

The Sweet Taste of Spring

Maple Syrup Program



A Guide For
Teachers and Group Leaders

Westfield Heritage Village

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Thank you for your interest in The Sweet Taste of Spring. 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 Sweet Taste of Spring program focuses on helping students gain an understanding of the technological, social, and cultural history of maple syrup production in southern Ontario from the days of early settlement through to modern times. Utilizing our beautiful rural location, rare collection of period buildings and rich artifact collection, our knowledgeable and welcoming interpreters will guide students through four interpretive areas. Each of these stations illustrates important aspects in the history and evolution of maple syrup production, as well as the social, cultural, and economic context. All stations allow the children an up-close, multisensory experience of maple syrup production.



Program Objectives

The primary objectives of this program are to...

- **describe** the many ways in which Indigenous Peoples used maple sap and the central relationships between people and land.
- **show** how Indigenous knowledge was shared with settlers adapting to the climate in North America.
- **demonstrate** how both settler and Indigenous Communities were able to refine and further develop early maple syrup production techniques through advances in technology and increased availability of materials.
- **demonstrate** modern day methods of maple syrup production
- **discuss** how maple syrup is only tapped in certain ecological landscapes.
- **encourage** students to consider how co-operative work benefits a community
- **explore** the connections between human activity and natural environments
- **develop** an understanding of the social, cultural, and technological circumstances that impacted both Indigenous Peoples and settlers in Upper Canada in the early 19th century

The Program

Boil and Bubble: The Three-Cauldron Method

Lockhart Farm

One of the most iconic methods for producing maple syrup and sugar, the techniques and labour of the “three cauldron method” will be demonstrated here. Students at this station will learn how Indigenous Peoples shared their knowledge of maple sap and syrup with European settlers and how springtime sugar camps were important for many communities. The greater availability of metal pots, first introduced by fur traders centuries earlier, allowed for large scale processing of maple sap into syrup and sugar. A fun, interactive game will reinforce key concepts.



A Sticky Situation: Making Maple Syrup the Modern Way

Sugar Shack

The process of producing maple syrup has a long, ever-evolving history. Students will walk down a forest path to visit the sugar shack to see Westfield’s modern large-scale evaporator in action. There, they will explore the science and technology behind modern maple syrup production. Along the way, they will learn to identify maple trees, how sap is collected, and the importance of taking care of our forests. A taste of Westfield’s very own maple syrup will be a treat at this station.

Weighing in and Sugaring Off: Botany, Buckets, Sweet Fun and Games

Cathcart School and Yard

The maple syrup harvest season was an important springtime event that was welcomed by both settler and Indigenous families. It was a time to come together to not only take advantage of a short but important season, but to spend time with family, friends, and community. Your group will take a seat in Westfield’s 19th century schoolhouse to learn about maple tree, sap harvesting and syrup production, and then step outside to enjoy a fun relay race and put their knowledge to work. This station focuses on a community coming together to work hard and play together through the spring tradition of maple syrup production.

Tools of the Trade

D’Aubigny Inn

Students will explore the tools, materials, and techniques of maple syrup production in the mid-late 19th century. Refinements in tree tapping and growing mass production processes will be discussed. Students will have an opportunity to examine and identify various tools and equipment. The various types of sugar will also be explored.



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.

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, roads or the site 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 essential. 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?

The Ironwood Hall will be available for your use during the cold months or inclement weather. 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.

You are always welcome to use our 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.

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.3.2 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.