The Museum of Health Care at Kingston proudly presents the Classroom Kit *Early Canadian Medicine: Disease, Medicine, & Health Care for Early Settlers of Upper Canada*, a program for Grade Three. The program is generally about 1 hour and 50 minutes in length. However, the program can easily be tailored to suit your needs!

**The Classroom Kit includes:**

- A program script to be presented
- Curriculum links to the Ontario Curriculum for Grade 3 (Social Studies 2004)
- A vocabulary list
- Activity sheets
- Quiz (two versions)
- Hands-on activity and craft ideas
- A USB drive which contains all program materials
Museum of Health Care Mission Statement
Links to the Ontario Curriculum
Program Overview (*see page 5 for more details)
Program Script Introduction
Settler Way of Life
Early Health Care & Surgery
Disease
Treatment & Practitioners
   Doctor’s Bag Activity

Alternative Medicine
Conclusion
Instructions for Shortening the Program

Activities Index
   Make Early Settler Toothpaste Activity
   Diseases of Early Settlers in Upper Canada Activity
   Early Settler Disease Diagnosis Game
   Medicine Garden Activity
   First Nations’ Ceremonial Treatment Drum Activity

Quiz Index
   Doctor’s Bag Quiz
   Health Care in Early Upper Canada Quiz

Photocopy Index
   Doctor’s Bag Laminated Artefact Images
   Doctor’s Bag Artefact Keyword Cards
   Doctor’s Bag Artefact Profile Sheets
   Diseases of Early Settlers Cards

Appendices
   Materials Needed
   Teacher Evaluation
   Resources Consulted
LINKS TO THE ONTARIO CURRICULUM –
Early Canadian Medicine: Disease, Medicine, & Health Care for Early Settlers of Upper Canada

The following is taken from the Ontario Curriculum for Grade 3 Social Studies, Early Settlements in Upper Canada (2004) produced by the Ministry of Education and includes those areas and expectations supported by the program.

Social Studies: Grade 3 Early Settlements in Upper Canada

Overview

The study of Heritage and Citizenship in Grade 3 focuses on early settlement in Upper Canada. Students examine the lifestyles of settlers in this time period and their contributions to early communities in Upper Canada. They compare the life of these settlers to their own lives. They also investigate the contributions of First Nations’ peoples to the health of these settler communities.

Overall Expectations

- Describe the communities of early settlers and First Nations’ 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 Nations’ peoples
- Compare aspects of life in early-settler communities and present-day communities

Knowledge and Understanding

- explain how the early settlers valued, used, and looked after natural resources
- describe what early settlers learned from First Nations’ peoples that helped them adapt to their new environment (e.g., knowledge about medicine and food)
- describe the major components of an early settlement
- describe the various roles of male and female settlers (e.g., doctor, midwife)

Inquiry/Research and Communication Skills

- use appropriate vocabulary to describe their inquiries and observations
LINKS TO THE ONTARIO CURRICULUM (CONTINUED)

- use primary sources to locate key information about early settler communities (e.g. artefacts from museums)
- ask questions to gain information and explore alternatives
- collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers storing food for long winters, using plants for medicinal purposes)
- use media works, oral presentations, written notes and descriptions, and drawings to communicate research findings

Application

- compare and contrast aspects of daily life of early settler children in Upper Canada and children in present-day Ontario
- compare and contrast aspects of life in early settler communities in Upper Canada and their own community today
- compare and contrast tools and technologies used by early settlers with present-day tools and technologies (e.g., vaccines & sera/bloodletting, whiskey/anesthetics)
<table>
<thead>
<tr>
<th>Main Topic</th>
<th>Subtopic</th>
<th>Key Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td>Upper Canada, Lower Canada, United Empire Loyalists</td>
</tr>
<tr>
<td><strong>Settler Way of Life</strong></td>
<td>Food and Diet</td>
<td>Malnutrition</td>
</tr>
<tr>
<td></td>
<td>Personal Hygiene</td>
<td>Hygiene</td>
</tr>
<tr>
<td></td>
<td>City Conditions</td>
<td>Contagious</td>
</tr>
<tr>
<td><strong>Early Health Care &amp; Surgery</strong></td>
<td>Conditions of Health Care and Hospitals</td>
<td>Anesthetic/Anesthesia, Antiseptic, Joseph Lister, Carbolic Acid (Phenol)</td>
</tr>
<tr>
<td></td>
<td>Surgery</td>
<td></td>
</tr>
<tr>
<td><strong>Disease</strong></td>
<td>Community Illnesses</td>
<td>Epidemic, Cholera, Ague, Miasmas</td>
</tr>
<tr>
<td></td>
<td>Other Contagious Illnesses</td>
<td>Rubella/Measles, Measles, Whooping Cough, Chicken Pox, Scarlet Fever, Consumption (Tuberculosis)</td>
</tr>
<tr>
<td><strong>Treatment &amp; Practitioners</strong></td>
<td>Doctors</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td></td>
<td>Doctor’s Bag</td>
<td>Bloodletting, Scarificator &amp; Lancet, Amputation, Amputation Saw, Trephine, Tourniquet, Mortar &amp; Pestle, Whiskey</td>
</tr>
<tr>
<td></td>
<td>Role of Women</td>
<td>Midwife</td>
</tr>
<tr>
<td></td>
<td>The Herbal Garden</td>
<td>Folk Medicine</td>
</tr>
<tr>
<td></td>
<td>First Nations’ Medicine</td>
<td>Patent Medicine</td>
</tr>
</tbody>
</table>

**Conclusion**