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# Crawford Lake

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## curriculum links

### Grade 3:

- ◆ Heritage and Citizenship:  
*Early Settlements in Upper Canada*
- ◆ Earth and Space Systems:  
*Soils in the Environment*



## overview

This activity will consist of a variety of hand-on objects that represent the park. The importance of water to the First Nations people and how they used Crawford Lake will be discussed. As well, the reasons our lake is important scientifically, and how it was used to discover the archaeological site at the park will be discussed.

## grade 3 expectations

### Social Studies

#### Heritage and Citizenship: Early Settlements in Upper Canada

##### Overall Expectations

- ◆ describe the communities of early settlers and First Nation peoples in Upper Canada around 1800;
- ◆ use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities;
- ◆ compare aspects of life in early settler communities and present-day communities.





## Specific Expectations

### *Knowledge and Understanding*

- identify the areas of early settlement in Upper Canada;
- identify the First Nation peoples in Upper Canada around 1800, say where they lived, and describe their lifestyles;
- identify factors that helped shape the development of early settlements;
- explain how the early settlers valued, used, and looked after natural resources;
- describe what early settlers learned from First Nation peoples that helped them adapt to their new environment;
- describe the major components of an early settlement;

### *Inquiry/Research and Communication Skills*

- ask questions to gain information and explore alternatives;
- use primary and secondary sources to locate key information about early settler communities;
- collect information and draw conclusions about human and environmental interactions during the early settlement period;
- use appropriate vocabulary to describe their inquiries and observations.

### *Application*

- compare and contrast aspects of daily life for early settler and/or First Nation children in Upper Canada and children in present-day Ontario;
- compare and contrast aspects of life in early settler and/or First Nation communities in Upper Canada and in their own community today;
- compare and contrast buildings/dwellings in early settler and/or First Nation communities in Upper Canada with buildings and dwellings in present-day Ontario;
- compare and contrast tools and technologies used by early settlers and/or First Nation peoples with present-day tools and technologies.

## **Science and Technology**

### **Understanding Earth and Space Systems: Soils in the Environment**





## Overall Expectations

- ◆ assess the impact of soils on society and the environment, and of society and the environment on soils;
- ◆ investigate the composition and characteristics of different soils;
- ◆ demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.

## Specific Expectations

### *Relating Science and Technology to Society and the Environment*

- ◆ assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects;
- ◆ assess the impact of human action on soils and suggest ways in which humans can affect soils positively and or/lessen or prevent harmful effects on soils;

### *Developing Investigation and Communication Skills*

- ◆ investigate the components of soil, the condition of soil, and additives found in soil, using a variety of soil samples from different local environments, and explain how the different amounts of these components in a soil sample determine how the soil can be used;
- ◆ use appropriate science and technology vocabulary, including *clay*, *sand*, *loam*, *pebbles*, *earth materials*, and *soil*, in oral and written communication.

### *Understanding Basic Concepts*

- ◆ identify and describe the different types of soils;
- ◆ identify additives that might be in soil but that cannot always be seen;
- ◆ describe the interdependence between the living and non-living that make up soil.

## key terms

**Archaeology** - The scientific study of past human cultures through their physical and/or material remains.

**Meromictic** – (Latin) “Partial Mixing”. Refers to lakes where oxygen only partially mixes through the water.



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**Longhouse** – A long building, constructed of bark and cedar posts once used by Iroquoian people for sleeping, storage, cooking, and eating.

**Iroquoian** - A term referring to various First Nations cultures that share similar characteristics, including; longhouse dwellings, farming practices and language.

**Frigid Finger** – A scientific instrument consisting of a metal tube filled with dry ice. This device takes frozen samples of lake mud for scientific study.

**Varve** – Alternating light and dark layers of mud found at the bottom of Crawford Lake. These layers contain preserved organic material that can be dated and studied.

