ONLINE AND IN–PERSON MUSEUM PROGRAMS!
ALIGNED WITH ONTARIO'S ELEMENTARY SCHOOL CURRICULUM!

Visit us IN–PERSON or bring The County Museums to you using video chat technology! Interact LIVE with a Museum Curator as you are guided through a Virtual or In–Person Learning experience that highlight parts of our collections through conversations and object analysis.

Follow up your online visit with a selection of activities and crafts, linked to the online program you have chosen (delivered digitally).

$5 per student
Please book at least 2-weeks in advance.

For programs at Macaulay Heritage Park, contact Jessica at 613-476-2148 ext. 2524

For programs at Ameliasburgh Heritage Village, contact Janice at 613-476-2148 ext. 2522
MEET YOUR MUSEUM!

What is the purpose of a museum? What role does it serve in our community? What is the job of a Curator? How should one behave when they visit a museum? What will you see there?

Story time with the Curator
A special tour of one of our museum rooms - Let's explore the displays!

Q & A with the students.
Design your own museum exhibit
"The Museum of Us" - Pick one of your favourite "artifacts" from your classroom and complete the observation sheet like a Curator!
Colouring Sheet:

CURRICULUM CONNECTIONS:

*Heritage & Identity:*
  Our Changing Roles & Responsibilities
*People and Environments:*
  The Local Community

- What is the purpose of a museum? What role does it serve in our community?
- What is the job of a Curator?
- How should one behave when they visit a museum? What will you see there?

IN-PERSON OR ONLINE (30 minutes)
- Story time with the Curator
- A special tour of one of our museum rooms - Let's explore the displays!
- Q & A with the students.

YOUR ACTIVITIES
- Design your own museum exhibit
  (Log Cabin) Cut & Paste Activity.
- "The Museum of Us" - Pick one of your favourite "artifacts" from your classroom and complete the observation sheet like a Curator!
- Colouring Sheet:
  *Prince Edward County Map & Namesakes*
EVERYDAY LIFE: 1780–1850

CURRICULUM CONNECTIONS:

Focus on Continuity and Change: Perspective
Understanding Context: Life in Colonial Canadian Communities

- What factors encouraged settlement here and how did our environment change as a result?
- Which First Nations were here, before and during Loyalist Settlement?
- Did enslaved people live here?
- What are the similarities and differences between life during this period and life today: housing, clothing, shelter, food, work, recreation, transportation, etc.?

IN-PERSON OR ONLINE (45 minutes)
- Introduction to our Indigenous History Exhibit at Macaulay Heritage Park
- Compare the rooms of Macaulay House with your own home - with Q&A!
  (Can be modified for Ameliasburgh Heritage Village)

YOUR ACTIVITIES
- Make a homemade 19th century toy / amusement - The Thaumatrope
- Based on your online museum tour, use the worksheet to make a list of Pros & Cons of life then and now. Word Search & Memory Game.
- Prince Edward County Colouring Sheet: Our Colonial Roots - links to the British Crown.
What natural attributes of Prince Edward County would have made it a good spot for encampments or settlements? What attributes might have been challenging?

Which First Nations were here, prior to the 1500s? Focus on the Haudenosaunee (and the dawn of the Five Nations Confederacy), the Wendat, the St. Lawrence Iroquoians.

Describe significant aspects of daily life in Haudenosaunee society: food, housing, clothing, education, recreation, spiritual life, family life, transportation, and ceremonies.

**CURRICULUM CONNECTIONS:**

*Understanding Context:*
  *Characteristics of Early Societies*

- What natural attributes of Prince Edward County would have made it a good spot for encampments or settlements? What attributes might have been challenging?
- Which First Nations were here, prior to the 1500s? Focus on the Haudenosaunee (and the dawn of the Five Nations Confederacy), the Wendat, the St. Lawrence Iroquoians.
- Describe significant aspects of daily life in Haudenosaunee society: food, housing, clothing, education, recreation, spiritual life, family life, transportation, and ceremonies.

**IN-PERSON OR ONLINE** (45 Minutes)

- Introduction to our Indigenous History Exhibit at Macaulay Heritage Park; highlight artifacts from our collection that speak to early societies here - with Q&A.

**YOUR ACTIVITIES**

- Based on your online museum visit, use the worksheet to make a list of comparisons between early Haudenosaunee society and another early society you have been studying.
INDIGENOUS & EUROPEAN INTERACTIONS

CURRICULUM CONNECTIONS:

Heritage and Identity: Interactions of Indigenous Peoples and Europeans Prior to 1713

- Who were the Indigenous Peoples of this area prior to 1713? Who are the Haudenosaunee?
- Why was Samuel de Champlain exploring this area in 1615? What motivated European explorers and missionaries to come to this region?
- What was the Kente Mission on Consecon Lake? Who did it serve?

IN-PERSON OR ONLINE (45 Minutes)
- Introduction to our Indigenous History Exhibit at Macaulay Heritage Park, highlighting some important artifacts - with Q&A.

YOUR ACTIVITIES
- Word Search & Activity Sheets.
EARLY MIGRATION TO THE COUNTY

CURRICULUM CONNECTIONS:

Understanding Context:
The Development of Communities in Canada
New France & British North America 1713-1800
Understanding Historical Context: Events & Their Consequences

- When did this region transition from being a part of New France to being part of British North America?
- Who were the Indigenous Peoples of this area during 1700-1800? Who are the Mississauga? Who are the Haudenosaunee?
- How did the American Revolution influence migration to this region? Which cultural groups were part of this migration? How did our community’s geography influence settlement?
- Focus on displacement of diverse groups and their interactions: Indigenous Peoples, United Empire Loyalists, Quakers/Society of Friends, Hessian (German) Soldiers, Enslaved Peoples.

IN-PERSON OR ONLINE (45 Minutes)

- Introduction to artifacts from our collection, highlighting some stories of displaced peoples--with Q&A.
- Memory Game, using the presented artifacts.

YOUR ACTIVITIES

- Make a homemade compass using the instructions provided.
- 1784 Marysburgh Map Activity.
- Word Search & Work Sheets.
THE COUNTY'S HOMEGROWN ECONOMY

CURRICULUM CONNECTIONS:

*Understanding Geographic Context*: demonstrate an understanding of significant patterns in, and factors affecting, economic development and quality of life in different regions of the world

- What natural resources were key to The County’s early development?
- Agriculture in Prince Edward County, past and present; understanding agriculture as a Traditional Economy and an example of a Primary Sector.
- Understanding the rise and fall of *The Barley Days* in Prince Edward County.
- How has the practice of agriculture changed in Prince Edward County from the turn of the 20th Century to today? i.e. Barter and Trade to Agri-tourism.

IN-PERSON OR ONLINE (45 Minutes)

- Visit Ameliasburgh Heritage Village to see how agriculture thrived in Prince Edward County, 1895-1905 (choose your preferred buildings in advance!)

YOUR ACTIVITIES

- Activity Sheet: A Timeline of Prince Edward County’s Agricultural Economy (Traditional Economy / Primary) Sector
- Create a Diorama representing an aspect of Agriculture in PEC, past or present.