

# CURRICULUM PROGRAMME OUTLINE

**K-4**

Sault Ste. Marie  
**Museum**

**K**



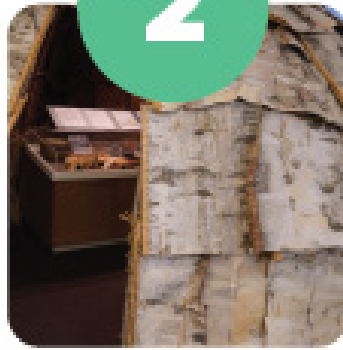
**Learn Through Play**

**1**



**Heritage & Citizenship**

**2**



**Traditions & Celebrations**

**3**



**Heritage & Citizenship:  
Pioneer Life**

**4**



**Canada & World Connections**

**BRING ME INTO ANY CLASS**



**Traveling Kit**



**Please contact [william@saultmuseum.ca](mailto:william@saultmuseum.ca) or call (705) 759-7278**

Our hours of operation are Tuesday through Saturday, 10:00am to 4:00pm

## IN-CLASS LEARNING

Travelling kits encompass materials which can be used for an **array of grade levels**, and serves as **supplementary material** to the Ontario Ministry of Education's



### **Forestry in Northern Ontario: Algoma's Natural Beauty**

Students will learn how to measure trees by finding the height and age of trees, identify various species of trees based on their leaves, examine some hands-on artifacts, and even make their own paper.

This kit is recommended for and not limited to the following classes:

Grade 4  
Social Studies &  
Physical Regions  
of Canada

Grade 6  
Science &  
Biodiversity  
of Canada



We have two different hands-on education kits available on loan for in-classroom learning.

For a more detailed package please contact:  
Email: [william@saultmuseum.ca](mailto:william@saultmuseum.ca) OR Call: **(705) 759-7278**



# IN-PERSON FEILD TRIP ACTIVITIES

## OPEN HOURS

Tuesday -  
Saturday,  
10am - 4pm

## DID YOU KNOW? TEACHERS GET IN FREE

All teachers get **unlimited free admission** to the museum **year round**. It is a great way to see what the museum has to offer your classroom.

Each tour takes **1.5 hours**, and **optional activities** will add an extra hour to your visit.



Our **Discovery Gallery**, is great for all ages to touch, explore and play with local history.



# KINDERGARTEN

## LEARN THROUGH PLAY

The students will examine artifacts that people used in their everyday lives from building a log cabin, trying to wash laundry, and learning old nursery rhymes. Students are encouraged to touch and explore artifacts to provide a more interactive experience. They will learn what the museum is and what the staff do here. They will also complete a craft in our Education Room.

*Our programming will meet these expectations from the Ontario School Curriculum:*

- **1.7** Use specialized vocabulary for a variety of purposes
- **2.2** Demonstrate a willingness to try new experiences and to adapt to new situations
- **5.2** Talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others
- **22.1** Communicate their ideas about something through music, drama, dance, and/or the visual arts
- **28.2** Recognize places and buildings within their community, both natural and human-made, and talk about their functions







# GRADE ONE **HERITAGE AND CITIZENSHIP**

The students will learn what artifacts are, and why they are important to the museum. The group will be divided into two, the first group will learn about prominent local citizens and the other will look at and handle artifacts and determine how they would have been used. Lastly, they will make a clock tower craft.

*Our programming will meet these expectations from the Ontario School Curriculum:*

- **A1.1** Describe how and why a person's roles, relationships and responsibilities may have changed in different places, situations and time periods
- **A1.2** Describe significant events in individuals lives that led to changes in roles, responsibilities and relationships
- **A3.2** Identify some significant people, places and things in their life, including their life within the community
- **A3.5** Demonstrate an understanding that it is important to treat other people and the environment with respect.





2



## GRADE TWO TRADITIONS AND CELEBRATIONS

Students will learn the history of Indigenous people in this region by examining a wigwam, indigenous artifacts and stories. As well as how pioneers used to live by building a log cabin model. They will look at the early traditions of the pioneers that they brought over from Europe and what they learned from the Indigenous peoples. A monthly themed craft around celebrations and traditions will be added to the tour.

*Our programming will meet these expectations from the Ontario School Curriculum:*

- **A1.1** Compare ways in which traditions have been celebrated over multiple generations in the family and identify some of the main reasons for changes in these traditions.
- **A3.1** Identify and describe different types of families
- **A3.2** Identify some different groups in their community
- **A3.7** Identify some ways in which heritage is passed on through various family celebrations and practices



# 3



## GRADE THREE HERITAGE AND CITIZENSHIP: PIONEER LIFE

Students will learn about the history of the region and its people from the first Indigenous people to establish a settlement to the end of the 1800s. They will learn about early industries like lumber and blacksmithing. They will be able to handle artifacts that would have been used in early pioneer life.

*Our programming will meet these expectations from the Ontario School Curriculum:*

- **A1.1** Describe some of the similarities and differences in various aspects of everyday life.
- **A1.2** Compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day.
- **A3.1** Identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement.
- **A3.6** Describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children.





# 4



## GRADE FOUR CANADA AND WORLD CONNECTIONS

Students will learn about the geography of the region and how important it is for our industries like hydroelectricity. They will look at different minerals found in our region in our Superior Shores display, and how the formation of the St. Mary's River has changed the landscape of the downtown. They will look at the industries started by F.H. CLergue and how they helped to shape the Sault through archival photographs and video.

*Our programming will meet these expectations from the Ontario School Curriculum:*

- **A1.2** Compare aspects of the daily lives of different groups within a few early societies.
- **B1.1** Analyse some of the general ways in which the natural environment of regions in Canada has affected the development of industry.
- **B3.3** Describe the four main economic sectors and identify some industries that are commonly associated with each sector.
- **B3.5** Identify Canada's provinces and territories and their capital cities and describe them with reference to their location and some of the peoples who live in them.





A stylized illustration of a town scene. In the foreground is a large, multi-story brick building with a prominent clock tower. The clock tower has two circular clock faces and a green roof. To the left, there's a building with a large circular window. In the background, there are other buildings, a sun with rays, and a sign that says 'ALGOMAS'. A postcard with a 'POST CARD' stamp is also visible.

**OPEN  
HOURS**

Tuesday -  
Saturday,  
10am - 4pm

**CONNECT  
TO  
COMMUNITY**

**DISCOVER  
YOUR  
HISTORY**

**LOCATION**

690 Queen  
St. E, Sault  
Ste Marie ON

Please contact [william@saultmuseum.ca](mailto:william@saultmuseum.ca) or call (705) 759-7278

Sault Ste. Marie  
**Museum**