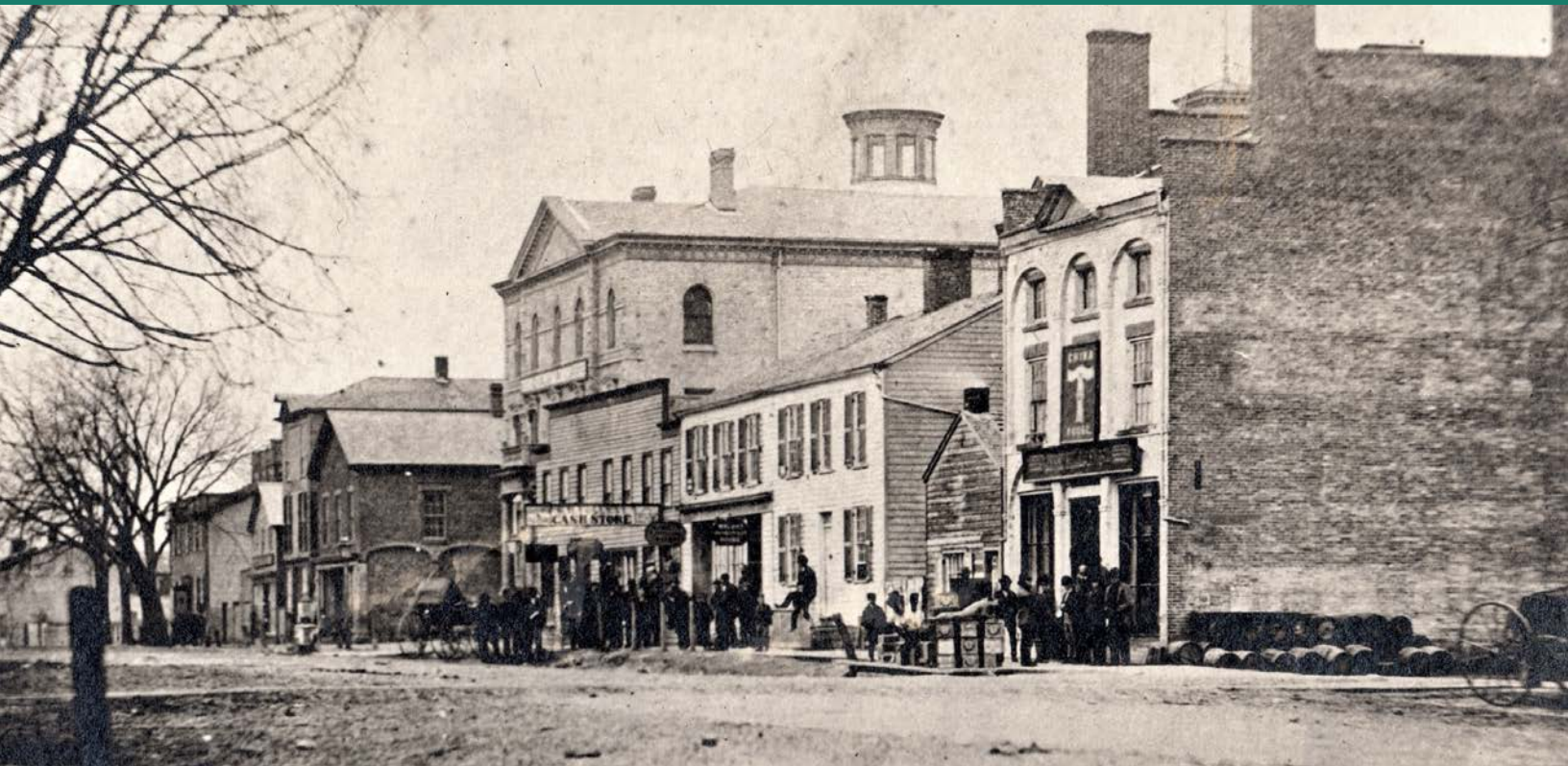




Educational Programming

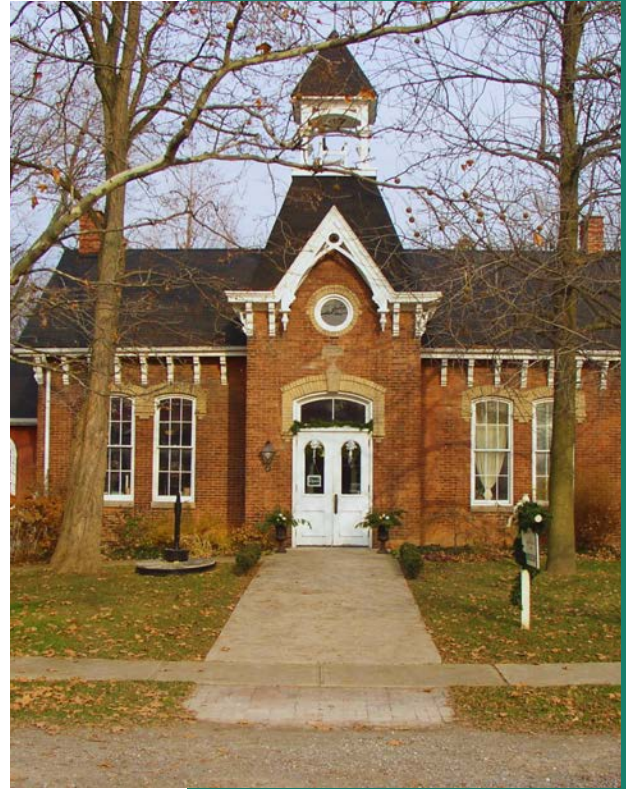
at the Niagara-on-the-Lake Museum

2022-2024



About the Niagara-on-the-Lake Museum

Our organization, est. in 1895, is home to one of the finest collections of early Canadian artefacts and archives. We have continued to ensure that Niagara's rich heritage is not forgotten, that the events that occurred in the past are still relevant today, and that future generations will be able to understand those who came before us.



The Museum strives to be a vital part of our community by interpreting the history of Niagara-on-the-Lake and by providing opportunities for learning and participation through meaningful exhibits and programs.

These educational programs have been designed to fit the curriculum and will give your students an opportunity to get hands-on with history. They will allow students to connect to the past in a new way, while also making history relevant, comprehensible, and interesting.

In-Class Programs

Why not bring the NOTL Museum to you by bringing one of our experienced educators to your classroom!

These programs are designed to fit the curriculum and will give your students an opportunity to get hands-on with history.

These constructive and active programs will allow students to connect to the past, while also making learning fun!

Online Resources

Interested in using primary sources in your classroom, but you don't know where to start? Our website provides online resources and primary source material from our extensive collection. Visit the research section on our website for more information.

Tiny Museum

This pint-sized version of the actual Museum is used to curate portable exhibits for educational and outreach projects throughout the Niagara Region. Designed to cleverly present exhibits in enclosed, but easily viewable display cases, the Tiny Museum is used with our program **Classroom Curator**, which sees students curate their own exhibitions in this mobile museum.



Women salvaging scrap metal during the Second World War

Booking Information

To book in-class programs please email contact@nhsm.ca detailing the program you wish to book, school, date of visit, and grade. A member of our team will get back to you. **Please note: Your visit is not confirmed until you have received your booking confirmation.** If for any reason you need to cancel or rebook your program, please inform staff at least one week in advance.

Timing

Elementary: 75- 100 Minutes.

Secondary: 60-75 Minutes.

Please let us know upon booking if your school is an MSIP school.

Start and end times can be arranged to suit you. Our normal business hours for programs are 8:30am- 5:00pm.

Cost

In class Programs: \$5/students

Tiny Museum Program: Please inquire about the fee structure.

Grade and Curriculum Connections

All of our educational programs have been designed using the Ontario Curriculum. Please see each program for specific details.

Differentiation

Our programs will be differentiated based on grade level. Different primary sources will be used to suit the abilities and appropriate content of each grade. Resources that are written in cursive writing and those difficult to read will be transcribed for clarity. The program uses multiple teaching tools and styles to attempt to appeal to all learners.

Delivery

These programs aim to foster a creative learning environment for students through hands-on and minds-on activities in which they feel free to make predictions, ask questions, and participate without judgement.

By facilitating constructive collaboration with their peers and respect for one another's contributions, we encourage students to make connections with the past to develop historical thinking while making learning fun.



Programs Offered

At a glance

People of Niagara

In-Class Program
Grades 3-12

This program is designed to tell the story of Niagara's various residents. Students will handle primary sources and use observation and historical thinking strategies, learn about past and present residents of Niagara-on-the-Lake.

Voices of Freedom

In-Class Program
Grades 3-8

In this program, students will piece together the stories and events of Black Canadians in our Town's early history. Students will handle primary sources and use observation and historical thinking strategies to piece together an accurate portrait of the past Black community in Niagara-on-the-Lake.

Classroom Curators

Tiny Museum Program
Grades 3-12

Collaborating with your class our education staff will work with you and your students to help you design an exhibition that will be displayed at your school, in a one-day installation, in our mobile museum known as the Tiny Museum.

Museums 101

In-Class Program
Grades 2-12

This program goes in-depth into what is an artefact and why and how museums tell stories. Students will participate in a hands-on activity that will teach them about tangible vs. intangible histories, and why historical significance is important to museums.

The War of 1812 in Niagara

In-Class Program
Social Studies, Grade 7

This program has been designed to investigate four groups that were involved in the war of 1812 in Niagara-on-the-Lake; Indigenous Peoples, Black men, Militiamen, and Civilians/Women. Students will participate in a hands-on activity and explore historical materials to determine their motivations for joining/involvement, and outcomes from their experience.

People of Niagara

In-Class Program Grades 3-12

The groups that have lived in Niagara each had their own unique perspective, motives, and influence on the history of the NOTL community. Students will use social studies/history inquiry process to critically inspect primary sources to piece together an accurate portrait of the groups who have called Niagara home – whether permanently or temporarily. This program is designed to tell the story of Niagara’s various residents in our history through hands-on activities and the exploration of historical materials.

Program Outline

Niagara-on-the-Lake (NOTL) has been home to diverse populations over the last 10,000 years. From the Indigenous populations that have been here for millennia, to Syrian refugees who came in the mid-2010s, each community has added to our Region in positive ways. The in-class program looks at six main groups: Indigenous, Loyalist, Black, British Home Children, Mennonite, and Polish.

Museum objects come in all shapes and sizes and can tell us a great deal about the communities from which they come. Using various objects from our hands-on collection, your students will use observation and historical thinking strategies to piece together the lives of past and present residents of NOTL.

Grade and Curriculum Connections

GRADE 3 SOCIAL STUDIES

A. Heritage and Community: Communities in Canada, 1780–1850

GRADE 5 SOCIAL STUDIES

A. Heritage and Identity: First Nations and Europeans in New France and Early Canada

GRADE 6 SOCIAL STUDIES

A. Heritage and Community: Communities in Canada, Past and Present

GRADE 7 HISTORY

A. New France and British North America, 1713–1800
B. Canada, 1800–1850: Conflict and Challenges

GRADE 8 HISTORY

A. Creating Canada, 1850–1890

9-12 HISTORY & GEOGRAPHY



Colonel John Butler

People of Niagara

Continued

Learning Outcomes

Students will gain a deeper understanding of the different communities that have historically and presently exist within Niagara-on-the-Lake and by extension the Niagara Region.

THROUGH THIS PROGRAM, STUDENTS WILL:

- Investigate primary sources and artefacts to discover facts and make inferences.
- Have an opportunity to evaluate the relationship between materials and their relation to different local populations.
- Understand the impact that these groups have had in Niagara whether they are permanent or temporary residents.
- Develop inquiry skills that will benefit them in a cross-curricular way.



Pre-Visit Activities

To get students thinking about what they will learn during their Museum program,

- Have students map out where their family roots are: are they Indigenous and have always lived in Niagara? Have they moved from another town? Province/territory? Country? How many generations can they trace in Niagara? Do they know why their family moved? If they don't know, they can ask their parents/guardians/grandparents and come back to class the next day. This will also introduce them to the value of oral/family history.

Post-Visit Activities

To help reinforce the lessons your students have learned during their Museum program, you may want to consider some of these follow-up activities:

- Have students consider what artifact they would want to be preserved in a museum that is important to them/their family/their heritage? What might this artifact tell visitors in 100 years about their lives in Niagara?



Voices of Freedom

In-Class Program Grades 3-8

Niagara-on-the-Lake (NOTL) is one of the few Towns in Ontario that has had Black residents since its founding and since the beginning of the province. This program is designed to tell the story of Black Canadians in our early history through hands-on activities and the exploration of historical materials. This program will highlight five perspectives of NOTL's early Black residents from the 18th into the 20th century. We will examine the voices of 1) Those who were enslaved, 2) Black Loyalists, 3) The deep-rooted Black Community, 4) Black Women, and 5) Freedom seekers who sought out NOTL after the 1793 anti-slavery legislation. Each group had their own unique perspectives, experiences, and influences on the history of the NOTL community. Students will handle primary sources and use observation and historical thinking strategies, to piece together an accurate portrait of the past Black community in Niagara-on-the-Lake.

Program Outline

After a group introduction and a brief presentation on Black History in NOTL, students will be divided into small groups and participate in a carousel activity using Biography Boxes. Students will use their investigative skills to examine documents, artefacts, and other source material in the Biography Boxes. Students will then piece together the stories of individuals and events from within the sources, documenting their ideas and findings on worksheets provided. Once the students have rotated and examined each Biography Box, the class will come back together to present their findings and have a group conclusion

Grade and Curriculum Connections

This educational program has been designed using the Ontario Curriculum for the following Grades and Strands:

GRADE 3 SOCIAL STUDIES

A. Communities in Canada, 1780–1850

GRADE 6 SOCIAL STUDIES

A. Communities in Canada, Past and Present

GRADE 7 HISTORY

A. New France and British North America, 1713–1800

B. Canada, 1800–1850: Conflict and Challenges

GRADE 8 HISTORY

A. Creating Canada, 1850–1890

GRADE 12 CANADA: HISTORY, IDENTITY AND CULTURE

C. Canada 1774-1867

Learning Outcomes

Students will gain a deeper understanding of NOTL's Black History through material culture and primary sources. They will explore various historical perspectives by examining evidence and making inferences.

Students will:

- Investigate primary sources to discover facts and make inferences
- Identify artefacts and how they relate to and tell the story of local residents or events.
- Discuss the relationships between the various groups of NOTL's Black residents

Voices of Freedom

Continued

Pre-Visit Activities

To ensure that your students get the most out of our program consider reviewing the following topics and questions before our visit:

- What is chattel Slavery? Why did we have chattel Slavery in Canada?
- What is Racism?
- Who were the Black Loyalists?
- The Act to Limit Slavery of 1793.
- Explore maps of the Niagara Region from the late 18th to the 20th century
- Gr. 7-12 Explore the War of 1812
- Gr. 7-12 Explore the Fugitive Slave Act of 1850
- Review the historical inquiry process
- Consider bringing in different types of sources for the students to look at, talk about, and analyze pictures, books, objects from home.
- Consider talking about how one object can tell a story. In Elementary grades, you might do a show and tell activity, in Intermediate and Senior grades consider a picture analysis or a primary source analysis.



Voices of Freedom Park

Post-Visit Activities

To continue the learning and conversation about Black history in NOTL, you may want to consider some of these follow-up activities:

- Organize a field trip to the Voices of Freedom (VOF) Park and/or take the Black History Walking tour with the VOF App. vofpark.org
- If you cannot travel to the park or NOTL, go online to www.baladodiscovery.com to see the images, text, and audio clips from the walking tour
- Take a virtual field trip around the significant Black History sites in NOTL
- Research significant Black Canadians from the Niagara region in the 20th and 21st centuries.
- Create a timeline showing significant events in Black Canadian History.
- Continue the topic of building a story around a source. Have the students build their own Biography Boxes that tell their own stories or the story of another significant Canadian.
- Visit Historica Canada's website for Black History Lesson Plans: blackhistorycanada.ca/teachers.php?id=141
- Learn ways to incorporate Black History into all elements of the Ontario Curriculum by visiting: etfo.ca/SupportingMembers/Resources/Pages/365.aspx

The War of 1812 in Niagara

In-Class Program Grade 7

The War of 1812 lasted from 1812 to 1814 and was a military conflict between the United States and Great Britain. As a colony of Great Britain, Canada was involved in the war and was invaded several times by the Americans. The war was fought in Upper Canada, Lower Canada, on water, and in the United States. Niagara acted as a battleground several times during the war and impacted the lives of residents.

The groups involved in the war each had their own unique perspective of the war, motivations for joining/their involvement, and outcomes from their experience during wartime. Students will use historical inquiry processes to critically inspect primary sources to evaluate four groups that were involved in the war; Indigenous Peoples, Black men, Militiamen, and Civilians/Women.

This program is designed to tell the story of Niagara's various residents in our history through hands-on activities and the exploration of historical materials. Students are encouraged to ask questions, take risks, and work as a team, while developing their critical thinking skills. This constructive and active program will allow students to connect to the past in a new way while making learning fun!



Program Outline

This program offers students diverse perspectives of the War covering both those serving in battle and those who were civilians. This program will explore four groups who experienced the war in different ways – Indigenous, Black, Women/Civilian, and Militia – by using documents that deal with the motivations for joining.

Your students will investigate primary sources (copies) from the Niagara-on-the-Lake Museum's collection and use observation and historical thinking strategies to piece together the lives and experiences of those who lived through the War of 1812.

Grade and Curriculum Connections

This educational program has been designed using the Ontario Curriculum for the following Grade and Strand:

GRADE 7 HISTORY

B. Canada, 1800–1850: Conflict and Challenges

The War of 1812 in Niagara

Continued

Learning Outcomes

Students will gain a deeper understanding of the different experiences of people during the War of 1812, whether directly involved in the conflict or who lived as civilians during the conflict.

THROUGH THIS PROGRAM,
STUDENTS WILL:

- Investigate primary sources to discover facts and make inferences.
- Have an opportunity to evaluate the relationship between materials and their relation to different local groups of people who lived through the War of 1812.
- Understand the motivations and outcomes of different groups' involvement in the War of 1812.
- Develop inquiry skills that will benefit them in a cross-curricular way.



"Death of Brock"

Pre-Visit Activities

To get students thinking about what they will learn during their program,

- it would be useful to have already covered the War of 1812 before the visit so students have some background knowledge of the war – this doesn't need to be in-depth, but having students have a basic understanding will help them take more out of the program. This program is designed to deepen their understandings of different experiences during the war to help them understand that there was no universal way to experience this.
- In literacy or history, have students consider different perspectives on the same event. This could look like them rewriting an excerpt of a book you're reading in class, or having them consider perspectives in history class. This can help to introduce them to the concept that there isn't a "universal" experience

Post-Visit Activities

To help reinforce the lessons your students have learned during this program, you may want to consider some of these follow-up activities:

- Have students reflect on the visit – was there anything that surprised them? Any other questions that they have?
- Have students write a letter from the perspective of one of the groups of people covered in the program based on what they learned.

Museums 101

In-Class Program Grades 2-8

Without stories, a museum is just a place filled with "old stuff". It's the stories and significance behind the objects that bring everything together. In this program, students will be able to use their creativity to give antiques their stories.

Students are encouraged to experience history by asking questions, taking risks, and working as a team, while developing their critical thinking skills. This constructive and active program will allow students to connect to the past in a new way while making learning exciting!

Program Outline

This program goes in-depth into how museums tell stories by having students handle antiques and create stories that determine their item's significance.

Museum objects come in all shapes and sizes and can tell us a great deal about the communities from which they come. Using various objects, your students will handle items from the Niagara-on-the-Lake Museum's learning collection and use observation and historical thinking strategies to piece together the lives of past and present residents of NOTL.



Grade and Curriculum Connections

This educational program has been designed using the Ontario Curriculum for the following Grades and Strands:

GRADE 2 SOCIAL STUDIES

A. Heritage and Community: Changing Family and Community Traditions

GRADE 3 SOCIAL STUDIES

A. Heritage and Community: Communities in Canada, 1780–1850

GRADE 5 SOCIAL STUDIES

A. Heritage and Identity: First Nations and Europeans in New France and Early Canada

GRADE 6 SOCIAL STUDIES

A. Heritage and Community: Communities in Canada, Past and Present

GRADE 7 HISTORY

A. New France and British North America, 1713–1800
B. Canada, 1800–1850: Conflict and Challenges

GRADE 8 HISTORY

A. Creating Canada, 1850–1890



Museums 101

Continued

Learning Outcomes

Students will gain a deeper understanding of the different communities that exist within their region from history and today.

THROUGH THIS PROGRAM, STUDENTS WILL:

- Investigate primary sources and artefacts to discover facts and make inferences.
- Have an opportunity to evaluate the relationship between materials and significance
- Use their creativity to give stories to artefacts.
- Develop inquiry skills that will benefit them in a cross-curricular way.

Pre-Visit Activities

To get students thinking about what they will learn during their Museum program,

- Have them consider museums that they visited in the past. What do they think of when they think of museums? What did they see at the museum? What did they learn? Do they remember any stories that they read/heard at a museum?

Post-Visit Activities

To help reinforce the lessons your students have learned during their program, you may want to consider some of these follow-up activities:

- Have students consider what artefact they would want to be preserved in a museum that is important to them/their family/their heritage? What might this artifact tell visitors in 100 years about their lives? What significance does it hold and how would a museum explain the significance to visitors?
- It is possible to curate your own class exhibition either independently or through our *Classroom Curators program*.



Museums 101

In-Class Program Grades 10-12

With the high school history curriculum focussing on historical inquiry and skill development, this program seeks to hone students' historical inquiry skills by having them work with artefacts to determine their significance.

Program Outline

The program will incorporate two phases:
1) A presentation about museums; and
2) A program has students handle antiques and create stories to determine their significance.

Museum objects come in all shapes and sizes and can tell us a great deal about the communities from which they come. Using various objects, your students will explore primary sources from the Niagara-on-the-Lake learning collection and use observation and historical thinking strategies to piece together the lives of past and present residents of NOTL.

Grade and Curriculum Connections

This educational program has been designed using the Ontario High School History Curriculum for **Strand A**.

Learning Outcomes

Students will gain a deeper understanding of the ways in which
THROUGH THIS PROGRAM, STUDENTS WILL:

- Investigate primary sources and artefacts to discover facts and make inferences.
- Have an opportunity to evaluate the relationship between materials and significance
- Use their creativity to give stories to artefacts.
- Develop inquiry skills that will benefit them in a cross-curricular way.



Classroom Curators

Tiny Museum Program Grades 3-12

Collaborating with local schools, the NOTL Museum will work with teachers and students to help you design an exhibition that will be displayed at your school, in a one-day installation, in our mobile museum known as the Tiny Museum.

Students will be able to ask important questions and determine what a curator needs to consider when preparing an exhibition. Students will then research, write text, select artefacts from the Museum's teaching collection (or they can bring in their own objects), and write exhibit text.

The curriculum connections are rich, with cross-curricular opportunities for English, art, and even math.

Program Outline

This program is designed to guide students through the exhibit development and writing process to provide them with a unique learning opportunity.

Working as a class, students will be in charge of developing a concept, writing and designing panels, and installing their exhibit.

The program will be broken into two phases:
1) Planning Phase – over several weeks/classes, students will meet with museum staff who will help them plan and develop their exhibit.

2) Tiny Museum Installation & Display– Using their exhibition plan, students will install their exhibit in the Tiny Museum, which can remain at the school for the duration of the day.

The school community and parents can have a chance to see their completed exhibition.

Grade and Curriculum Connections

This educational program has been designed using the Ontario Curriculum for the following Grades and Strands:

GRADE 3 SOCIAL STUDIES

A. Heritage and Community: Communities in Canada, 1780–1850

GRADE 5 SOCIAL STUDIES

A. Heritage and Identity: First Nations and Europeans in New France and Early Canada

GRADE 6 SOCIAL STUDIES

A. Heritage and Community: Communities in Canada, Past and Present

GRADE 7 HISTORY

A. New France and British North America, 1713–1800
B. Canada, 1800–1850: Conflict and Challenges

GRADE 8 HISTORY

A. Creating Canada, 1850–1890
B. Canada, 1890–1914: A Changing Society

GRADE 10/11/12 HISTORY

A. Historical Inquiry & Skill Development

Classroom Curators

Continued

Learning Outcomes

Students will gain a deeper understanding of how museums tell stories through exhibitions.

THROUGH THIS PROGRAM, STUDENTS WILL:

- Gain practical skills that will complement learning strategies (responsibility, initiative, collaboration, and more).
- Investigate primary and secondary sources to discover facts and make inferences.
- Have an opportunity to evaluate the relationship between materials and significance
- Develop a museum exhibition from start to finish with guidance from a museum professional.
- Develop inquiry skills that will benefit them in a cross-curricular way.



Exhibition developed in the Tiny Museum by Brock University Students



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