

Glengarry Pioneer Museum

Season 2016

Pioneer Days Education Program Teacher's Pre-visit Unit Plan



Blast into the Past & Discover Your Local History



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Lesson 1: THE FIRST SETTLERS OF GLENGARRY

In 1791, Canada (British North America) was divided into Lower Canada (Quebec) and Upper Canada (Ontario); Colonel John Graves Simcoe was appointed Governor of Upper Canada and was an important figure in setting up not only Glengarry County, but all of the counties in Upper Canada.

A. The Scottish:

- The first group immigrated to Mohawk Valley in New York (then a British colony) as tenant farmers in the fall of 1773. In 1784, they joined the Loyalists in their move to Canada.
- The second group of farmers, from Glengarry, Scotland, who had been evicted from their land, moved to Canada in 1784.
- It is said that in 1786, an entire parish, as well as their priest, from Knoydart Scotland came to Glengarry.
- In 1794, a group of McLeods and MacGillivrays from the Highlands of Scotland settled in what is now the Lochiel Township. They arrived so late in the fall of 1793 that they remained in Prince Edward Island for the winter and only moved to Glengarry in the following spring.
- The settlement of all these Scots in Glengarry attracted even more Scottish settlers and they kept coming.
- The Scottish settlers spoke Gaelic which remained a very important language in Glengarry until recently.

B. The United Empire Loyalists:

- Of British decent; lived in the Mohawk valley alongside the Scottish.
- Forced to move into Canada in 1784 (after the American War of Independence) because the United States had won independence from Britain and the Loyalists had remained loyal to Britain
- There were about 1000 Loyalists in Glengarry occupying about 250 farm lots out of 3000 available slots.

C. The French Canadians:

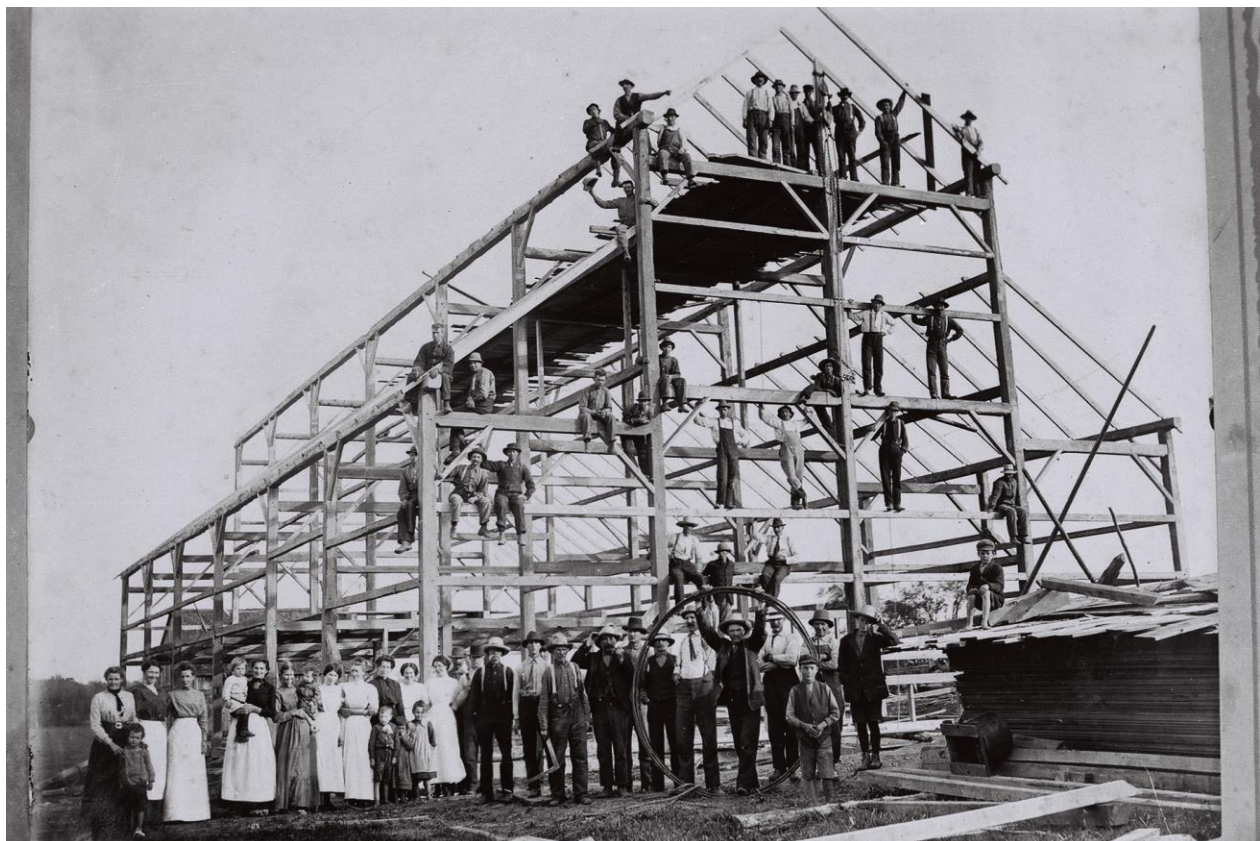
- There is some evidence to suggest that there was a small settlement of French Canadians in Glengarry before the Loyalists and Scots arrived. In the early nineteenth century (1800s), there was a shortage of land in western Quebec, which led to a fairly large immigration of French Canadians into Glengarry.
- The French Canadians were very active in every aspect of pioneer life in Glengarry; they were especially noted for their involvement with logging and fur trading.
- They worked for the North West Company (which later joined the Hudson's Bay Company) as voyageurs; they would leave home in canoes and travel up rivers trading guns, alcohol, iron tools, etc. for furs from the Amerindians.
- These people owe much to the Amerindians: they showed them how to survive. Whether it be the use of snowshoes or a canoe, how to harvest maple syrup and rotate crops or grow corn, how to play the game of lacrosse, etc.

- They also worked in logging; loggers worked from the late fall (usually after the crops were harvested) until early spring; they lived in logging shanties in the bush and would work from just before sun rise to sun set.

Interesting Facts:

- Land was given out through a lottery; this meant that all the people wanting land stood in line and then picked out lot/concession numbers from a hat (the lot/concession # is like the number on your house; it told people where their land would be). Some people exchanged lot/concession numbers so that they could be closer to family and friends.
- Among the people that chose lot/concessions there were 7 African-American soldiers.
- Farming wasn't very productive (most of the area was forest when the settlers arrived) so many young men stayed in logging/trapping shanties all winter and participated in the logging trade and fur trade to make more money to support their families.

Barn raising bees were important aspects of any pioneer community. This particular barn raising was held in 1913 for the McRae's on Stewart Glen Rd.



Lesson 2: LIFE AS A CHILD

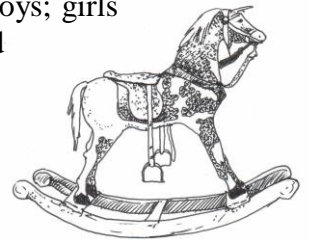
Chores

Children were expected to help their parents out on the farm. Boys would help their fathers with the chores (feeding/milking livestock, chopping wood, hauling water into the house, etc.), while girls would help their mothers cook, do laundry, clean, mend clothes and look after the younger children. By helping their parents, children learned the skills they would need to live on their own; boys learned how to become farmers and girls learned how to become good mothers and wives. During pioneer days making butter was primarily a child's job. They would milk the family's cow and let the milk sit in a shallow pan overnight in order for the cream to rise to the top. The next morning they skim the cream layer with a wooden ladle and leave it out to sour. The cream was then poured into the butter churn (see left). The dasher would have to be rhythmically pounded up and down (the dasher is a stick with paddles at the bottom). Once the cream has been properly churned the cream would separate into buttermilk and grain-sized pellets of butter. The buttermilk is drained off; it could be used to feed the pigs. The butter is thoroughly rinsed with cold water and squeezed into a nice lump using a butter paddle. It is then sprinkled with salt (to help preserve it) and pressed into a crock to be stored in a cool place.



Pioneer games and toys

Families didn't have a lot of money so oftentimes children would make their own toys; girls would make dolls to practice their sewing skills and boys would use paper and material scraps to make toy animals and other toys. They also came up with their own games (i.e. Blind Man's Bluff). This rocking horse is one of the museum's artefacts and is made out of real horse hair and hide. It would have been a treasured toy.



The one room schoolhouse

Schools were named in School Sections (S.S.) combined with a number (i.e. the school in McCrimmon Corners was named S.S. #1 Lochiel). Before going to school in the morning, boys would have been expected to get up and help dad with chores and girls would have helped to get younger children, breakfast, and lunches ready. Children had to walk to school, even in the winter; sometimes up to 2 kilometers. They would bring a warm potato from home to keep their fingers warm on the long walk and would then eat it at lunchtime. Schools were only one room where grades 1 through 8 were taught by one teacher. While some students were learning from the teacher others would be doing seat work and memorization; often the older children would help the younger ones. Students were required to do a lot of memorization work; addition facts, multiplication tables, provinces and capitals, etc. Senior grades were required to memorize 200 lines of poetry and junior grades 100 lines. As paper and books were not very plentiful; students would write on slates, they also had to bring all their own materials. Books were a very rare commodity – a classroom might only have a handful. In the early days only a handful of students would have continued their education to high school; if students did attend high school they would often board with a family close to the high school for the week and return home on weekends. Often children did not pursue high school because their parents needed their help at home on the farm.

Lesson 3: PIONEER FARMING

Life on the Farm

A typical day started at sunrise with the milking and feeding of livestock and ended at sundown. Sunday was a day of rest to spend with the family and go to church; however livestock still had to be milked and fed

- During spring there was cultivating, stone picking, and planting to be done and new buildings were erected.
- During the summer there was hay to be made and crops to be tended; grain is usually ready to be harvested in the late summer.
- During the fall, corn, and mangels (sugar beets) were ready to be harvested (as well as vegetables such as turnips, potatoes, carrots, and apples) and livestock was ready for slaughter.
- During the winter wood was cut to be burned next winter for heat, machinery was repaired, house repairs were made and logs were cut for new buildings to be erected in the spring.

Crops and Livestock

Farm land would be covered by corn, grain (wheat, barley, oats, and buckwheat), hay, mangels (sugar beets), bush, and buildings, whereas livestock usually consisted of cows (for milk and meat), pigs (for meat), chickens (for meat and eggs), and horses (for transportation and work); sometimes there would even be a sheep or two for wool.

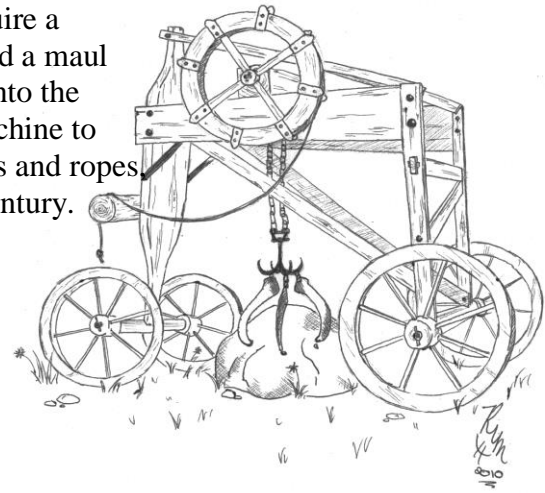
Women were often responsible for looking after the livestock on the farm and helping out in the fields when the crops were being planted and harvested; this was on top of their responsibilities in the home (see Lesson 4).

Machinery and Tools

Pioneer farmers had to do a lot of work by hand or used horse powered equipment, there were no tractors. Horses were used to pull ploughs (to mix up the ground), planters (to plant the crops), carts (to carry loads of wood, stones, etc.), manure spreaders, and many other things. To run some larger machines, farmers could use a treadmill. Horses would walk along a plank which would move a big wheel. A belt was attached to the wheel and to another machine (like a threshing mill which took the grain seeds off the stem) to make it run. Dogs or goats were sometimes used on smaller treadmills to run smaller machinery such as water pumps.

The Jamieson Stoning Machine

The stoning machine was invented by an early settler of Brodie, William Jamieson, with the intent to help farmers with the labour intensive task of moving large boulders from their fields. After it was built, it had to be driven all the way to Kingston to acquire a patent for it. Young boys would work ahead of the machine and used a maul and chisel to make holes in the stones so the metal hooks could fit into the holes and lift the boulder with relative ease. Being a very useful machine to farmers, and only needing a horse or two to lift the stones by pulleys and ropes it became a very popular tool and was still used well into the 20th century. You could rent it for \$1.50 a day.



Lesson 4: PIONEER WOMEN

Pioneer women were very tough; when a farm was first being set up women were expected to help with all aspects of farming life (i.e. helping husband outside). After the farm had been cleared and a proper house built (pioneers would often live in a shack for the first winter) women would still be expected to help their husbands outside, especially during the spring and fall when men were extra busy.

Weaving, Quilting, and Sewing:

Because pioneers had very limited supplies in the general store and very little extra cash, women often made the family's clothes. First women would have to make the cloth from which they would sew the clothes for their family; sewing and weaving skills were very important. Another important skill was quilting. Women would take pieces of cloth from old clothes and sew them together in certain designs to make the top piece for a blanket (quilt); this would be done over the winter. When the top was completed, women in the community would often get together for a Quilting Bee. A quilting Bee allowed women to have some social time with other community women and they would sit around a quilting frame and sew the back of the quilt onto the front. Young girls would often work on making quilts so that when they got married they would have some ready for their new home.

Household Chores:

Women were solely responsible for all of the household chores.

- Washing: this often took a whole day as everything was washed by hand and then hung on a line outside to dry or by the fire in the winter.
- Gardening: as pioneers could not afford to and didn't have the opportunity to buy fresh fruit all year round, they grew large gardens. Throughout the summer they would can (produce was cleaned, cooked, preserved with sugar or vinegar, and then sealed in jars for the winter) all the produce from their gardens; this was a summer long job that took up many hours in a woman's day.
- Cooking: this was also a big chore especially for large families. The chore of cooking was especially trying as women did not have the convenience of fridges or stoves; this meant that everything had to be made just before meal time, although baking could be done before hand. Every morning women would get up and make bread for the day. At harvest time women would have to cook for extra men who would come to the farm and help with harvesting; for a week or so women would spend their entire day in the kitchen going from making one meal to the next.

Childrearing/Family:

Pioneer families were often quite large; the biggest family in Glengarry had 21 children! Infant mortality (death before attaining one year of age per 1 000 live births) was very high. By having large families, parents ensured that at least some of their children would survive into adulthood.

Single Women:

Pioneer women who did not get married did not have a lot of choices.

1. They would move in with their brother's family and help their sister-in-law with the children and household tasks. If their sister-in-law had died in child-birth (which often happened) they would become the head of the household.
2. They could stay home to care for their elderly parents.

3. They could become teachers (very low wages and initially a male dominated field).
4. They could feel a religious calling and join a convent: this gave them an opportunity to try out other jobs that women would not normally be allowed to do (ex. Nursing, business roles, i.e. looking after convent finances, etc.)

Featured below is an example of a display in the Star Inn.



Two women weave while keeping an eye on the children (picture from Archives Canada).



Lesson 5: PIONEER TRADES

Tradesmen and women were essential to daily pioneer life. They made, repaired, and invented the goods that were needed to live and work each day.

- A. The blacksmith: blacksmiths would form iron into various shapes to create a variety of items. This trade required skill and hard work. Blacksmiths could create anything from cutting utensils, to farming (i.e. sickle, axes, hoes or the essential plow) and kitchen tools (i.e. cooking utensils, pots and pans, etc.) The most important part of the smithy (blacksmith shop) was the forge. This is an open fireplace made with bricks the blacksmith would use to heat the iron before shaping it.
- B. The tinsmith: a person who makes or repairs articles made out of tin or tinplate. Tin plate is light and can easily be formed into different articles (i.e. mugs, dippers, candlesticks, lanterns, cookie cutters, etc.) Lanterns would oftentimes be decorated by punching holes into the tin; they could also use bright colors to paint the tinware.
- C. The farrier: the farrier made iron shoes for horses or oxen to wear on their hoofs so they wouldn't wear down as fast. In the winter time, the farrier would use shoes with studs at the bottom to provide the animals with a better grip on the snow or ice.
- D. The leather worker: a person who could turn leather into a variety of articles such as clothing or accessories (i.e. bags, harnesses). They would decorate the leather using stamps; they could also dye it.
- E. The shoemaker: the shoemaker would make and repair the shoes of the pioneers. Oftentimes they were made out of rawhide (untanned animal skin). Lasts (wooden forms carved in the shape of a foot) were used to shape the upper part of the boot. These upper parts were then stitched or pegged to the sole. The same last would be used for both shoes; this meant that there was no left or right shoe! The owner would switch his shoes from left to right foot to make sure they wore out evenly.
- F. The weaver: a weaver would form fabric or cloth by interweaving yarn or thread on a loom. Many early weavers were men. Families would bring their home-spun yarn to the weaver to turn into blankets or cloth or clothing.
- G. The teacher: once a few families were settled in an area they would go about looking for a teacher, which was not always an easy task. They would teach grades 1 through 8 in a one room schoolhouse.
- H. The general store: it served not only as a store, but also as a meeting spot and post office. Pioneers could purchase or trade for a variety of items such as clothing, tools, dishes, homemade goods and fresh farm produce, grocery items (such as spices, sugar or tea) and so on. Pioneers could also order in special items.

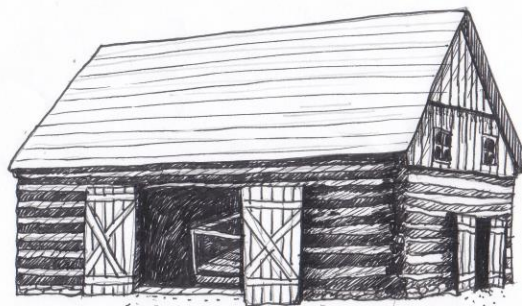
LOCAL HISTORY PROJECTS

*** Note these are just suggestions for projects. Some of them may have to be adjusted to make them more appropriate for different age groups. The idea is to get the students out into Glengarry to discover the history that is around them!

Please choose one of the following project options from the list below.

- 1) Photography Assignment – display 4 to 6 photos of heritage sites around Glengarry.
- 2) Design the front page of a newspaper from Glengarry in the late 1800s/ early 1900s. Give your newspaper a name and include at least 1 article which discusses issues/events relevant to the time period.
- 3) Design a 1850s poster advertising the “Star Inn” in Dunvegan. The Star Inn is the first building of the Glengarry Pioneer Museum and native to its location. It is believed to be one of the oldest bars in eastern Ontario and served as a hotel at which the stage coach would stop on its way from Ottawa to Montreal.
- 4) Find a tool that helped make the pioneers life easier and present it to the class.
- 5) Create a diary of a young boy or girl living in the country in the late 1880s. Make sure to include at least 3 entries.
- 6) Design a poster that may have hung in the General Store in a pioneer community. It may advertise a special event or something that you are selling (make sure that it is relevant to the time period).
- 7) Pioneer Games – design/develop a pioneer game that pioneer children could have played in the late 1880s/ early 1900s.
- 8) Your own idea with teacher’s approval.

Below is a sketch of the Campbell barn.



Lesson # 1
THE FIRST SETTLERS OF GLENGARRY

Activity 1: Family Trees

This is a great way to get students to talk to their grandparents and do some research into their own family history. Encourage students to include photos of their relatives. For younger students ask them only to go back 2 or 3 generations. Older students should be able to go back quite far and may even be able to include some anecdotes from their grandparents on a separate sheet.

Activity 2: Mapping Countries of Origin

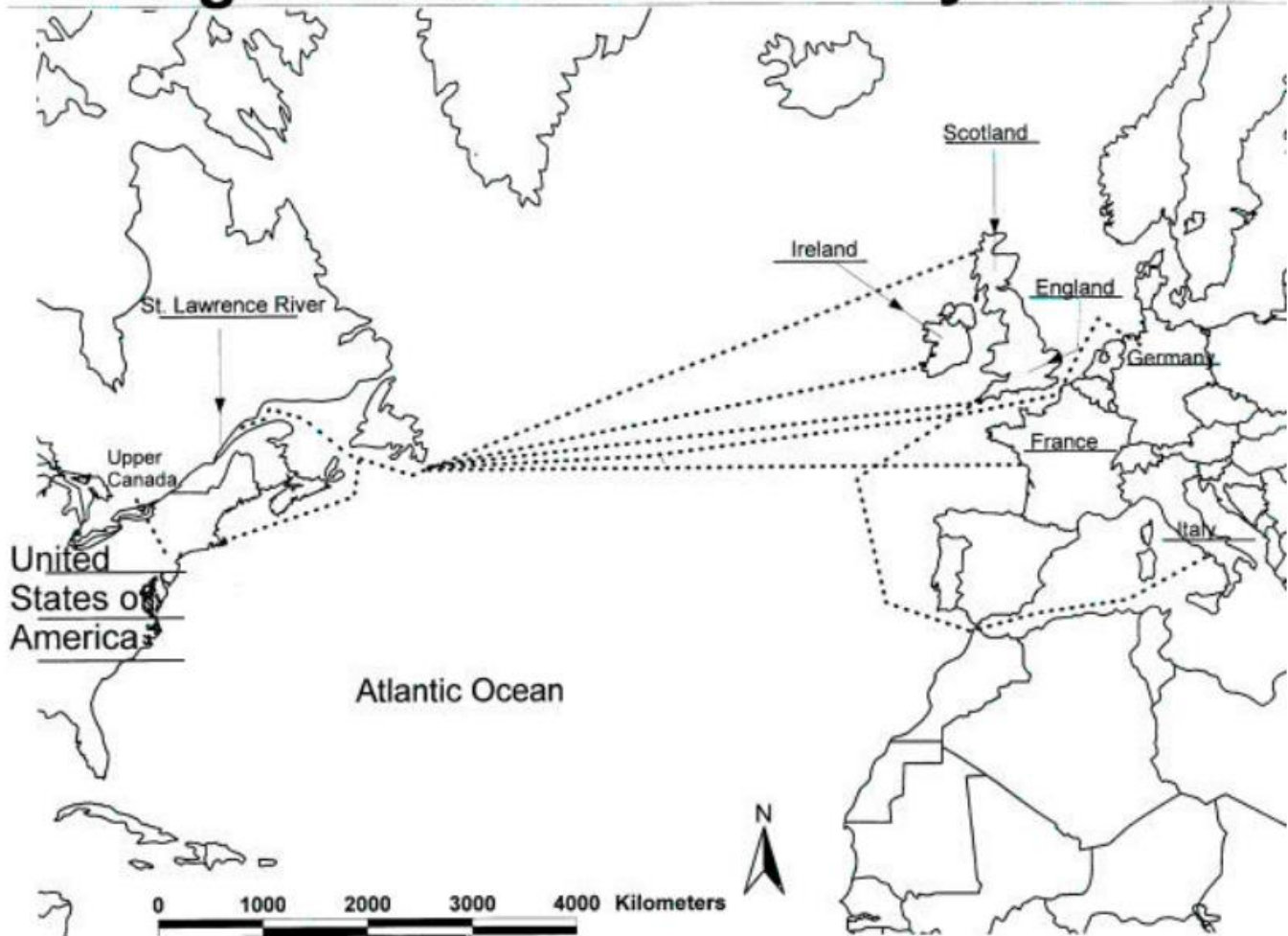
Provide students with a map of the world and guide them in mapping and coloring the countries of origin of the settlers of Glengarry. Do they know where their family originally came from? Can they find it on a map?

Pictured here is the Star Inn (on the right) with the Stewart blacksmith shop to its left in 1910.



- 1) Many of the early settlers came from Scotland, Ireland, France, Germany, Italy and England. See how far they had to travel and color each country in a different color.

Origins and Routes of Early Settlers



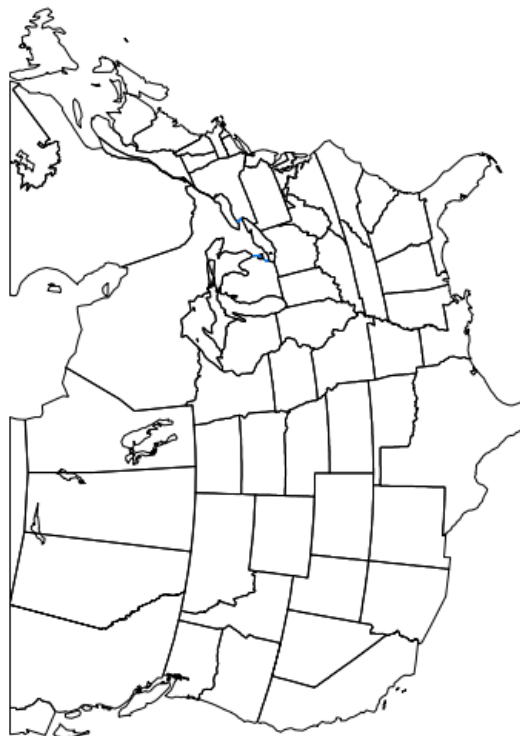
- 2) The pioneers that settled in Glengarry were the Loyalists from the United States of British Origin, some families from Scotland as well as some early settlers from France. Find each country on the map, color it in and trace the path they might have followed to get to Upper Canada. Do you know what country your family originally came from? Is it on the map? Color it in!
-



Be sure to add your compass rose and complete the legend!
Please note that the Atlantic Ocean is NOT sized accurately.

Legend:

	France
	United States
	Scotland



Lesson # 2
LIFE AS A CHILD

Activity 1: Playing Games

Blind Man's Bluff: This is a variation of Hide and Seek. Players form a circle while one person is blindfolded and put into the middle of the circle. They must try and tag someone while blindfolded. Once they “catch someone” they must feel their head and neck to try and identify them. If they guess right, the person who got caught assumes the role of the “blind man”; if they guess wrong then the game resumes.

Pictured below is the Dunvegan schoolhouse at the turn of the 20th century. It is still standing today and has been converted into a private residence.



**Lesson # 3
PIONEER FARMING**

Activity 1: 19th Century Farming

This activity will give students a visual idea of how farms were set up. Using the information that you give them from the lessons, get the children to draw a top view outline of how they think the 19th century farm would have looked. Encourage them to divide up land for pasture, crops, buildings, garden, and anything else that they think the pioneers may have needed.

The museum has a large collection of farm machinery and tools that students can examine when they visit the museum. We also have a map from 1862 that will show the students how lots and concessions were divided up and who owned the farms at the time.

Pictured below is a Duncan McLeod, from Skye, with his son Norman Murdock harvesting wheat with a threshing machine (early 20th century).



**Lesson # 4
PIONEER WOMEN**

G	A	R	D	E	N	C	B	O	Q	U	I	L	T	R
L	A	W	R	P	T	A	U	E	U	U	Y	S	E	E
M	P	O	X	R	E	N	T	I	X	B	E	P	H	S
L	R	O	J	E	A	D	T	G	B	R	S	I	H	O
O	O	L	Q	S	C	L	E	N	C	E	E	N	N	U
G	N	H	U	I	H	E	R	W	O	A	W	N	L	R
C	C	C	I	L	E	M	M	A	O	D	I	I	C	C
A	L	O	L	I	R	A	A	S	K	S	N	N	H	E
B	E	N	T	E	R	K	K	H	I	X	G	G	I	F
I	A	V	I	N	K	I	I	I	N	V	R	R	L	U
N	N	E	N	T	A	N	N	N	G	J	I	Y	D	L
G	I	N	G	D	C	G	G	G	B	U	S	Y	R	U
G	N	T	B	H	M	A	R	R	I	A	G	E	E	L
S	G	P	E	H	A	R	D	W	O	R	K	I	N	G
X	B	U	E	W	W	D	C	A	N	N	I	N	G	F

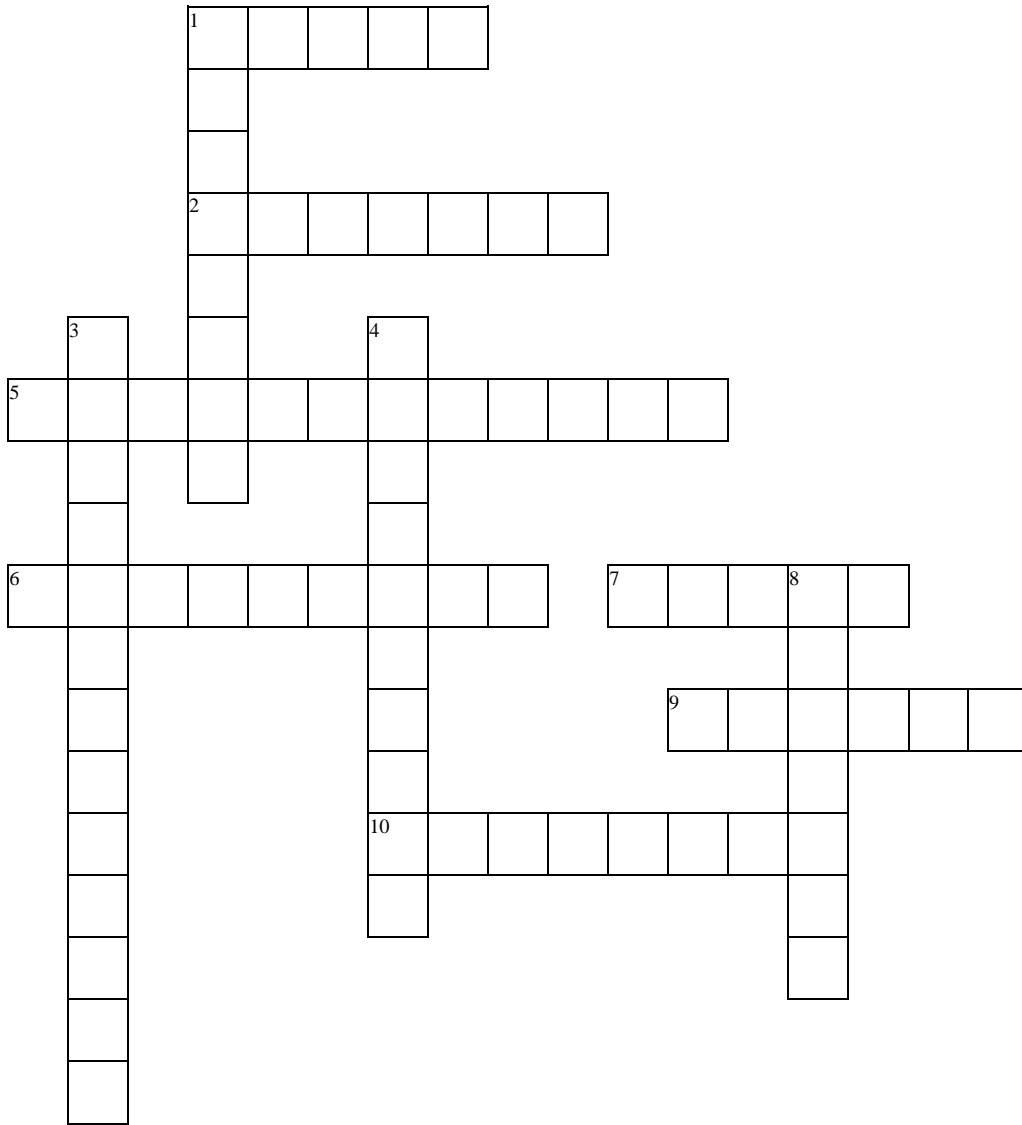
Find the terms in the list below in the word search puzzle! The words can be horizontal, vertical or diagonal.



APRON
 BREAD
 BUSY
 BUTTER MAKING
 CANDLE MAKING
 CANNING
 CHILDREN
 CLEANING
 CONVENT
 COOKING
 GARDEN
 HARD WORKING
 LOG CABIN
 MARRIAGE
 QUILT

QUILTING BEE
 RESILIENT
 RESOURCEFUL
 SEWING
 SPINNING
 TEACHER
 WASHING
 WOOL

**Lesson # 5
PIONEER TRADES**



Across

1. A large open fireplace used by a blacksmith to heat iron.
2. Animal skin that can be used to make clothing, shoes or other accessories.
5. Carries a variety of goods. It makes the pioneer's life easier and is an important meeting spot.
6. A person who makes or repairs shoes.
7. Used to shape the upper part of a shoe
9. A person who uses a loom to turn wool into cloth.
10. A person who makes or repairs articles made out of tin or tinplate.

Down

1. A person who makes and attaches iron shoes to animal hooves.
3. A person who turns leather into different articles.
4. A person who forms iron into many shapes, from cutting utensils to farming or kitchen tools.
8. A person who taught all 8 grades in a one room schoolhouse.

Answer Key

- | | |
|-----------------------------------|--------------|
| 1. Forge (across)/ Farrier (down) | 6. Shoemaker |
| 2. Rawhide | 7. Lasts |
| 3. Leather worker | 8. Teacher |
| 4. Blacksmith | 9. Weaver |
| 5. General store | 10. Tinsmith |

Norman Stewart's blacksmith shop in Maxville (note the horseshoes on the left wall).



Add for WM. Franklin's general store (1904).

