

# Pioneer Life

## Sunnybrook Farm Museum Field Trip

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🌐 www.sunnybrookmuseum.ca



### Program Description: Kindergarten - Grade 4

The Pioneer Life Program at Sunnybrook Farm Museum offers an interactive journey into early Alberta life. Participants engage in hands-on activities like making bannock, churning butter, washing laundry, milking a cow, and grinding grain. Alongside these experiences, they'll meet live farm animals, and connect with the daily routines of Alberta's pioneer families. The program concludes with a scenic wagon ride, providing a memorable glimpse into the hardworking yet community-centered lifestyle of the past.

#### Program Length

2 Hours

#### This program involves food, including:

- Wheat
- Dairy
- Pork

Substitutions can be accommodated with at least 1 week notice

### General Curriculum Concepts:

1. Time, History, and Place
  - Understanding historical events and their sequence over time
  - Exploring traditions, cultures, languages, and histories of local and diverse communities
  - Examining stories of early settlers and significant events in Alberta and Canada
  - Recognizing challenges faced by settlers and immigrants
2. Diversity, Culture, and Heritage
  - Exploring traditions, customs, and belief systems of diverse groups
  - Connecting diversity to Alberta's and Canada's heritage
  - Recognizing how heritage reflects community traditions and identity
3. Systems and Economy
  - Examining goods, services, and trade in communities
  - Understanding the use of natural resources and their influence on work and settlement
  - Investigating how exchange of resources supports communities
4. Citizenship, Identity, and Belonging
  - Exploring relationships and shared experiences within groups and communities
  - Understanding how community participation develops a sense of belonging
  - Recognizing characteristics that contribute to personal and communal identity

*Highlights*



Hands on!



Educational!



Engaging!



Scan To Book

# Specific Curriculum Connections by Grade

Kindergarten	Grade 1
<p><b>Time and Place:</b></p> <ul style="list-style-type: none"> <li>Children Explore expressions of traditions, cultures and histories               <ul style="list-style-type: none"> <li><b>KUSPs:</b> <ul style="list-style-type: none"> <li>Histories are records of events that happened in the past</li> <li>Events can be described according to a sequence in time.</li> <li>Describe traditions, cultures, languages, and histories of diverse groups in the local community</li> <li>Share experiences with reference to time</li> </ul> </li> </ul> </li> </ul> <p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>Children explore needs and wants.               <ul style="list-style-type: none"> <li><b>KUSPs:</b> <ul style="list-style-type: none"> <li>People have basic physical and social needs.</li> <li>Physical needs, including food, water, and shelter, are necessary for survival.</li> <li>Social needs, including safety and belonging, relate to comfort and well-being.</li> <li>Differentiate between needs and wants.</li> <li>Explain ways to meet personal needs and wants.</li> </ul> </li> </ul> </li> </ul> <p><b>Citizenship:</b></p> <ul style="list-style-type: none"> <li>Children relate cooperation and collaboration to achieving common goals.               <ul style="list-style-type: none"> <li><b>KUSPs:</b> <ul style="list-style-type: none"> <li>People in groups cooperate and collaborate in many ways, for example: helping others, considering the needs of others</li> </ul> </li> </ul> </li> </ul>	<p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>Students examine the exchange of goods and services               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Goods such as food, clothing, and furniture are items that meet needs and wants</li> <li>Trade, including bartering, buying, and selling, is the exchange of goods or services between people and communities.</li> <li>Using and exchanging goods, services, and natural resources can meet needs and wants.</li> </ul> </li> </ul> </li> <li>Students investigate roles and responsibilities in community groups and organizations               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>People can help community groups and organizations work toward common goals by taking on leader and helper roles.</li> <li>Relate fulfillment of roles and responsibilities to achievement of community goals.</li> </ul> </li> </ul> </li> </ul> <p><b>Citizenship:</b></p> <ul style="list-style-type: none"> <li>Student examine how belonging is supported within groups and communities               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Relationships and shared experiences within groups and communities can help members develop a sense of belonging.</li> <li>Describe characteristics and experiences that contribute to a sense of identity within a personal community.</li> </ul> </li> </ul> </li> </ul>
Grade 2	Grade 3
<p><b>Time and Place:</b></p> <ul style="list-style-type: none"> <li>Students relate traditions to Canada's heritage               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Heritage reflects traditions of people and communities</li> <li>Heritage plays a foundational role in our communities.</li> </ul> </li> </ul> </li> </ul> <p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>Students examine how trade supports communities               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Natural resources can influence the types of jobs that are available and where people choose to live.</li> <li>Infer reasons why natural resources can influence where individuals live and work.</li> <li>Trade helps communities meet their needs and wants.</li> </ul> </li> </ul> </li> </ul>	<p><b>Time and Place:</b></p> <ul style="list-style-type: none"> <li>Students relate diversity to Alberta's western identity               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Early settlers faced challenges related to isolation, unfamiliar environments, and language and cultural barriers.</li> <li>Early settlers emigrated from various countries with distinct languages and cultures to establish communities in the land now known as Alberta.</li> <li>Settlers responded to the Canadian government's offer of free or inexpensive farmland in the land now known as Alberta</li> <li>Explore stories about early settlers in the land now known as Alberta</li> </ul> </li> </ul> </li> </ul> <p><b>Systems:</b></p> <ul style="list-style-type: none"> <li>Students examine natural resource use in Alberta.               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Settlement in Alberta has been influenced by the location of natural resources.</li> </ul> </li> </ul> </li> </ul>
Grade 4	
<p><b>Time and Place:</b></p> <ul style="list-style-type: none"> <li>Students examine significant historical events that contributed to the formation of the country of Canada               <ul style="list-style-type: none"> <li><b>KUSPs</b> <ul style="list-style-type: none"> <li>Colonists came to the colonies for a variety of opportunities, for example:                   <ul style="list-style-type: none"> <li>Adventure</li> <li>Business</li> <li>Quality of life</li> <li>Access to farmland</li> <li>Religious freedom</li> </ul> </li> <li>Colonists brought belief systems and ways of organizing society to the colonies including:                   <ul style="list-style-type: none"> <li>Religions</li> <li>Leadership</li> <li>Education</li> <li>Healthcare</li> </ul> </li> <li>Examine the challenges and contributions of immigrants before Confederation</li> </ul> </li> </ul> </li> </ul>	