

Homes and Historical Thinking

Saskatchewan Grade 4 Social Studies Outcome Focus:

DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

e. Identify the impact of geography on the architecture of Saskatchewan, including how styles, materials, and cultural traditions have been affected by interaction with the land and other people in the province.

Historical Thinking Concepts:

- **Evidence – How do we know what we know about the past?**

Guidepost 1: History is interpretation based on inferences made from primary sources. Primary sources can be accounts but they can also be traces, relics or records.

➤ *Student makes insightful inferences from primary sources.*

- **Cause and Consequence – Why do events happen and what are their impacts?**

Guidepost 3: Events result from the interplay of two types of factors: 1. historical actors who are people (individuals or groups) who take actions that cause historical events and 2. the social, political, economic, environmental and cultural conditions within which the actors operate.

➤ *Student identifies the interplay between the actions of historical actors and the conditions at the time.*

Suggested Student Learning Tasks

A. Focus on the Evidence

1. Distribute the photos from the Provincial Archives of Saskatchewan website that capture different early homes in Saskatchewan (individually or in small groups). Each person or group should have one image to study closely.

Included in this collection are:

- Tipi (R-A7672)
- Plaster with straw roof (R-A269)
- Field stone (R-A7194)
- Log (R-A7227)
- Sod (S-B430)
- Timber frame (R-A6218)

1. Look at the picture. List as many details as possible.	2. Look at the house in the picture. Of what materials was the house made?
3. What can you guess the environment was like near the house? What evidence in the picture proves this?	4. What does the house and surrounding environment tell you about the people who live there?

2. Discuss what they see in the photograph they have been assigned. They can use a think-pair-share strategy to view their primary source critically. They may use a four square thinking mat similar to the one provided on the webpage as a PDF file, or use a combination of the following stems:
 - This photograph clearly shows that early houses in Saskatchewan were...
 - From the details in the picture, we can say that early houses in Saskatchewan were...
 - The materials that the house was made of suggest that...
 - It does not say so, but it is probably the case that early houses in Saskatchewan were....
 - When looking at the house in the photograph, we can assume that the people living in the house....
 - We think it is likely thattook the photograph because they wanted to....
 - This photograph does not tell us about early houses in Saskatchewan.
3. Debrief in a large group discussion what each group or individual came up with for responses to their evidence prompts. Share the photographs they studied and compare and contrast the responses to compile a generalized summary of early housing in Saskatchewan and its relationship with the environment in which houses were built.
4. Students can demonstrate their understanding of the exploration and discussion of evidence by completing the following prompt as a written or oral summative task:

These photos clearly show that early housing in Saskatchewan....
But I am still uncertain about....

Tipi	<p>http://www.wonderville.ca/asset/build-a-tipi (animated explanation of how it was erected)</p> <p>http://plainshumanities.unl.edu/encyclopedia/doc/egp.arc.048 (short explanation of materials used)</p> <p>http://www.glenbow.org/exhibitions/online/blackfoot/main_eng.htm (really good- archival photos and text explanations in a multi-media website)</p> <p>http://www.kstrom.net/isk/maps/houses/tipi.html (also explains symbolic meanings connected to tipis)</p>
Plaster & Straw Roof	<p>http://www.collectionscanada.gc.ca/eppp-archive/100/200/301/ic/can_digital_collections/pasttopresent/rural_life/ukr_farmhouse.html</p> <p>http://journals.hil.unb.ca/index.php/MCR/article/view/17399/22611</p>
Field Stone	<p><i>Legacy of Stone</i> by Frank Korvemaker and Margaret Hryniuk, introduction found at http://books.google.ca/books?id=0FWhlz2qo2cC&pg=PR6&lpg=PR6&dq=prairie+pioneer+stone+houses&source=bl&ots=FrD2vzZIHc&sig=zEiWdjLgY_E5UW-2iJAWtIR8SY&hl=en&sa=X&ei=hloYU_SQAaWOyAHDt4DYBA&ved=0CF4Q6AEwCg#v=onepage&q=prairie%20pioneer%20stone%20houses&f=false</p> <p>http://www.virtualsk.com/current_issue/legacy.html (has a few good photographs and a summary of the information found in the <i>Legacy of Stone</i>).</p> <p>http://www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=3105</p>
Log	<p>http://tinyhousetalk.com/tiny-pioneer-log-cabin-in-alaska-built-in-15-days/ (for photos of the general process that would have been required)</p> <p>http://www.ducksters.com/history/westward_expansion/log_cabin.php (US based but age appropriate and general)</p> <p>http://www.campsilos.org/mod2/teachers/r3_part2.shtml (Us based but age appropriate and general)</p> <p>http://www.nps.gov/nr/twhp/wwwlps/lessons/4logcabins/4facts1.htm (US but good info)</p>
Sod	<p>http://www.thecanadianencyclopedia.com/en/article/sod-houses/ (short and efficient)</p> <p>http://legionmagazine.com/en/2010/04/the-last-of-the-soddies/ (article about the oldest one and its life and transformation as a home)</p>
Timber Frame	<p>http://www.historymuseum.ca/cmce/exhibitions/cpm/catalog/cat2104e.shtml</p> <p>http://www.wdm.ca/stoon/wtpg_eatonshouse.htm</p> <p>http://lumsdenhistoryexamined.blogspot.ca/2010/02/they-were-not-all-eatons-catalogue.html</p>

These YouTube videos are brilliant! They feature a Saskatchewan author who talks about how catalogue homes were purchased, transported and built.

<http://youtu.be/rfPJvWqjDYg>

<http://youtu.be/ZrF2U8uLPQQ>

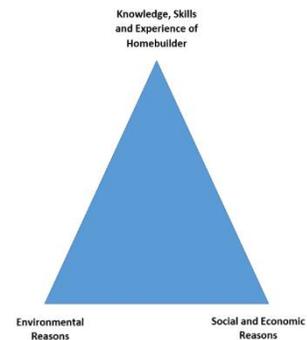
B. Focus on Cause and Effect

1. Share background information about the Homestead Act and the rules and regulations that impacted land owners and decisions they needed to make about their early homes in order to satisfy these requirements. For support and information about the Homestead Act, go to the Provincial Archives of Saskatchewan's "Homesteading" webpage. (<http://www.saskarchives.com/collections/land-records/history-and-background-administration-land-saskatchewan/homesteading>).
2. Small groups revisit their image from Evidence Activity A and investigate to learn more about how their house would have typically been built. You may find the following resources useful as a springboard for this inquiry.
3. Once each group has some additional knowledge of how their style of home would have been constructed, have them discuss the possible causes and consequences of building the home in their photograph by using the triangular graphic organizer shown here as a possible guide. Students could record point form notes and ideas on it and use it as a frame for further writing or speaking about the home they researched.

Individual's Knowledge, Skills and Experience: What did the home builder already know how to build and construct? What tools did they have and know how to use? What building experience might they have had prior to building this home? What did their culture teach them about home building?

Environmental Reasons: Where was their home located? What natural resources would they be able to access easily? What were the weather and seasons like that may have influenced how their home needed to be built?

Social and Economic Reasons: What financial resources did they have to help provide building materials? What might their access to neighbours and other helpers be? What impact would their culture, government or religion have on their home building decisions?



Based on ideas from:

Seixas, Peter, Tom Morton, Jill Colyer, and Stefano Fornazzari. *The Big Six: Historical Thinking Concepts*. Toronto: Nelson Education, 2013. Print.