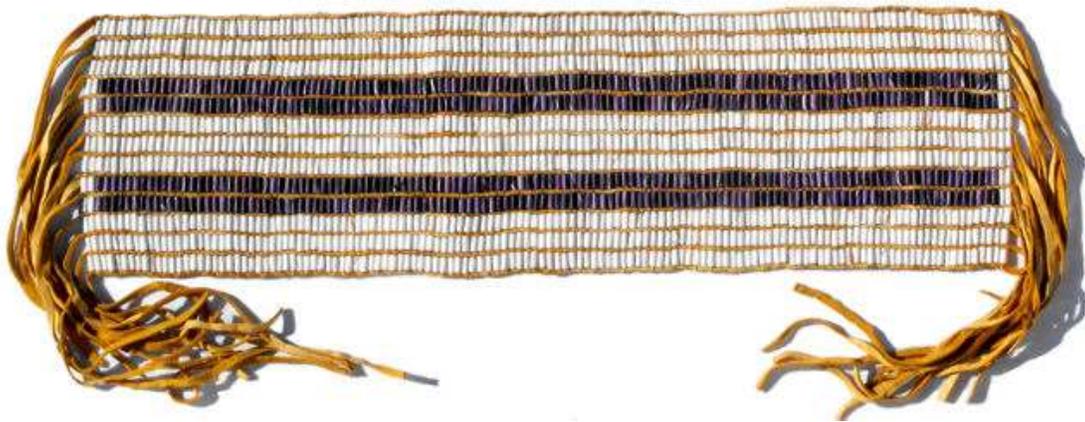


# When Two Paths Meet

Indigenous and Settler Relations in Early Ontario

## Guide for Teachers



## Westfield Heritage Village

This guide provides an overview of the “When Two Paths Meet” program as well as information that you will need to make the most of your visit to Westfield.

## Program Overview

We are delighted that you and your class will be joining us for our ***When Two Paths Meet: Indigenous and Settler Relations in Early Ontario*** program. Westfield is a special place where students have the opportunity to learn about the past in an immersive, multi-sensory environment that makes history come alive. We strive to provide engaging and informative educational opportunities that allow students to learn about our past through active, hands-on experiences.

Westfield's educational programs are developed in accordance with the learning objectives outlined in the Ontario Curriculum, with the goal of being a valuable complement to the work that you do in the classroom. We are committing to offering a unique learning environment where students can explore, imagine and discover.

## Program Objectives

This program focuses on helping participants gain an understanding of the historical relationships between the many First Nations that lived across Turtle Island and the European settlers who arrived and created the country of Canada. It considers both immediate and long term impacts on both individuals and communities. Utilizing Westfield's beautiful location, unique collection of period buildings and rich artifact collection, our knowledgeable and welcoming costumed interpreters will guide your students through four stations. These stations all have a hands-on component and opportunities for discussion.

The primary objectives of this program are to:

- Consider the coming together of Indigenous and European settler cultures and the impacts that were the result.
- Explore how families depend on extended communities for health, prosperity, comfort, education and the continuation of important cultural traditions.
- Discuss the importance of land and water through a consideration of treaty negotiations, settlement patterns and reserve creation.
- Help students understand the differences between traditional Indigenous and European approaches to education and the short and long term impacts of the Residential School system.
- Discuss the role of mutual respect in communities, the intent of the two-row wampum in nation to nation relationships and how we can work together as both individuals and as a society to find a path forward toward reconciliation.

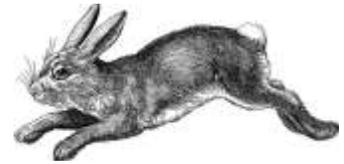


## Program Structure

### Learning from the Past: Reflections on the Residential School System

#### Location: Cathcart School

Students will learn about the history and legacy of the Residential School system. They will discuss the differences between traditional Indigenous education and Residential Schools. They will consider how the Residential Schools, established and operated by government and churches, severely impacted Indigenous children and families for generations. Students will participate in an activity that demonstrates the challenges faced by Indigenous children in a Residential School.



### Home and Health: The Importance of Communities

#### Location: Hill Home

Students will consider the importance of community for health, prosperity, comfort, education and the continuity of important cultural traditions. They will visit the former home of the Hills, a Mohawk family from Brantford, to learn about the implications of the transition from the traditional longhouse to log cabins in the nineteenth century. They will explore the Hill garden to learn about medicinal plants and their uses. An engaging hands-on activity will demonstrate how Indigenous families and their extended communities were affected by disease, changes in home life and other societal changes brought about by European settlement.

### Our Home on Native Land: Treaties and the Reserve System

#### Location: D'Aubigny Inn

Treaties negotiated between Indigenous Nations and the Crown were made to safeguard languages, cultures, and how land would be shared. Through an engaging hands on activity, students will learn about the changing boundaries within Turtle Island. Students will consider the different perspectives of both Indigenous and European settler communities in treaty making and be given an opportunity to consider contemporary issues surrounding treaty obligations.

### Honouring the Truth, Reconciling the Future

#### Location: Hardware Store

Students will discuss the importance of respect in communities past, present and future. Through a lively activity and discussion circle, they will learn about the significance and intent of the two-row wampum in defining the relationship between Indigenous and European settler communities. Students will discuss what steps we can take to learn more about both historical and contemporary issues and work together to create a positive future marked by respect and equal opportunity.

## Some important details

### Confirmation Form

You will be send a confirmation form by email. Please check it carefully and notify us as soon as possible if the information is incorrect, or if you need to make any changes. Westfield has a three week cancellation policy.

### Payment

We will send an invoice following your visit. If you prefer to pay on the day of your visit, please make cheque payable to "Hamilton Conservation Authority."

### Arrival Time

Program times are 10:00-11:30 am. or 12:30–2:00 pm. Please plan to arrive a minimum of 15 minutes in advance so that we can begin the program on time. When your group arrives you will be welcomed by an interpreter and given further directions.

### Late Arrivals

Any groups arriving after the program start time of 10:00 am or 12:30 pm will result in parts of the program being shortened or omitted. We will not be able to extend program times.

### Lunches

Program participants are encouraged to bring nut free, litter-free lunches and refillable drink bottles. Please note that we cannot guarantee that our facilities are nut-free.

### Lunch Space - The Ironwood Hall and Picnic Area

The Ironwood Hall is available as a lunch room at a cost of \$37.29, but needs to be booked in advance. Please note that there are no refrigerators or microwaves available for school use. This area is not locked, so please do not leave valuable items. Washrooms are located in this building and you will also find a pay telephone and water fountain at the side entrance.

Groups are welcome to use our picnic area free of charge and the space does not need to be booked in advance. The picnic area is uncovered. You will have access to washrooms, a pay telephone and water fountain.

### Storing Belongings

In cases where groups have not booked the Ironwood Hall but wish to have lunch in the picnic area, you will be asked to leave your lunches outside of the Hall while in program. Please note that there is some shade in this area but no refrigeration. Please encourage program participants to pack an icepack and/or use thermal lunch bags.

### Dressing for the Weather

Students should dress appropriately for cold, hot or rainy weather. They will be spending the majority of the time outdoors and on gravel roads and in buildings that are heated by methods used during the 19<sup>th</sup> century. During cold weather boots, mitts, hats and heavy coats are strongly encouraged. In warmer weather sun hats, sunscreen, bug spray are all recommended.

### Extreme Weather

All programs continue rain, snow, or shine. During weather extremes however, a greater portion of our programs may be conducted indoors or adapted for the safety of participants and staff.

### Movement between Stations

To make the most of your program, please encourage your group to move as efficiently as possible from station to station. Your interpreters will direct you to each of your stations.

### Supervision

You know your group best, so we will leave it to you to determine how many additional supervisors will be necessary. Please note, however, that due to the small sizes of many of our historic buildings, we recommend you not exceed a ratio of 1:5. You are responsible for supervising your group(s) at all times while on site.

### Special Needs

Westfield is working to make the village fully accessible for all visitors, however all areas are not fully accessible at this time. Please let us know if anyone in your group requires special assistance or accommodation and we will make every effort to provide the best experience possible.

### Costumes

Students and teachers wishing to get into the spirit of the day are welcome to visit in historical costumes. Boys can wear dark dress pants, a white or plaid shirt, suspenders and vest. Girls can wear a dark dress or long dark skirt with cotton blouse and bib-style apron. All can wear straw hats, long black socks and dark leather shoes or boots.

### Gift Shop

The Gift Shop is not normally open during school programming days. If requested in advance arrangements may be made.

## Additional Information for Teachers

Students will be discussing and engaging in activities throughout this program on the topics of residential schools, reserve conditions, communities and health. These topics and themes, both historical and contemporary, may present emotional challenges to some students. You may wish to explore the following resources to prepare your students for their visit and introduce them to the themes explored in this program. Many of these resources will also help you to continue learning and discussion following your visit.

- Many school boards now have Indigenous Liaisons who will provide you with further information on increasing Indigenous viewpoints in your classroom.
- Learn about talking circles and use them as a tool for open discussion in the classroom.
- Explore the guided questions provided in the Ontario Curriculum. (Curriculum connections are provided below.)
- Many excellent children's books have been published on related themes, including:
  - *Shi-shi-etko* by Nicola Campbell
  - *Shin-chi's Canoe* by Nicola Campbell
  - *My Name is Seepeetza* by Shirley Sterling
  - *Fatty Legs* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
  - *A Stranger at Home* by Christy Jordan-Fenton and Margaret Pokiak-Fenton
  - The 7 Generations series: A Plains Cree Saga includes four graphic novels: *Stone*, *Scars*, *Ends/Begins*, and *The Pact*.
  - *Islands of Decolonial Love* by Leanne Simpson – A series of short stories and poems.
  - *Red Wolf* by Jennifer Dance – A boy's experience in residential schools in Anishinaabe territory.

## Talking Circles

The purpose of a talking circle, used as a part of classroom instruction, is to create a safe environment in which students can share their point of view with others. A circle has no beginning or end and everyone is equal. Talking circles are about listening to and respecting the views of others by opening minds and hearts to understand and connect with one another.

- Everyone's contribution is equally important. Silence is also accepted.
- All comments are made in response to the primary question or issue, not the comments another person has made.
- Use a tangible, natural talking object such as a rock, stick, shell or feather. When the talking object is placed in someone's hands; it is that person's turn to share their thoughts, without interruption. The object is then passed to the next person.
- Whoever is holding the object has the right to speak and others have the responsibility to listen in a non-judgmental way.
- Consider the individual needs of the participants and respect differing comfort zones

## Curriculum Connections (Numeric)

Gr. 6 Social Studies // Gr. 7 & 8 History and Geography

### Grade 6:

A1.1, A2.1, A2.3, A2.5, A2.6, A3.1, A3.2, A3.3, A3.4, A3.5, A3.6, A3.7,  
B1.2, B2.3,

### Grade 7:

H: A1.1, A1.2, A1.3, A2.6, A3.2, A3.3, A3.4, A3.5, A3.6,  
H: B1.1, B1.2, B1.3, B2.2, B2.5, B2.6, B3.3, B3.4, B3.5,  
G: A1.2, B3.4,

### Grade 8:

H: A1.1, A1.2, A2.1, A2.4, A2.5, A2.6, A3.2, A3.3, A3.4,  
H: B1.1, B1.2, B1.3, B2.1, B2.2, B2.6, B3.2, B3.3  
G: A1.1, A2.2, A2.6, A3.2, A3.3, A3.5, B1.1,

## Curriculum Connections (Expanded)

Gr. 6 Social Studies // Gr. 7 & 8 History and Geography

### Grade 6 – Social Studies

A – Heritage and Identity: Communities in Canada, past and present.

A1.1 – Explain how various features that characterize a community can contribute to the identity and image of a country and assess the contribution of some of these features to Canada’s image and identity

A1.2 – Evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity.

A2.1 – Formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada.

A2.3 – Analyze and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities in Canada.

A2.5 – Evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada.

A3.1 – Identify the main reasons why different peoples came to Canada.

A3.2 – Describe some key economic, political, cultural, and social aspects of life in settler communities in Canada and identify significant ways in which settlers' places of origin influenced their ways of life in Canada.

A3.3 – Identify various types of communities that have contributed to the development of Canada.

A3.4 – Describe significant events or developments in the history of two or more communities in Canada and how these events affected the communities' development and/or identity

A3.5 – Describe interactions between communities in Canada, including between newcomers and groups that were already in the country.

A3.6 – Identify key differences, including social, cultural, and/or economic differences, between two or more historical and/or contemporary communities in Canada.

A3.7 – Describe significant changes within their own community in Canada.

B – People and environments: Canada's interactions with the global community.

B1.2 – Analyse responses of Canadian governments, non-governmental organizations (NGOs), and individual citizens to an economic, environmental, political, and/or social issue of international significance.

B2.3 – Analyze and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them.

**Grade 7 – History – 1713-1850**

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

A1.1 – Analyse key similarities and differences in social values and aspects of life between present-day Canadians and some different groups and/or communities in Canada between 1713 and 1800.

A1.2 – Analyse some of the main challenges facing individuals and/or groups in Canada between 1713 and 1800 and ways in which people responded to those challenges and assess similarities and differences between some of these challenges and responses and those of present-day Canadians.

A1.3 – Analyse the displacement experienced by various groups who were living in or who came to Canada between 1713 and 1800.

A3.2 – Identify key political and legal changes that affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities.

A3.3 – Identify key social and economic changes that affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities.

A3.4 – Describe some significant aspects of daily life among different groups living in Canada during this period.

A3.5 – Describe significant interactions between various individuals, groups, and institutions in Canada during this period.

A3.6 – Identify some significant individuals and groups in Canada during this time and explain their contribution to Canadian heritage and/or identity.

### B – Canada, 1800 – 1850: Conflict and challenges

B1.1 – Analyse social and political values and significant aspects of life for some different groups in Canada between 1800 and 1850, and assess similarities and differences between these values and aspects of life and those in eighteenth-century Canada.

B1.2 – Analyse some of the challenges facing individuals and/or groups in Canada between 1800 and 1850 and ways in which people responded to those challenges.

B1.3 – Analyse the displacement experienced by various groups who were living in or who came to Canada between 1800 and 1850 and how some of these groups dealt with their displacement.

B2.2 – Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period.

B2.5 – Evaluate evidence and draw conclusions about perspectives of different groups on significant events, developments, or issues that affected Canada and/or Canadians during this period.

B3.3 – Identify key social and economic changes that affected Canada during this period and explain the impact of some of these changes on various individuals, groups, and/or communities.

B3.4 – Describe interactions between different groups and communities in Canada during this period.

B3.5 – Identify some significant individuals and groups in Canada during this period and explain their contribution to Canadian Heritage and/or identity.

### **Grade 7 – Geography – Physical Environments**

A1.2 – Compare and contrast the perspectives of different groups on the challenges and opportunities presented by the natural environment.

B3.4 – Describe the perspectives of different groups regarding the use of the natural environment to meet human needs.

### **Grade 8 – History –1850-1914**

#### A – Creating Canada, 1850 – 1890

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.

A1.2 – Assess the impact that differences in legal status and in the distribution of rights and privileges had on various groups and individuals in Canada between 1850 and 1890.

A2.1 – Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1850 and 1890.

A2.5 – Evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues in Canada during this period.

A3.2 – Identify key political and legal changes that affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities.

A3.3 – Identify key social and economic changes that occurred in and/or affected Canada during this period and explain the impact of some of those changes on various individuals, groups, and/or communities.

A3.4 – Describe significant instances of cooperation and conflict in Canada during this period.

#### B – Canada, 1890 – 1914: A changing society

B1.1 – Analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914.

B1.2 – Analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914.

B1.3 – Analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives and compare these actions to those taken by similar groups today.

B2.1 – Formulate questions to guide investigations into perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians between 1890 and 1914.

B2.2 – Gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources.

B3.2 – Identify key political and legal changes that affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities.

B3.3 – Identify key social and economic changes that affected Canada during this period, and explain the impact of some of these changes on various individuals, groups, and/or communities.

**Grade 8 – Geography – Physical Environments**

A1.1 – Analyse some of the ways in which the physical environment has influenced settlement patterns in different countries and/or regions around the world.

A2.2 – Gather and organize data and information from a variety of sources and using various technologies to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective.

A3.2 – Identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements.

A3.3 – Identify significant land-use issues and describe responses of various groups to these issues.

A3.5 – Describe various ways in which human settlement has affected the environment.

B1.1 – Analyse some interrelationships among factors that can contribute to quality of life.