



# *The Secret of* SENTINEL ROCK

JUDITH SILVERTHORNE

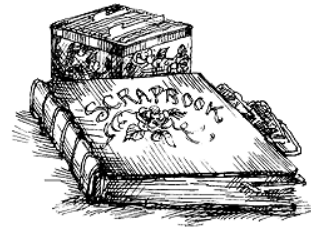


FROM MANY  
PEOPLES

Teacher Guide Developed by Lynda Patterson

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## The Secret of Sentinel Rock



### ~~ Introduction ~~

What is the setting of the book?

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What main characters have we met so far. Read the description and draw and label the two main characters.

Emily - \_\_\_\_\_

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Emma - \_\_\_\_\_

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~~ T & T Find a friend and talk about the story. What do you think is happening? \_\_\_\_\_

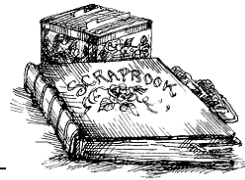
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# The Secret of Sentinel Rock

## ~~ Chapter 1 ~~

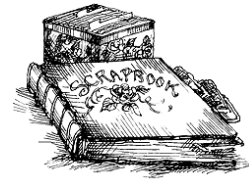


. . . From the base of the rock, the black expanse of the Barkley's summerfallowed field opposite her grandmother's yard made a sharp contrast to the greening pasture below. Each was outlined by long stretches of barbed wire with little stone piles at the corners and in the distance to the southeast, she could just make out the outlines of Glenavon's grain elevators dotting the skyline.

. . . Emily stared in shock over Emma's shoulder. The house and the summerfallowed field had vanished. In their place were willows and scrubby bush, thick over the open grasslands, except for the occasional stand of aspens. A creek meandered through the landscape and a huge slough lay in the distance. There were no fences. No stone piles. No elevators. Not even a gravel road - only a winding dirt trail that crawled across the plains.

# The Secret of Sentinel Rock

## ~~ Chapter 2 ~~



What happened in Chapter 2? \_\_\_\_\_

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Read pages 15 & 16 - about Emma's trip from Scotland to Saskatchewan. Draw the three parts of her family's trip

On the boat from Scotland

On the train to Winnipeg

Across the prairies



# The Secret of Sentinel Rock

## ~~ Chapter 3 ~~



What happened in Chapter 3? \_\_\_\_\_

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1. Packing up Grandma Renfrew's house is hard for Emily. How is she feeling about it? \_\_\_\_\_

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\*\* Tell about a time that was hard for you. \_\_\_\_\_

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2. **T & T** - Emma has lots of questions about the world that Emily is from. Can you imagine some of the things that she has not seen? Think of some of the things in our world that you would have to explain about to Emma. Discuss them with a friend. How would you describe them?

**A Car** - \_\_\_\_\_

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**A television** - \_\_\_\_\_

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**Electric Lights** - \_\_\_\_\_

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Emily and her mother found a bag of quilt pieces that her Grandmother had collected when she was young. Her first quilt was called a Crazy Family Quilt. Illustrate this quilt with pictures of your family on each piece.


Reflections on the story so far- \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

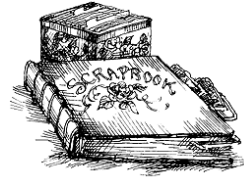
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## The Secret of Sentinel Rock

### ~~ Chapter 4 ~~



What happened in Chapter 4? \_\_\_\_\_

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1. Emma played a trick on Emily. What did she do? \_\_\_\_\_

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2. Why was Emily hesitant to go with Emma to see her family? \_\_\_\_\_

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\*\* What happened when she went? \_\_\_\_\_

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\*\* T & T Why do you think that Emma's family couldn't **see** Emily? \_\_\_\_\_

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**Reflections:** Where would you like to go if you went back in time? \_\_\_\_\_

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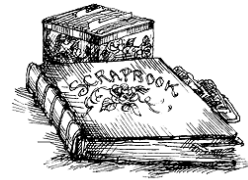


The lives of the early homesteaders in Saskatchewan were very different from our lives. Just getting everything done each day was a lot of work. Compare the two times: What do you do now, and how did they do it in 1899?

	1899	200? _____
Living & Sleeping		
Cooking & Eating		
Getting Places		
Farming		

## The Secret of Sentinel Rock

### ~~ Chapter 5 ~~



What happened in Chapter 5? \_\_\_\_\_

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1. Sometimes it's nice to spend a rainy afternoon at home. What are Emily and her Mom and her aunt finding to do while the rain comes down? \_\_\_\_\_

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\*\* What is your favourite thing to do on a rainy Saturday or Sunday afternoon? \_\_\_\_\_

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2. T & T What did Emily learn about her Grandmother? \_\_\_\_\_

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\*\* Do you think that it was common for farm women to have a dark-room in their home in the early 1900's? \_\_\_\_\_

\*\* What are some of the more common hobbies and pastimes that you would have seen women doing? \_\_\_\_\_

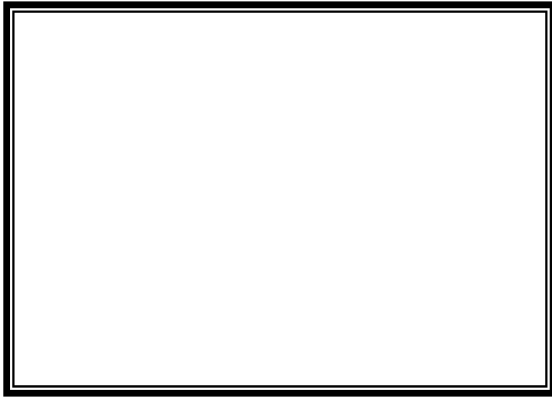
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Think of some old pictures that you have seen at your house.  
Recreate some of them in this little "photograph album."

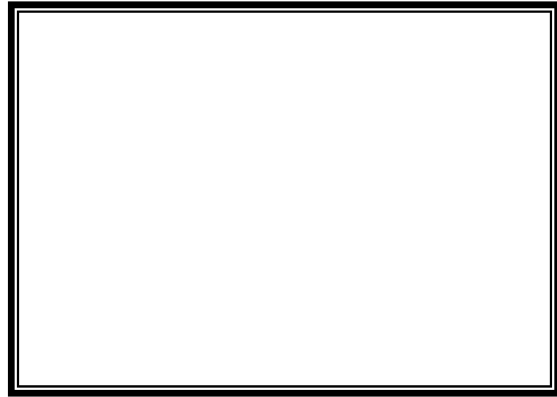


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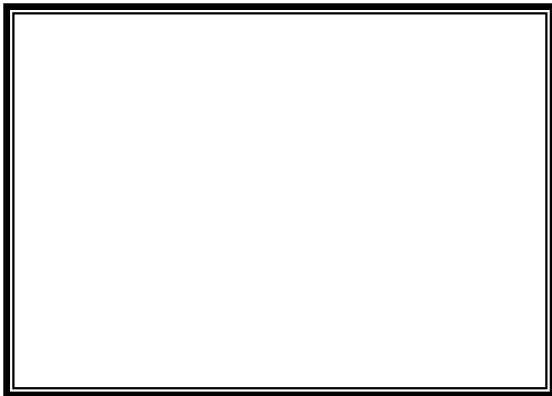


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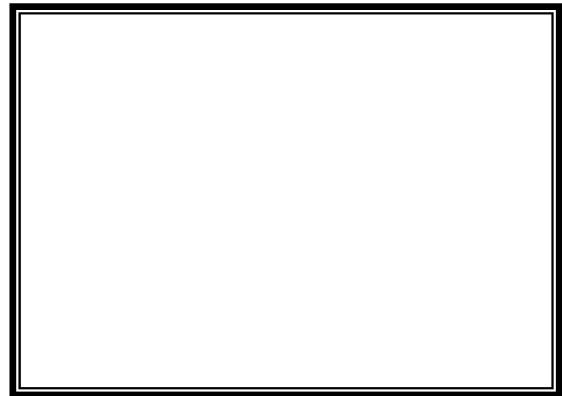


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**Reflections:** What kinds of hobbies do you have? \_\_\_\_\_

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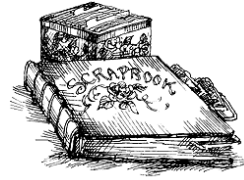
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## The Secret of Sentinel Rock

### ~~ Chapter 6 ~~



What happened in Chapter 6? \_\_\_\_\_

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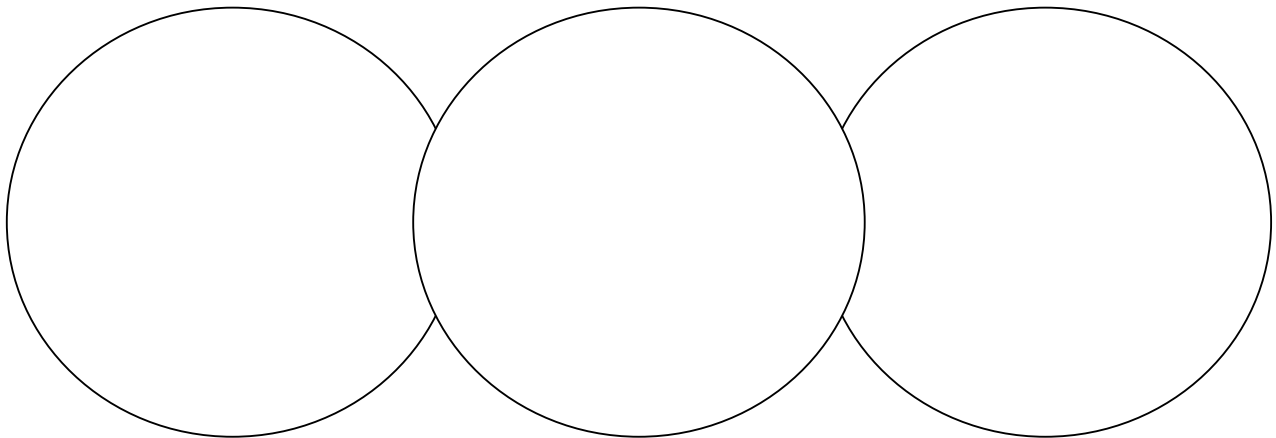
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1. Compare your family with Emma's family. In what ways are they the same? In what ways are they different?

My Family

Both

Emily's Family



2. Emily learned a lot from her Grandmother that she could teach Emma about the plants and herbs found on the prairies. What kinds of plants did she tell about? \_\_\_\_\_

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**Reflections:** What kinds of hobbies do you have? \_\_\_\_\_

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. . . Emily was amazed to find the sod buildings finished. Emma drew her inside the compact house, where she stepped onto a packed dirt floor. Although the interior was dark and damp with thick walls, Emily felt the coziness of Emma's new home. The single room was neatly furnished with a wood cook stove, a solitary table, a couple of benches, and a few chairs. A quilt hung across the middle of the room, concealing several cots and beds made up on straw mats on the floor. . .

Draw the soddie, and the rest of the farm, with everyone doing their jobs.



(Small Group Activity -  
read and share answers)

## SODDIES

Many early settlers Western Canada built their first houses of sod. Wood was so scarce on the prairies that settlers cut the topsoil into squares. They

used it for the walls and roofs of their houses, which they called soddies.

Settlers built the walls of their houses by stacking squares of sod, like bricks, one on top of the other. The roof was also built of sod, but it was supported with wood. The roof did not always keep out rain. Water soaked through and dripped on everything inside. In springtime, flowers and weeds of all kinds grew in the damp soil on the roof.

The settlers shared their homes with many prairie creatures, like insects, mice and gophers. The gophers entered soddies by digging tunnels through the sod walls. They would eagerly steal pieces of food that sometimes fell on the floor. Then they would dash back into their tunnels. Mice, snakes and many insects built their homes in the sod walls. Birds built nests among the grasses on the roof.

The soddies were a good home for settlers who had few building materials and very little money. Houses such as these were warm in winter and cool in summer. Although they were not perfect, soddies served the people well until they could afford to build houses of lumber.

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1. How do you build a soddie? \_\_\_\_\_

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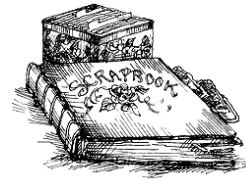
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## The Secret of Sentinel Rock

~~ Chapters 7 & 8 ~~



What happened in Chapters 7 & 8? \_\_\_\_\_

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1. Emily has had a chance to look at her Grandmother's photos. What did she find out? \_\_\_\_\_

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\*\* T & T What do you think it means? \_\_\_\_\_

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\*\* What did Emma tell her when Emily showed her the photographs? \_\_\_\_\_

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. . . . Everything was quiet and still when she neared the homestead. Even the air was calm. . . . When she reached the clearing, there was no sign of human activity in the yard or garden. Only the animals languished in their pens. . . . Cautiously, Emily approached the house. She thought she heard *whimpering* inside. . .

What did Emily see when she got to the homestead?



2. What is happening at Emma's house? \_\_\_\_\_  
\_\_\_\_\_

\*\* How did the family get influenza? \_\_\_\_\_  
\_\_\_\_\_

3. There is a way that Emily can help Emma with her family's illness, if only she can remember what her Grandmother taught her. What can she do to help? \_\_\_\_\_  
\_\_\_\_\_

\*\* What kinds of natural plants can be used to help sickness? Read pages 115 and 116 to find out and list them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\*\* How did Emily prepare them for using? \_\_\_\_\_  
\_\_\_\_\_

4. It was sad for everyone when Emma's Grandmother died. It was good that she had Emily to talk to - Emily knew what she was going through. How did Emma's memories of her Grandmother help Emily feel better about selling her Grandmother's farm? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Reflections:** Have you had someone close to you die? How did you handle it? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Think about this... then share your answers with a friend**

1. Why do you think that someone living in eastern Canada or Europe would want to homestead in Saskatchewan? \_\_\_\_\_

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2. The first year would be very busy for the settlers. What are some of the jobs they would have to get done first? \_\_\_\_\_

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3. Working a homestead was very hard work. What do you think the settlers might have done to have some fun? \_\_\_\_\_

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4. What do you think your jobs would be if you were living with your family on a homestead in 1899? \_\_\_\_\_

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5. Most of the supplies that pioneer families needed they could grow or make themselves. How would they get the things that they couldn't supply for themselves? \_\_\_\_\_

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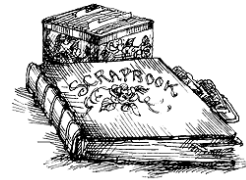
6. What are some of the services that the homesteaders might be looking for at the trading post? \_\_\_\_\_

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## The Secret of Sentinel Rock

~~ Chapters 9 & 10 ~~



What happened in Chapters 9 & 10? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What was happening the next time Emily went back to Emma?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. There are two stories happening in this novel. One is about Emily and Emma and their adventures in pioneer Saskatchewan. The other one is about Emily and her Mom's family - and what will happen to her farm. What happens in Chapter 9 to help resolve this story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\* How do Emily and her Mom change during the course of the story?  
Emily - \_\_\_\_\_

Kate - \_\_\_\_\_  
\_\_\_\_\_

3. Something TERRIBLE happened the last time Emily went to see Emma. Tell about it. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What do you think is happening? \_\_\_\_\_

\_\_\_\_\_

What do you think was the climax of the story - The event that made the story go in another direction? Draw the beginning, the middle, the climax, and the end of the story.

**Beginning** - \_\_\_\_\_

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**Middle** - \_\_\_\_\_

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**Climax** - \_\_\_\_\_

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**End (Resolution)** \_\_\_\_\_

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**Reflections:** Did this story end the way you thought it would? \_\_\_\_\_

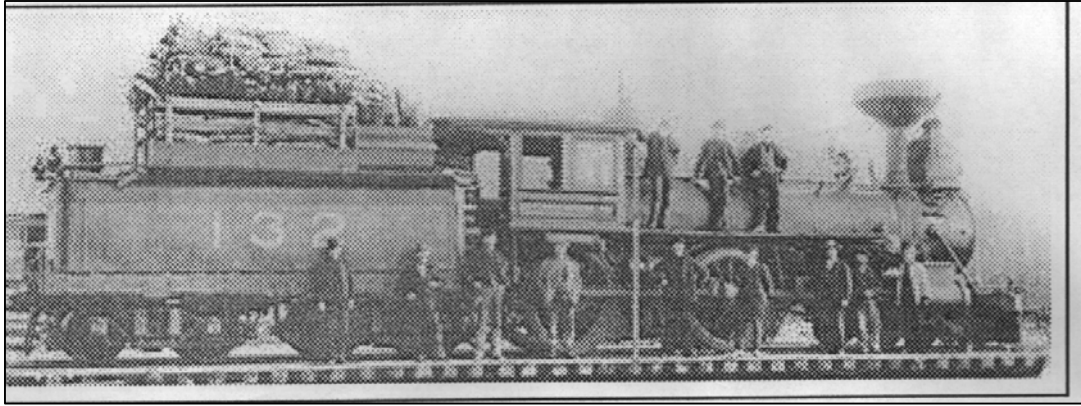
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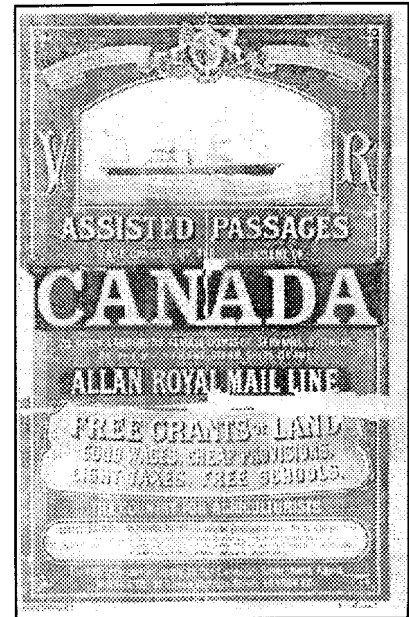
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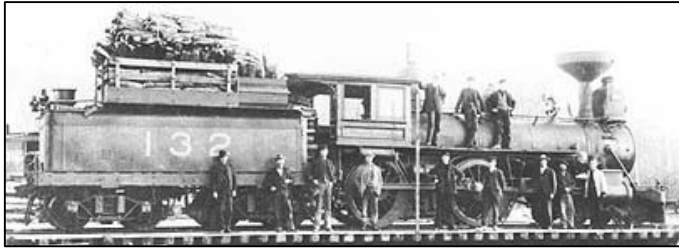




## Immigrating to Canada

Cut out these pictures and glue them in the order that they would have happened for a family emigrating from another country. Put a description beside each picture.





# HOMESTEADING GAME

Adapted from Settlement of the West by Rosemary Neering

**START**

	Move ahead 1 space			Go Back 2 spaces	
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## Design a Board Game

**\*\*** On a large piece of cardboard, design a track for a board game. Be sure to have a starting point - leaving your homeland, or filing your claim, and an end point - getting clear title to your homestead.

**\*\*** Remember all of the things that you have learned about homesteading in Saskatchewan - where did you come from?  
How did you get to Canada? How did you get to the prairies?

**\*\*** Think up some **good luck** incidents and some **bad luck** incidents to use as cards for your game:

Some ideas -

**GOOD LUCK** - Got the first crop in - Go ahead 3 spaces

- Received an inheritance from a long lost aunt -
- Your cow had a calf

**BAD LUCK** - Grasshoppers eat your crop - go back 5 spaces

- A tornado takes your soddie
- Drought comes to the prairies



Decide how you will move around the board - dice, cards . . .  
Then make your game and share it with a friend.

**END**

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## DRAMA IN CONTEXT -

Taken from the Evergreen Curriculum-Sask. Learning-Social Studies Grade 4

Use drama in context to explore the experiences and feelings of a family that is trying to decide whether or not to immigrate to western Canada. The family lives in the Ukraine. They do not own land. They live in a rented house and the father works as a carpenter. They have very little money. The family has five children. Only two of them are old enough to take part in this conversation. Discuss your hopes and dreams for the new land. Also discuss what you might miss the most about your homeland. What are your fears?

In small groups compare the reasons why early settlers came to Saskatchewan with the reasons why people immigrate today. Which reasons are the same? Which are different?

### Role Play Cards

<b>MOTHER</b> You want a better life for your Children. Your neighbours went to Canada last year and you received a letter saying that they arrived at their homestead. You feel sad about leaving your village and your parents. But you think you should go because there will be more opportunities for your children.	<b>CHILD - 11 Years old</b> You do not want to go away and leave your friends. But you see how hard your parents work. You hope that in a new land, your parents would not be overworked by a landlord.
<b>FATHER</b> You work very hard as a carpenter but get very little pay. You often have no money for clothing for your wife or children. In Saskatchewan You could own your own land but You do not like the idea of borrowing money to pay for the trip. You have never worked as a farmer.	<b>CHILD - 8 years old</b> You think a boat trip over the ocean would be exciting. You hope that in the new land there would be more food than you could eat! You would like to be a farmer because you could grow lots of food.

# My Family Tree

Can you go back 100 years?

My Grandmother's Mother -  
My Great Grandmother's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Grandmother's Father -  
My Great Grandfather's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Mother's Mother -  
My Grandmother's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Grandfather's Mother -  
My Great Grandmother's name

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Grandfather's Father -  
My Great Grandfather's name

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Mother's Father -  
My Grandfather's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Mother's name is \_\_\_\_\_  
Born \_\_\_\_\_ in \_\_\_\_\_

My Grandmother's Mother -  
My Great Grandmother's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Grandmother's Father -  
My Great Grandfather's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Father's Mother -  
My Grandmother's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Grandfather's Mother -  
My Great Grandmother's name

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Grandfather's Father -  
My Great Grandfather's name

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Father's Father -  
My Grandfather's name -

Born - \_\_\_\_\_

In - \_\_\_\_\_

My Father's name is \_\_\_\_\_  
Born \_\_\_\_\_ in \_\_\_\_\_

## Questions to Think About

Write a short report comparing your life with the life of one of your ancestors 100 years ago. How are your lives the same? How are they different? Here are some questions for you to think about.

**\*\* 1.** Where did your ancestor live? What country was it? \_\_\_\_\_

\_\_\_\_\_

Do you think it was in the country or the city? \_\_\_\_\_

What kind of dwelling did they live in? \_\_\_\_\_

Why do you think they lived in that kind of a house? (Materials available, an old country where the houses are old, historical homes like a tipi)

\_\_\_\_\_

\_\_\_\_\_

**\*\* 2.** What did your ancestor's family eat at that time? Keep in mind that 100 years ago there were no electric stoves and no refrigerators, so food had to be carefully chosen and preserved or dried.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Are there any foods that you eat now that they might have eaten 100 years ago? For example, maybe you still eat bannock or a special dish that has been handed down. \_\_\_\_\_

\_\_\_\_\_

What are the favourite treats in your family? \_\_\_\_\_

\_\_\_\_\_

**\*\*** Maybe you can include a recipe for a favourite family food.

**\*\* 3.** What do you know about the history of the place and time where your ancestor lived? For example, were they homesteaders? Or were your ancestors First Nations people in Canada?

\_\_\_\_\_

\_\_\_\_\_

How did your family get to Canada? Why did they come here? Do you know who was the first generation to be born in Canada?

\_\_\_\_\_

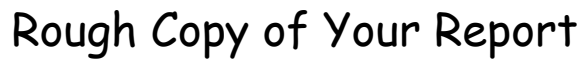
\_\_\_\_\_

\_\_\_\_\_

**\*\* 4.** Interesting tidbits about your family: Now or then

\_\_\_\_\_

\_\_\_\_\_



Write a report comparing your life today with an ancestor who lived 100 year ago. Use the information from the previous page and any other ideas that you can think of. Remember that your report should be personal and interesting so spend some time thinking about it. Use more paper if you don't have enough room on this page.

[illegible]

[illegible]

Bring the rough copy of your report to school and I'll help you edit it.

## Plan Your Display

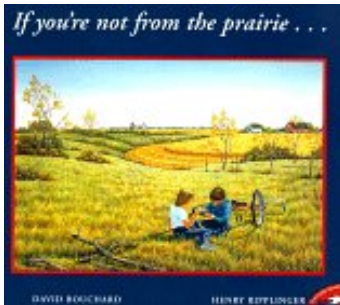
Use a box laid on its side for displaying your family project. You might want to cover it with something to make it look nice. Put your Family Tree on the back or side wall of the box. Then use the sides and bottom of the box for pictures/drawings and artefacts and for your report. What kinds of items do you have for your display?

- ☐ Your Family Tree - not the outline that I gave you, but your own drawing of your Family Tree.
- ☐ Your report comparing your family now and 100 years ago. You can have drawing to go with it to show the house that your ancestors might have lived in, or the family, or anything else that you think would be interesting.
- ☐ Photographs of your family, your parents' families, your grandparents. I promise that they will be well taken care of and returned.
- ☐ Special things that have been handed down or given to you by someone in your family. These are called **artifacts**. Don't bring anything too valuable, though.
- ☐ A special recipe that has been in your family, or something that your grandparents make or just some special food that your family loves.

What else can you think of?

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## Other Resources About the Prairies



### If You're Not From the Prairie . . .

By David Bouchard

Story and Activities available in Collections -  
Grade 4 - Building Communities  
Wendy McDonell, Liz Stenson  
Prentice Hall Ginn Canada, Scarborough, Ont.

#### **Suggested Strategies**

##### **- Reading**

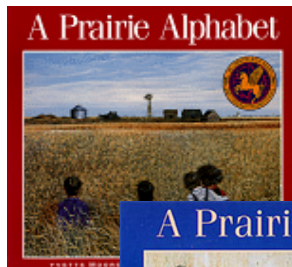
Reader's Theatre  
Listen and Visualize  
Reader Response - Drawing/Writing

##### **- Writing**

Analyze the pattern/rewrite using a similar pattern  
Create a script for the presentation of the poem

##### **- Arts Ed**

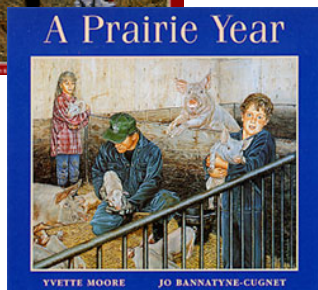
Create a Prairie Puzzle Mural  
Individual paintings/drawings/multi-media  
Reader's Theatre



### A Prairie Alphabet

### A Prairie Year

Jo Bannatyne-Cugnet/Yvette Moore



**Taken from the Evergreen Curriculum – Sask Learning - Social Studies – Grade 4**  
**<http://www.sasked.gov.sk.ca/docs/elemsoc/g4u23ess.html#sod>**

## **Homesteading**

Using various resources, explore homesteading on the prairies.

- Life was difficult and people had to be very resourceful.
- Many lived in tents and shacks, or "soddies" - sod houses.
- Many had to depend on Indian and Métis people for assistance. **NEXUS: Survival**
- Many of the settlers in the 1880s and 1890s were from Ontario.

Sod houses were built in southern Saskatchewan because there were no trees for logs or lumber.

A typical sod house was about four metres wide by five and a half metres long. The sod house could have one room or two. Use chalk or masking tape to mark the outline of a sod house on the floor of the classroom or school gym. Draw in the outlines of the furniture that might have been used. Five or six students (representing a family) should try "living" in the house. Discuss the space available in the sod house and the amount of privacy available to family members.

Make a chart comparing sod houses to the houses of today. Include the following points:

- Water supply
- Heating system
- Size of home
- Electricity(or lack of)
- Type of lights
- Bathrooms
- Type of furniture
- Stoves for cooking

Build a model of a sod house. Use sticks for the frame of the house. Cut strips of sod from the school yard to form the walls. Stack the strips of sod on top of each other like bricks. Cover the roof with poles or sticks and pile sod on top. Use oiled paper for the windows. The floor should be made of packed earth. When the model is completed, prepare a list of the problems that you encountered during the building process.

Imagine that you are living in a sod house. Use drama in context to explore the following situations. Dramatize how problems would be solved.

- You receive a letter from your relatives in Europe saying that your grandmother is very sick and is not expected to live more than a few weeks.
- In the fall your father goes to work on the railroad leaving you, your mother, brother, and sisters on the farm. You will not see your father until spring. (In your play show how the farm chores and other work is done over the winter.)
- Your sister cuts her foot badly while chopping wood.



- Your family needs to buy cloth to make winter clothes but has no money. (When planning your play determine whether the family has anything it might trade for clothes such as eggs, butter or vegetables.) Determine also whether any old clothes can be patched or remodelled.
- The nearest school is 10 kilometres away. Your parents think that it is important for you and your brother and sisters to learn to read, write and do arithmetic.

How would the family get the food to make a breakfast of fried potatoes, fried eggs, bread, butter, jam, and tea with sugar? Which of these items would the family need to buy from the store?

You are a member of a family living in a sod house. Plan your family's Christmas celebration. Focus on the following aspects of the celebration:

- gifts for the family members;
- your Christmas tree (remember that very few trees grow in the southern prairies);
- decorations for your Christmas tree;
- wrapping paper for gifts;
- Christmas celebrations such as concerts, dances;
- Christmas church service;
- Christmas dinner - what would you eat? - how would it be prepared?

Hold a pioneer Christmas celebration. Draw names and make gifts. Make decorations for your tree. Use only those materials and tools that would have been available in a pioneer home when you make the gifts and decorations. This means for example, no staplers, plastic, or tape.

### **Pioneer life**

In small groups compare household chores in pioneer times to household chores today. Tell how each of the chores below would have been done. Compare the amount of time and energy required then, to the time and energy required to do the following chores today:

- churning butter;
- cleaning the floor (many sod houses had packed earth floors that could be swept but not scrubbed);
- washing clothes (washboards);
- heating the stove for baking;
- ironing clothes (flat irons heated on the stove);
- having a bath (water hauled from well);
- preserving food for the winter months;
- obtaining milk for the family to drink; and
- mending clothes.

Bring an old or antique item from home. Appropriate items may include flat irons, washboards, butter churns and coal oil lamps. Tell the class what the item was used for and demonstrate its use. Create a classroom museum by displaying items brought by class members. Label each and include a description of its use.

Create a pioneer picture dictionary. Draw pictures of the different household and farm items used by Saskatchewan's immigrants. Label each picture and tell what it was used for. Put the items in alphabetical order.

Research the types of homes built in the northern part of the province by settlers. Draw or paint pictures of these homes. How are they different from homes on the plains?

### **Drama in context**

Use drama in context to explore the experiences and feelings of a family that is trying to decide whether or not to immigrate to western Canada. The family lives in the Ukraine. They do not own land. They live in a rented house and the father works as a carpenter. They have very little money. The family has five children. Only two of them are old enough to take part in this conversation. Discuss your hopes and dreams for the new land. Also discuss what you might miss the most about your homeland. What are your fears?

In small groups compare the reasons why early settlers came to Saskatchewan with the reasons why people immigrate today. Which reasons are the same? Which are different?

### **Role Play Cards**

<p><b>MOTHER –</b></p> <p>You want a better life for your Children. Your neighbors went to Canada last year and you received a letter saying that they arrived at their homestead. You feel sad about leaving your village and your parents. But you think you should go because there will be more opportunities for your children.</p>	<p><b>CHILD - 11 Years old</b></p> <p>You do not want to go away and leave your friends. But you see how hard your parents work. You hope that in a new land, your parents would not be overworked by a landlord.</p>
<p><b>FATHER</b></p> <p>You work very hard as a carpenter But get very little pay. You often Have no money for clothing for your wife or children. In Saskatchewan You could own your own land but You do not like the idea of borrowing money to pay for the trip. You have never worked as a farmer.</p>	<p><b>CHILD – 8 years old</b></p> <p>You think a boat trip over the ocean would be exciting. You hope that in the new land there would be more food than you could eat! You would like to be a farmer because you could grow lots of food.</p>

## My Mother's Family Tree

Can you go back 100 years?

My Grandmother's Mother -  
My Great Grandmother's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Grandmother's Father -  
My Great Grandfather's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Mother's Mother -  
My Grandmother's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Grandfather's Mother -  
My Great Grandmother's name

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Grandfather's Father -  
My Great Grandfather's name

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Mother's Father -  
My Grandfather's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Mother's name is \_\_\_\_\_  
Born \_\_\_\_\_ in \_\_\_\_\_

My Grandmother's Mother -  
My Great Grandmother's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Grandmother's Father -  
My Great Grandfather's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Father's's Mother -  
My Grandmother's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Grandfather's Mother -  
My Great Grandmother's name

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Grandfather's Father -  
My Great Grandfather's name

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Father's Father -  
My Grandfather's name -

\_\_\_\_\_  
Born - \_\_\_\_\_  
In - \_\_\_\_\_

My Father's name is \_\_\_\_\_

Born \_\_\_\_\_ in \_\_\_\_\_

### Questions to Think About

Write a short report comparing your life with the life of one of your ancestors 100 years ago. How are your lives the same? How are they different? Here are some questions for you to think about.

\*\* 1. Where did your ancestor live? What country was it? \_\_\_\_\_

Do you think it was in the country or the city? \_\_\_\_\_

What kind of dwelling did they live in? \_\_\_\_\_

Why do you think they lived in that kind of a house? (Materials available, an old country where the houses are old, historical homes like a tipi)

\*\* 2. What did your ancestor's family eat at that time? Keep in mind that 100 years ago there were no electric stoves and no refrigerators, so food had to be carefully chosen and preserved or dried.

Are there any foods that you eat now that they might have eaten 100 years ago? For example, maybe you still eat bannock or a special dish that has been handed down. \_\_\_\_\_

What are the favourite treats in your family? \_\_\_\_\_

**Maybe you can include a recipe for a favourite family food.**

\*\* 3. What do you know about the history of the place and time where your ancestor lived? For example, were they homesteaders? Or were your ancestors First Nations people in Canada?

How did your family get to Canada? Why did they come here? Do you know who was the first generation to be born in Canada?

\_\_\_\_\_

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of notebook paper. The lines are thin and extend from the left edge to the right edge. There is no handwriting or other markings on the page.

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Bring the rough copy of your report to school and I'll help you edit it.

## Plan Your Display

Use a box laid on its side for displaying your family project. You might want to cover it with something to make it look nice. Put your Family Tree on the back or side wall of the box. Then use the sides and bottom of the box for pictures/drawings and artefacts and for your report. What kinds of items do you have for your display?

- ☐ Your Family Tree - not the outline that I gave you, but your own drawing of your Family Tree.
- ☐ Your report comparing your family now and 100 years ago. You can have drawing to go with it to show the house that your ancestors might have lived in, or the family, or anything else that you think would be interesting.
- ☐ Photographs of your family, your parents' families, your grandparents. I promise that they will be well taken care of and returned.
- ☐ Special things that have been handed down or given to you by someone in your family. These are called **artifacts**. Don't bring anything too valuable, though.
- ☐ A special recipe that has been in your family, or something that your grandparents make or just some special food that your family loves.

What else can you think of?

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_