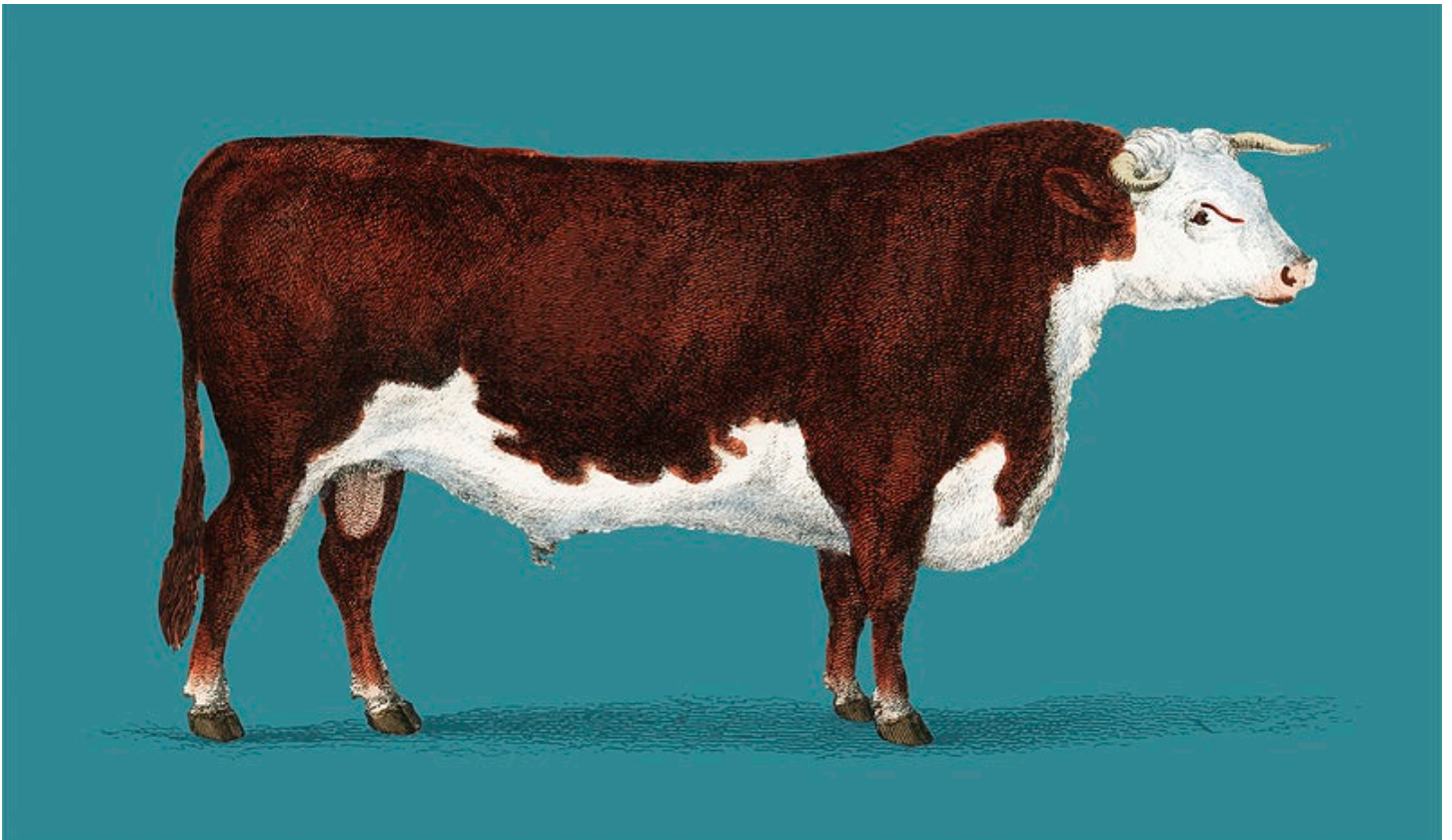


Down on the Farm

A Guide For Teachers



Westfield Heritage Village

Down on the Farm

A Guide for Teachers and Group Leaders



Thank you for your interest in Down on the Farm. This guide provides an overview of the program and includes information to assist you in preparing for your visit to Westfield.

We are committed to partnering with you in providing your students with a unique and rich experience. Westfield strives to provide an informative, accessible, and inclusive learning environment where students can explore, imagine and discover.

Our programs are developed in accordance with the learning objectives outlined in the Ontario Curriculum, with the goal of being a complement to the valuable work that you do in the classroom.

Introduction

The Down on the Farm program focuses on helping students gain an understanding of rural life in the area now known as Southern Ontario in the period 1790-1850.

This program is an opportunity to explore the similarities and differences of various families, groups, and communities living in this period, their ways of living and the impact they had on the world around them.

The program will introduce students to several themes through engaging, active learning experiences centred on the idea that we share universal needs for food, shelter, safety, comfort and belonging.

Learning Objectives

The overarching learning objectives of this program are to:

- **understand** that there were many types of families and communities in what is now known as Southern Ontario in the period 1790-1850, and there were similarities and differences in their daily lives.
- **discover** the different types of challenges experienced by individuals, families, groups and communities in this period and the ways in which they attempted to overcome them.
- **understand** what the immediate and long-term impacts of settlement were for Indigenous Peoples
- **explore** the impacts of human activity on the environment and how various groups and communities understand and utilize the natural world in different ways.
- **clarify** the various roles of family and community members in establishing and maintaining a home in the time of early settlement and how this contributed to their safety, security, comfort and health
- **develop** an understanding of the social, cultural and technological circumstances that impacted individuals and families in this period.

The Program

Wash Up and Scrub Down

Location – Lockhart Cabin, Farmyard and Barn

Key Concepts – Safety and Security, Health and Comfort, Food and the Land

The Lockhart farm, comprised of a log cabin, farmyard, and barn represents a type of property that a settler family may have occupied c.1840. Keeping clean, comfortable and healthy in a small, rough, remote cabin was a challenge faced by many in the period 1780 to 1850. Families had to find ways to overcome these challenges and all members had an important role in this. Working in small teams, they will learn how to care for home and health through fun hands-on activities.



Barns were important to early families because they provided protection and security. They were designed to withstand all types of weather, keep wild animals out and provide practical, safe spaces for animals, equipment and supplies within. Very often, barns were built with the help of a community. Students will participate in hands-on team activities that will allow them to discover the importance of barns to farm families and the work that was involved in creating and maintaining them.

Mud, Floods and Bears

Location: D'Aubigny Inn

Key Concepts: Identifying Challenges and Overcoming Them, Travel, Groups and Communities, Similarities and Differences, Impacts of Local Environment



Individuals and families travelling in the period 1780 to 1850 faced extreme challenges; many caused by the natural environments in which they lived. Early inns served many functions in rural communities. They were a welcome and necessary place of rest and nourishment during a long journey, a meeting place for community meetings and a reliable source of local news, and more. At the D'Aubigny Inn, a c.1818 two-storey log building from Brant County, students will participate in a group activity to identify the risks and challenges of travelling for a journey. They will then work together to create strategies for preventing and overcoming these hazards.

On the Way to School

Location: Cathcart School and School Yard

Key Concepts – Learning, Community, Safety, Security, Health

Students will gain an understanding of life in an early rural school by participating in a series of short lessons and activities based on mid-nineteenth-century classroom routines and subject matter. These activities, taking place within the 1845 Cathcart school and schoolyard, will reflect the daily life of children in that period. They will learn that students could be of different ages, of varying economic and cultural backgrounds and that schools were accessible to many but not all children. It will also be an opportunity for students to discover the similarities and differences between the teaching and learning styles of the mid-nineteenth century and today.



Footprints

Location – Forest Trail, Sugar Shack

Key Concepts – Shelter, Connection, Resources, Human Activity

The focus of Footprints is to demonstrate the direct connection between human activity and natural environments. It explores the ways in which this activity can have both positive and negative effects and how this can differ according to the individuals, groups or communities who encounter that environment. Students will consider the ways in which Indigenous families and communities have engaged with the land and how these teachings have been shared over generations through Traditional Ecological Knowledge. This will be compared and contrasted with European approaches to land use and ownership. Through a series of hands-on activities and guided explorations, students will discover both the short and long-term impacts of humans moving, living and working within natural spaces.



Schedule Options

There are two schedule options available for this program. Please look carefully to see which may suit your needs and we will confirm the availability of that schedule at the time of your booking.

Please note that:

- the arrival and departure times are the same for each schedule
- the total time allotted for nutrition breaks and instruction is the same for each schedule

Balanced Day Schedule Option

| Activity | Start Times |
|--------------------|--------------------|
| Arrival | 10:00 a.m. |
| Nutrition Break #1 | 10:05 - 10:25 a.m. |
| Learning Station 1 | 10:30 a.m. |
| Learning Station 2 | 11:10 a.m. |
| Learning Station 3 | 11:50 a.m. |
| Learning Station 4 | 12:30 p.m. |
| Nutrition Break #2 | 1:15 p.m. |
| Departure | 1:45 p.m. |

Midday Lunch Schedule Option

| Activity | Start Times |
|--------------------|-------------|
| Arrival | 10:00 a.m. |
| Learning Station 1 | 10:15 a.m. |
| Learning Station 2 | 10:55 a.m. |
| Lunch Break | 11:35 a.m. |
| Learning Station 3 | 12:20 p.m. |
| Learning Station 4 | 1:00 p.m. |
| Departure | 1:45 p.m. |

FAQs

What do we do when we arrive?

The arrival time for this program is 10:00 a.m. Your bus will be greeted by a costumed interpreter and given further directions. Please do your best to arrive on time. If you are late, parts of your program may be shortened or omitted, and we wouldn't want your students to miss out.

Is Westfield accessible? A person in my group requires accommodation.

Westfield is working to make the village fully accessible for all. All areas, however, are not fully accessible at this time. It's very important for us that everyone has the best experience possible. Please let us know if anyone in your group requires special assistance or accommodation and we will do our best to provide what is needed.

What if the weather is bad?

Programs will run in rain, snow, or shine. During very bad weather, programs may be modified for the safety of participants and staff. In the case where schools, busing or roads are closed, alternative arrangements will be made.

What should we wear?

You should dress for the weather. You will be spending most of your time outdoors, on gravel roads and in buildings that are unheated or heated by 19th-century methods. During cold weather boots, mitts, hats, and heavy coats are strongly encouraged. In warmer weather sun hats, sunscreen, bug repellants are all recommended.

What should we know about lunches?

Program participants are encouraged to bring nut-free, litter-less lunches and refillable drink bottles. Please note that Westfield cannot guarantee that our facilities are nut-free. You will be instructed upon arrival where lunches can be placed.

Where do we eat?

You are welcome to use our lovely, treed picnic area. There are lots of tables and both sunny and shady choices. (Please note that the area is not sheltered.) The space does not need to be booked in advance. You will have access to the washrooms at the nearby Ironwood Hall as well as a water cooler for participants to refill their own water bottles.

If the weather is not good, the Ironwood Hall is also available. Please note that there is no refrigeration or microwaves available for school use. This area is not locked, so please do not leave valuable items. Washrooms are located in this building as well as a water cooler.

How is payment made?

We will send an invoice following your visit. If you will be paying on the day of your visit, cheques should be payable to "Hamilton Conservation Authority."

How do I contact you regarding school bookings?

School booking inquiries can be made through Westfield's main number at 519-621-8851 or at westfield@conservationhamilton.ca



Curriculum Connections

Grade 3 Social Studies

A. Communities in Canada 1780-1850

- A1.1 Describe some of the similarities and differences of various aspects of everyday life of selected groups living in Canada
- A.1.2 Compare some of the roles and challenges facing people in Canada around the beginning of the nineteenth century to those in the present day.
- A. 2.2 Gather and organize information on major challenges facing different groups and communities and on measures taken to address these challenges.
- A. 2.3 Evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period and measures taken to overcome these challenges.
- A.3.1 Identify various First Nations and some Metis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territories and those who moved or were forced to relocate to new areas in response to European settlement and locate the areas where they lived.
- A.3.2 Identify various settler communities in Canada during this period.
- A.3.3 Identify some of the main factors that helped shape the development of settlements in Canada during this period. Describe how the physical features of the land and the availability of goods and services can facilitate settlement and enhance community life.
- A3.4 Describe some of the major challenges facing communities in Canada during this period.
- A3.5 Describe the impact of some kinds of settlement on the natural environment and on any existing settlements
- A3.6 Describe how some different communities in Canada related to each other during this period with a focus on whether the relationships were characterized by conflict or cooperation.



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B: Living and Working in Ontario

- B1.1 Describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region.
- B.1.2 Describe some major connections between features of the natural environment and the type of employment that is available in a region.
- B2.5 Evaluate evidence and draw conclusions about some of the short and long-term effects on the environment of different types of land use in municipal regions of Ontario and about key measures to reduce the negative impacts of that use.
- B 3.5 Describe the major types of land use and how they address human needs and wants.