

# HEARTH & HOME

## IN-CLASSROOM PROGRAM



### Grade 3 Programming

Available in April, May & June

In this 90-minute program, students will participate in interactive learning stations as they explore the history of Indigenous Peoples & Early Settlers in Dufferin County.

#### MUSEUM STAFF COME TO YOU!

We bring hands-on, interactive activities and crafts into the classroom.

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

#### FEES

\$7.00 per student (no HST)

\*Mileage Rates Apply

\*Schools in Dufferin County are exempt from mileage rates!



**TO BOOK: [education@dufferinmuseum.com](mailto:education@dufferinmuseum.com)**

The Museum of Dufferin is owned and operated by the County of Dufferin.  
To find out more about the MoD visit: [www.dufferinmuseum.com](http://www.dufferinmuseum.com)

# HEARTH & HOME

## Teacher's Guide



MUSEUM OF  
DUFFERIN

Available in April, May & June

### OVERVIEW:

In this 90-minute program, students will participate in interactive learning stations as they explore the history of Early Settlers & Indigenous Peoples in Dufferin County.

Students 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:

#### **Clay Workshop**

Students will learn the history of the First Nations, The Haudenosaunee 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):

### **The Three Sisters**

Learn the story of the Three Sisters (Corn, Beans and Squash) and how it was used by the Haudenosaunee. Students will learn how the Three Sisters farming technique helped the Haudenosaunee 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.

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## 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.

## 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.