

# A Frozen Land

## A Guide for Teachers



Westfield Heritage Village

This guide provides an overview of the “A Frozen Land” 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 *A Frozen Land*. Westfield is a special place where students can learn about the past in an immersive, multi-sensory environment that makes history come alive. We strive to provide enjoyable, 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 what life may have been like for children and their families living what is now known as early Canada during the winter months. Utilizing our beautiful rural location, rare collection of period buildings and rich artifact collection, our knowledgeable and welcoming costumed interpreters will guide your students through four stations. All stations include an active, hands-on component that will allow your students to experience a taste of winter in early Canada.

The primary objectives of this program are:

- to illustrate aspects of the daily life of families on Turtle Island, now known as Upper Canada in the 19th century, with reference to the winter season
- to develop an understanding of the social, cultural and technological circumstances that impacted individuals and families in Canada during the 19<sup>th</sup> century
- to describe the ways in which early settlers learned from Indigenous Peoples, and how this knowledge helped them adapt to the climate, resources, and circumstances of their new country
- to consider the methods, strategies, equipment and resources that made survival in a harsh climate possible
- to consider the benefits and challenges of winter, as it pertains to work, education, travel, and health

# Program Structure

## Winter Work and Play

Location: The Bamberger Home

When the days were short, the nights long, and the wind was howling outside the door, what did families do for fun? Stop by the Bamber home to discover some of the favourite winter pastimes of the early 19<sup>th</sup> century. Try your hand at traditional toys and games, hear a story and find out what types of work kept the families busy during the cold months. *Weather permitting, outdoor games may be included.*

## “C” is for Classroom

Location: The Cathcart School

Take a seat in a one room, log schoolhouse and learn about life in an early classroom. Find out why classrooms were often more crowded in the wintertime, who kept the fire going, and how young scholars would have travelled to school. Activities include and lesson using traditional slates and learning about who your classmates might have been.

## Staying Healthy

Location: Dr. Beattie’s Office and Drugstore

How did the Victorians stay healthy in the wintertime? Learn about natural remedies, patent medicines and the important role of doctors in early communities. A multi-sensory activity will test your medical know-how!

## An Icy Journey

Location: The D’Aubigny Inn

Cozy up to the fire in the D’Aubigny Inn and learn what it was like to travel in the wintertime. Explore the challenges of early journeys through an interactive play to learn about the clothing, equipment and strategies that made winter travel possible.

## Your Schedule for the Day

Learning Stations are 35-minutes in duration.

The schedule includes 5-minutes of walking time between stations.

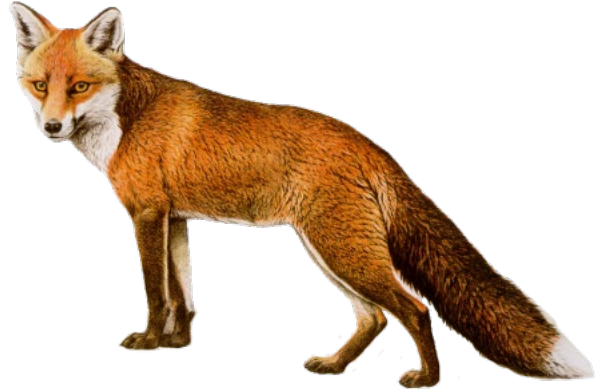
Lunch Break is 35 minutes.

Activity	Times
Arrival	10:00 a.m.
Learning Station 1	10:15 – 10:50 a.m.
Learning Station 2	10:55 – 11:30 a.m.
Lunch Break	11:35 – 12 noon
Learning Station 3	12:05 -12:40 p.m.
Learning Station 4	12:45 – 1:20 p.m.
Departure Window	1:25 – 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.



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## 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 19<sup>th</sup>-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 inclement, 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](mailto: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.



**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.

B 3.5 Describe the major types of land use and how they address human needs and wants.

Thank you for your interest in Westfield Heritage Village's Education Programs! We hope you and your students will enjoy your time with us.