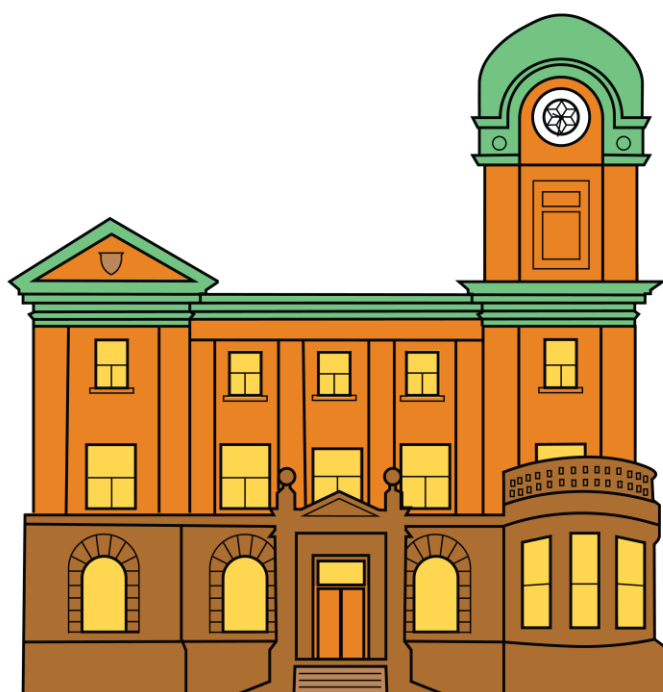


CURRICULUM PROGRAMME

OUTLINE



Sault Ste. Marie
Museum

Sault Ste. Marie Museum School Programming Guide

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Introduction

The Sault Ste. Marie Museum offers programming based on the Ontario Curriculum plan from kindergarten to grade 12. This package outlines the in-person field trip activities for each grade. Each tour takes **1.5 hours**, for **grades 1-4** there is an optional activity that will add an extra hour to the tour.

In addition to this, we have two hands-on education kits available on loan for in-classroom learning. For a more detailed package please contact william@saultmuseum.ca or call (705) 759-7278. Our hours of operation are Tuesday through Saturday, 10:00am to 4:00pm.

Career Studies: Construction and Trades in Sault Ste. Marie

This kit will cover both a historical overview and significance of trades here in Sault Ste. Marie and surrounding district, in addition to targeting the present-day impact, and influence of the construction industry and trades, natural resource development, growth of local economic community, as well the growing career demands in the localized construction industry. Students will examine various hands-on artifacts, investigate and familiarize themselves with careers in the trades (focusing on local trades), and look through historical photographs and documents.

This travelling kit makes connections to the Ontario Curriculum, targeting grades 9/10/11 with a focus on Guidance and Career Education.

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 travelling kit encompasses materials which can be used for an array of grade levels but particularly with Grade 4 (Social Studies – Physical Regions of Canada) and Grade 6 (Science – Biodiversity). This kit serves as supplementary material to the Ontario Ministry of Education's Curriculum.

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.

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

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 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.

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.

Grade Five

Canada and World Connections: Government

Students will look at how our city government was developed in the Sault with a focus on John Prince, the first judge of the Algoma District. Prince represented the Provincial government and was in the city when we moved from a small village government to an incorporated town. The students will see the shift from village, to town, to city government system. Students will examine artifacts and archival material from John Prince, including his original tombstone on display within the Museum.

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

- B1.1 1 Assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance.
- B3.2 Describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies.
- B3.3 Describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada.

Grade Six

Aboriginal Peoples and European Explorers

Students will learn about the Indigenous people who settled in this region and how they adapted to each. They will examine Ojibway housing, transportation, clothing etc. and how their lives were impacted by the fur trade and European settlement. Students will look at items used by the Ojibway including our replica Wigwam, a birch bark canoe, and archival materials including a video of the Hiawatha Play.

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

- B1.1 1 Assess the effectiveness of actions taken by one or more levels of government, including Indigenous governments, to address an issue of national, provincial/territorial, and/or local significance.
- B3.2 Describe the jurisdiction of different levels of government in Canada, as well as of some other elected bodies.
- B3.3 Describe some First Nations, Métis, and Inuit governance structures that currently exist in Canada.

Grade Seven

Heritage and Citizenship:

Conflict and Change

Students will examine the history of Sault Ste. Marie and the changes it has gone through. They will also examine the life of Col. John Prince through his writings that have been reproduced from our archives. Students will also get a chance to examine the original tombstone of Col. John Prince on display, as well as artifacts and archival materials from his life.

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

- A1.2 Analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges.
- A3.5 Describe some significant aspects of daily life in various First Nations, Métis, and Inuit communities in Canada during this period.
- B1.3 Analyse the displacement experienced by various groups and communities, including Indigenous communities, who were living in or who came to Canada between 1800 and 1850.

- B3.2 Identify a few key treaties of relevance to Indigenous people during this period, including wampum belts exchanged, and explain the significance of some of these agreements for different people and communities in Canada

Grade Eight

Canada:

A Changing Society

Students will look at how the geography of our region continuously encouraged settlement from an Ojibway settlement to a fur trade post to an industrial town. They will look at the industries that F.H. Clergue established in the Sault. Students will examine artifacts and archival material while touring through our Skylight Gallery.

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

- A1.1 Evaluate the importance of various internal and external factors that played a role in the creation of the Dominion of Canada and the expansion of its territory.
- A1.3 Assess the impact that differences in legal status and in the distribution of rights and privileges had on various settler/newcomer groups and individuals in Canada between 1850 and 1890.
- A3.5 Identify key social and economic changes that occurred in and/or affected Canada during this period.
- B1.3 Analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914.
- B3.5 5 Describe significant examples of cooperation and conflict in Canada during this period

Grade Nine

Issues In Canada

Students will look at the geology and geography of our region to determine how people historically worked with the land, began to exploit the land, and finally how we are trying to once again work with the land. Students will examine our display of various minerals and rocks from our collection and artifacts and archival material surrounding the topic.

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

- B1.3 Assess environmental, economic, social, and/or political consequences for Canada because of changes in some of the Earth's physical processes.

- B1.2 Analyse interrelationships between Canada's physical characteristics and various human activities that they support.
- D3.1 Describe patterns of population settlement in Canada (e.g., linear, scattered, clustered), and assess the importance of various factors in determining population size, distribution, and density.

Grade Ten

Heritage and Citizenship: Canada Since World War One

Students will learn what items a regular soldier had to carry on campaign in WWI & WWII by examining artifacts from real soldiers. They will also learn about how the war affected the families back home and how the roles of women changed during wartime. Students will get to read real letters from WW1 & WW2.

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

- B1.3 Describe some key economic trends and developments in Canada during this period.
- B3.3 Describe some significant developments in the rights and lives of women in Canada including First Nations Métis, and Inuit women, during this period.
- C1.1 Describe some key social changes in Canada during this period.
- C3.2 Analyse how Canada and people in Canada, including First Nations, Métis, and/or Inuit individuals and communities, responded or were connected to some major international events and/or developments that occurred during this period.

Grade Eleven

Origins and Citizenship: The History of a Canadian Ethnic Group

Students will learn about the types of industry in the city over the centuries and how they attracted new settlers. They will learn of the different ethnic groups that have helped to shape our city and their experiences over the years. Students will get a chance to analyze and interpret archival material to provide further context.

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

- D1.2 explain the impact of various economic factors on decisions relating to the initial settlement of some ethnic groups in Canada, including, where applicable, the selected ethnic group

- D3.2 describe various ways in which ethnic groups have contributed to culture and identity in Canada
- E2.3 analyse changes over time in social attitudes towards ethnic groups and cultural diversity, and explain the impact of these changes on relations between these groups and the broader society, with reference, where applicable, to the selected ethnic group
- E3.2 analyse intergenerational challenges experienced by families in ethnic communities in Canada

Grade Eleven

World History Since 1900: Global and Regional Interactions

Examining artifacts, video, and photographs students will look at how the Industrial Age came to the city and brought new enterprises and healthcare. They will learn how the 1960s brought about a new interconnected period with the construction of the International Bridge and the northern TransCanada highway.

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

- B1.2 identify some key developments in science and/or technology during this period, and analyse their impact on people's lives
- B1.3 describe the main characteristics of economies in two or more regions of the world during this period and analyse their impact on people's lives
- C1.3 identify some key economic changes during this period, and analyse their impact on people's lives in two or more regions of the world
- D1.4 describe some key political developments and/or government policies in two or more regions of the world during this period, and assess their impact on people's lives

Grade Twelve

Canada: History, Identity, and Culture

Students will learn about early life in the area and how it varied among peoples. They will also look at conflicts such as the War of 1812, the Chicora Incident, Residential schools and the Francophone crisis. Students can examine a model and piece of a plate from the Chicora, tour through our Skylight Gallery which features artifacts and archival material on the development of Sault Ste. Marie starting with the Indigenous who occupied this land since time immemorial to the settlement of Europeans.

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

- B1.2 compare various aspects of life among people of European origin living in Canada prior to 1774 and analyse how these people responded to the challenges of life in Canada.
- C2.3 describe some of the main sectarian and regional divisions in colonial Canada as well as significant conflicts involving Canadians during this period and analyse how they affected the development of Canada, including the development of identity in Canada
- D2.2 explain the main causes of key conflicts between groups in Canada during this period and assess how these events contributed to the development of Canada
- E3.3 analyse how various francophone communities in Canada, including those outside of Quebec, have acted to preserve their political and cultural identity

Grade Twelve

Adventures in World History

Students will learn about European settlement in the area and how the city changed. They will look at the fur trade and then the steel trade and industry. They will learn about the Fenian Raids and how the Francophone situation in Quebec found its way to Sault Ste. Marie. Students will examine our Francophone archives and tour our Skylight Gallery examining the various artifacts and archival material documenting these changes.

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

- C2.2 analyse some of the political, economic, and/or social consequences of European voyages of exploration and imperial expansion during this period
- C2.3 describe some significant conflicts, both within and between countries, during this period, and analyse their impact
- C3.1 explain the significance of some key aspects of the development of trade during this period
- C3.2 describe the work of different people in selected societies, and explain how they contributed to those societies
- D1.3 describe some social movements that developed during this period, and analyse their impact
- D4.3 describe some significant developments in popular culture during this period and analyse similarities and differences in popular culture between this period and earlier times