log Homes by clicking on the necessary links. Answered prompt questions/kept track of data by filling in Venn Diagram.	With assistance of teacher, printed off Venn Diagram. Visited sites about Sod Homes and about Log Homes by clicking on the necessary links. Answered prompt questions/kept track of data by filling in Venn Diagram. On back of Venn Diagram, determined what type of land they wanted to build on.	With assistance of teacher, printed off Venn Diagram. Visited sites about Sod Homes and about Log Homes by clicking on the necessary links. Answered prompt questions/kept track of data by filling in Venn Diagram. On back of Venn Diagram, determined what type of land they wanted to build on and which house would be best for that type of land.	25%
				Total Score	100%

Conclusion

Congratulations! Due to your smart decision making and great preparation for your trip, you and your family have successfully traveled west and set up a home. Now that your home is built, it's time to begin your new life. Visit the following links to find out what life was like after the journey. Early Days - Homesteaders Pioneer Life in Upper Canada Think about how different a pioneer's life was from yours. Talk with your parents about how things have changed over the years even during their lifetime.

Teacher Page

Introduction This webquest is designed to help fulfill fifth grade content standards and objectives. Throughout the webquest, students learn information about the life of a pioneer and are asked to apply their knowledge through the creation of illustrations, lists, paragraphs, and Venn Diagrams. Throughout the webquest, students will learn about the pioneer's main mode of transportation, the covered wagon. They will learn about the many possible hardships pioneers could encounter while journeying out west. Students will also learn the importance of preparation by purchasing needed supplies and how housing is directly affected by the surrounding environment. Learners This lesson is anchored in fifth grade social studies and involves language arts and math to a lesser extent. This webquest can be modified to suit lower or higher grades by adjusting the language arts and math requirements. Prior to beginning this webquest, students should already be fluent readers and writers and be able to engage in critical thinking. Students should also possess basic computer skills, such as how to operate a mouse and how to use the back button to return to the previous page. West Virginia Content Standards and Objectives: Subject Area: Social Studies Standard: History (SS.S.5) Students will: • examine, analyze, and explain historical relationships using chronology to sequence and organize events and people in history (Chronology); • use the processes and resources of historical inquiry to gather, examine, compare, analyze, and interpret historical data (Skills and Application); • examine, analyze, and synthesize historical knowledge of major events, individuals, cultures, and the humanities in West Virginia, the United States, and the world (Culture and Humanities) Objectives: SS.5.5.3 describe the development of transportation in the United States and explain its impact on settlement, industry, and residential patterns. SS.5.5.12 list the reasons for westward expansion and explain how it affected the inhabitants of the American West (e.g., Native Americans) Subject Area: Math Standard: Number and Operations (M.S.5.1) Through communication, representation, reasoning and proof, problem solving, and making connections within and beyond the field of mathematics, students will: • demonstrate understanding of numbers, ways of representing numbers, and relationships among numbers and number systems; • demonstrate meanings of operations and how they relate to one another, and • compute fluently and make reasonable estimates. Objective: M.O.5.1.1 read, write, order and compare all whole number, fractions, mixed numbers and decimals using multiple strategies (e.g., symbols, manipulatives, number line). Subject Area: Reading and English Language Arts Standard: Writing (RLA.S.5.2) Students will apply writing skills and strategies to communicate effectively for different purposes by • using the writing process; • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. Objectives: RLA.O.5.2.1 use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3-5 paragraph composition. RLA.O.5.2.2 arrange thoughts and ideas in graphic representations to plan

