



HEARTH & HOME

ON-SITE PROGRAM



Grade 3 Programming

Available in April, May & June

In this full day program, students will participate in interactive learning stations as they explore the history of Indigenous Peoples & Early Settlers in Dufferin County.

VISIT THE MUSEUM!

We bring hands-on, interactive activities and a chance to explore the Museum of Dufferin.

This program has been enjoyed in-classroom and in-museum for over 10 years!

FEES

\$14.00 per student* (no HST)

*Teachers and chaperones are free



HEARTH & HOME

Teacher's Guide



MUSEUM OF
DUFFERIN

Available in April, May & June

OVERVIEW:

In this full day program, students will participate in interactive learning stations as they explore the history of Early Settlers & Indigenous Peoples in Dufferin County. They will:

- Discover who Dufferin County's early settlers and First Nations peoples were.
 - Learn about what life was like for early settlers in Dufferin County.
 - Learn about factors, issues, and challenges that influenced where and the way early settlers lived.
 - Compare experiences of early settlers to their own lives.
 - Learn the parts and basic needs of plants.
 - Discover wild and cultivated plants grown by First Nations peoples and early settlers.
 - Examine how plants were grown and utilized.
 - Discover tools, materials and techniques used by early settlers and First Nations peoples to build strong and stable structures.
 - Learn what influenced and affected building construction.
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ACTIVITIES:

Dufferin House

Students will explore the 1881 Dufferin House located within the museum and learn about how early settlers lived in Dufferin County. They will learn about the construction of homes during this time period and compare it to houses built today.

Clay Workshop

Students will learn the history of the First Nations, The Haudenosaunee (Iroquois) and the Anishinaabe use of clay. They will learn where the clay came from and how it was used to create pottery. They will also make their own pinch pots using air dry clay.

Historic Games

The students will learn about historic games such as Quoits, the Dish game and Cup and Ball and have a chance to play them. They will compare the games from Indigenous origins and early settlers to the games we have today.

Historic Tools

Students will be given 5-10 historic tools and discover what they are, how they were used through hands-on learning. They will also learn about the relationship of certain tools between early settlers and First Nations and how they impacted the lives of both groups.

ACTIVITIES (CONTINUED):

Mapping Station

Students will learn about the creation of Dufferin County. They will learn about the process of surveying land and make their own maps of Dufferin's six townships and two towns. They will also learn about the key features of a map and the importance of the County's railway lines.

The Three Sisters

Learn the story of the Three Sisters (Corn, Beans and Squash) and how it was used by the Haudenosaunee (Iroquois). Students will learn how the Three Sisters farming technique helped the Haudenosaunee (Iroquois) and early settlers survive. They will also learn about the features of each plant and how they can be grown successfully together. Finally, they will be given the chance to plant their own corn, bean and squash seeds.

CURRICULUM CONNECTIONS:

Grade Three

Social Studies – Heritage and Identity: Communities in Canada, 1780–1850

A1: Application: Life in Canada – Then and Now

Compare ways of life among some specific groups in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe some of the changes between that era and the present day.

A2: Inquiry: Community Challenges and Adaptations

Use the social studies inquiry process to investigate some of the major challenges that various groups and communities, including a few First Nations, Métis, and Inuit communities, faced in Canada from around 1780 to 1850, and key measures taken to address these challenges.

A3: Understanding Context: Life in Colonial Canadian Communities

Identify some of the communities in Canada, including a few First Nations, Métis, and Inuit communities, from around 1780 to 1850, and describe their relationships to the land and to each other.

Science & Technology – Life Changing Systems: Growth and Changes in Plants **Overall Expectations**

B1: Relating Science and Technology to Our Changing World

Assess ways in which plants are beneficial to society and the environment, and ways in which human activity has an impact on plants and plant habitats.

B2: Exploring and Understanding Concepts

Demonstrate an understanding of characteristics and uses of plants and of plants' responses to the natural environment.

Science & Technology – Structures and Mechanisms: Strong and Stable Structures

Overall Expectations

D1: Relating Science and Technology to Our Changing World

Assess the importance of form, function, strength and stability in structures to society and the environment

D2: Exploring and Understanding Concepts

Demonstrate an understanding of the concepts of strength and stability as they relate to structures with various forms and functions, and of the factors that affect structures' strength and stability

ABOUT MUSEUM OF DUFFERIN:

Nestled in the Hills of Mulmur Township, the Museum of Dufferin (MoD) opened at its current location in 1994. Owned and operated by the County of Dufferin, the MoD collects and preserves the stories of the people, places and culture of Dufferin County – past and present – and shares them through engaging and inclusive experiences.

We're happy to connect to answer any questions you may have, we look forward to chatting with you!

CONTACT:

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The Museum of Dufferin respectfully acknowledges that Dufferin County resides within the traditional territory and ancestral lands of the Tionontati (Pétun), Attawandaron (Neutral) Haudenosaunee (Six Nations), and Anishinaabe peoples.

We also acknowledge that various municipalities within the County of Dufferin reside within the treaty lands named under the Haldimand Deed of 1784 and two of the Williams Treaties of 1818: Treaty 18: the Nottawasaga Purchase, and Treaty 19: The Ajetance Treaty.

These traditional territories upon which we live and learn are steeped in rich Indigenous history and traditions. It is with this statement that we declare to honour and respect the past and present connection of Indigenous peoples with this land, its waterways and resources.