



SOCIAL STUDIES  
FIELD-BASED EXPERIENCE  
GUIDEBOOK

2008

Manitoba Education, Citizenship and Youth



Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

371.384 Social studies field-based experience guidebook

ISBN 13: 978-0-7711-4160-7

1. Social sciences—Study and teaching—Manitoba. 2. School field trips—Manitoba—Guidebooks. 3. Experiential learning—Manitoba. I. Manitoba. Manitoba Education, Citizenship and Youth.

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Manitoba Education, Citizenship and Youth  
School Programs Division  
Winnipeg, Manitoba, Canada

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# SOCIAL STUDIES FIELD-BASED EXPERIENCE GUIDEBOOK

## **Purpose of the Document**

*Social Studies Field-Based Experience Guidebook* has been prepared to support the implementation of the new Manitoba Kindergarten to Grade 12 social studies curriculum. It provides examples of field-based experiences for various grades, and lists relevant specific learning outcomes (SLOs) for each activity. Skills outcomes are not specified for the activities, as it is left to the teacher's discretion to decide which skills to focus on during each field-based experience.

## **Field-Based Experiences and the Social Studies Curriculum**

Effective implementation of the new Manitoba Kindergarten to Grade 12 social studies curriculum depends upon the inclusion of a wide variety of teaching strategies and learning contexts. Research shows that learning happens best when students are given the opportunity to engage in meaningful learning experiences that enhance their understanding of the society in which they live. This means that social studies learning does not take place solely in the context of the classroom.

Experiences that take students outside the classroom can be highly motivating and can enrich classroom-based learning. Field-based experiences permit students to benefit from the resources and expertise available in the community at large, and provide a deeper understanding of the broader environment. When students are involved in choosing and planning the purpose and logistics of the field trip, they gain important practical experience. As well, teachers gain valuable insights into their students' learning as they observe students' interactions outside the classroom.

## **Field-Based Experiences and Experiential Learning**

In order to become increasingly autonomous as learners, students need to be actively involved in their own learning. Experiential learning is a process by which students are actively engaged in authentic and relevant experiences that allow them to make their own discoveries and experiment with knowledge. Experiential learning is focused squarely on the student, and promotes research, experimentation, and problem solving. It is inquiry based and encourages students to reflect on their experiences, so as to develop new skills, attitudes, and ways of thinking that, in turn, can be reinvested in other learning experiences. Field-based experiences are but one of many activities that allow educators to apply the concept of experiential learning at all grade levels.

## Choosing or Developing a Field-Based Experience

Many of the suggested field-based experiences would be useful at various grade levels, or may be adapted to meet the particular needs of students and teachers. It is important to note that this list of field trips is not exhaustive but rather a sampling of what is available. When considering an outing, educators are encouraged to first explore the learning opportunities that may be available in their own communities, for example,

- public buildings
- landmarks
- cemeteries
- parks
- natural attractions
- local museums
- cenotaphs and other commemorative sites
- historic sites
- cultural venues
- local businesses
- community organizations

In order to make effective choices, teachers are urged to consider the ecological footprint of travelling to a distant site, as well as the potential enrichment of classroom learning, links to the curriculum, and student needs and opportunities. Teachers are encouraged to use the examples in this guidebook as models to design their own locally-based field trips.

## Helpful Hints

As with all learning experiences, attention should be given to planning the field trip so that students are well prepared and can benefit fully from their experience.

- Teachers are encouraged to use a variety of strategies to assess students' prior knowledge and to develop focus questions or ideas to guide the field trip. Engaging students in learning related to the theme before the actual field trip takes place is an essential part of the learning experience.
- Time should also be spent debriefing students after the field trip in order to help them summarize and reflect on their learning and to correct any misconceptions. Follow-up learning activities should be designed to encourage students to apply skills and knowledge acquired during the field-based experience.
- Teachers should consult with colleagues in their school to ensure that field trips are planned on a school-wide basis and to avoid repetition of outings.
- It is also recommended that teachers be aware of all school and school division regulations pertaining to field trips and that they plan their excursions accordingly.

## A Proposed Model for Planning Field-Based Experiences

There are many considerations in choosing and organizing a student field-based experience, for example,

- purpose of the outing
- links to curriculum learning outcomes
- student preparation
- safety factors
- school division policies
- behaviour guidelines
- logistics and practical considerations
- follow-up learning activities

The following model for planning field-based experiences has been designed to maximize learning potential.

### 1. Before the Outing

- Choose an outing with a purpose in mind and with a direct link to curriculum learning outcomes. In many cases, the links to learning outcomes will be cross-curricular. Explain the purpose of the outing and discuss the targeted learning outcomes, including focus skills (e.g., interpreting visual art, collaborating in a group). Offer students the opportunity to express what they expect to see and learn during their outing. This motivates students and establishes a context for the upcoming field trip.
- Assess what students know about the theme of the field-based experience. Explore key ideas and vocabulary related to the learning experience. Activating strategies may include learning activities such as surveys, brainstorming, focus questions, word splashes, class or group discussions, mini-lessons, mini-research projects in cooperative groups, guest speakers, KWL charts, or viewing relevant images and photographs.
- Investigate and arrange the practical details and logistics of the outing, including costs, transportation, supervision requirements, and special needs. Many community resources can provide custom field trip programs to suit the needs of the learners.
- Prepare students for the field-based experience by involving them in planning. Students may be involved in activities such as preparing name tags, writing a permission letter for parents to sign, making a school-wide announcement, or creating reminders about the outing. This type of involvement also furthers their appreciation for the outing.
- Review expected behaviour guidelines, activity schedule, and groupings with students and with accompanying supervisors before the outing date.

### 2. During the Outing

- Ensure that students have equipment and materials as appropriate for the outing (e.g., clipboard and pencil, camera, walking shoes or outdoor gear, binoculars, sketchpads, thank-you gifts for facilitators).
- Ensure that supervisors (teachers, parents, teacher assistants, older students) are aware of the student tasks and groupings during the outing and that they understand their responsibilities. Do not assume that on-site field trip facilitators are responsible for student supervision during the outing.
- Encourage students to bring along focus questions to guide them as they record what they learn. Preparing a list of things to collect or to discover throughout the outing will also activate students' focus and help them concentrate on active investigation and participation throughout the outing. Depending on the goal of the field trip, students may be assigned to collect information in written, photographic, artistic, symbolic, or chart form.

### **3. After the Outing**

- Debrief soon after the outing to allow students to articulate and exchange ideas about what they have learned.
- Reinforce the new learning by asking students to prepare thank-you letters, interviews with fellow students, audiovisual presentations, journal entries, timelines, skits, drawings, poems or songs, or review articles for the school paper.
- Plan follow-up activities that allow students to apply what they have learned in a new learning context or to make new conceptual links. Encourage students to self-assess their newly acquired skills, attitudes, and values, as related to the established goals and learning outcomes of the field trip.

#### **Kindergarten**

**Grade 1**

**Grade 2**

**Grade 3**

**Grade 4**

**Grade 5**

**Grade 6**

**Grade 7**

**Grade 8**

**Grade 9**

**Grade 10**

**Grade 11**

Kindergarten—*Being Together*  
Cluster 1: *Me*

**A MAZE IN CORN**

Address: 1351 PR 200  
PO Box 364  
St. Adolphe MB R5A 1A2  
Telephone: 204-883-2048  
Email: [angie@cornmaze.ca](mailto:angie@cornmaze.ca)  
Website: [www.cornmaze.ca](http://www.cornmaze.ca)

**Grades:** Kindergarten to Grade 8

**Description of the Available Activities**

The corn maze provides team-building activities for all grade levels. A scavenger hunt in the maze is a great lesson in orienteering. The area also has a petting zoo, a horse-drawn hayride, a pumpkin barn, and a giant bale pyramid.

**Social Studies Specific Learning Outcomes**

- KC-002 Recognize that their actions affect others.
- KI-008 Recognize that everyone has particular interests and abilities.
- KP-022 Give examples of rules and identify their purposes.  
*Examples: school rules, safety rules . . .*
- VI-002 Value their own and others' interests and abilities.
- VP-006 Respect the rules of the classroom, playground, and school.
- VE-007 Respect their own and others' property.

Kindergarten—*Being Together*  
Cluster 2: *The People around Me*

### MANITOBA CHILDREN'S MUSEUM

Address: 45 Forks Market Road  
Winnipeg MB R3C 4T6  
Telephone: 204-924-4004  
Fax: 204-956-2122  
Email: [schools@childrensmuseum.com](mailto:schools@childrensmuseum.com)  
Website: [www.childrensmuseum.com](http://www.childrensmuseum.com)

**Grades:** Kindergarten to Grade 6

### Description of the Available Activities

The Manitoba Children's Museum offers a variety of curriculum-linked educational programs for students.

- *People in My Neighbourhood:* Students discover the different people that they can meet in various neighbourhoods through song, actions, and puppetry.
- *One World:* Students are introduced to the concept of cultural diversity through fun activities and interactive games. Students learn the importance of respecting all individuals, and they learn that although people may be different, we have one thing in common—we share one world.

### Social Studies Specific Learning Outcomes

- KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.
- KC-004 Give examples of ways in which people cooperate in order to live together peacefully.
- KI-009 Identify groups in which people live, work, and play together.
- KI-010 Identify different ways people communicate.  
*Examples: art, dance, song, facial expression, body language, sign language . . .*
- KE -026 Give examples of different types of work in their families, schools, and communities.
- VC-001 Be willing to contribute to their groups and communities.

Kindergarten—*Being Together*  
Cluster 2: *The People around Me*

**BOONSTRA FARM**

Address: PO Box 214  
Stonewall MB ROC 2Z0  
Telephone: 204-467-8480  
Fax: 204-467-9557  
Email: [murrayb@mts.net](mailto:murrayb@mts.net)  
Website: [www.boonstrafarms.com](http://www.boonstrafarms.com)

**Grades:** Kindergarten to Grade 6

**Description of the Available Activities**

Boonstra Farm has four parts to the tour with four tour guides. In the barn tour, students sit on a horse, learn how to milk a cow, and gather eggs. During the nature walk, students learn about the environment. At the petting zoo, there is also a playground and mini-golf. The tour ends with a tractor-pulled hayride that takes the students to the Langtry Fox Farm Tower heritage site and the buffalo rock where they finger paint and make a buffalo skeleton with bones.

**Social Studies Specific Learning Outcomes**

- KH-018 Distinguish between yesterday, today, and tomorrow.
- KH-019 Recognize that they can learn from stories of the past.
- KE-026 Give examples of different types of work in their families, schools, and communities.
- VH-004 Demonstrate interest in stories of the past.
- VE-008 Value the sharing of work and resources.

Kindergarten—*Being Together*  
Cluster 2: *The People around Me*

**WINNIPEG HUMANE SOCIETY**

Address: 45 Hurst Way  
Winnipeg MB R3T 0R3  
Telephone: 204-982-2046 or 204-982-2021  
Fax: 204-663-9401  
Email: [reception@humanesociety.mb.ca](mailto:reception@humanesociety.mb.ca)  
Website: [www.winnipeghumanesociety.ca](http://www.winnipeghumanesociety.ca)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Educational tours of the Humane Society shelter area are available. It is preferable that this tour be made after the educational program has taken place in the classroom. The presenter employs interactive activities including games and discussion using multimedia materials. General themes include the rewards and responsibilities of pet ownership, safety for and around pets, the results of overpopulation, and the consequences of mistreatment.

**Social Studies Specific Learning Outcomes**

- KC-003 Identify people who are responsible for helping and caring for them at home, at school, and in the community.
- KE -026 Give examples of different types of work in their families, schools, and communities.
- VC-001 Be willing to contribute to their groups and communities.

Grade 1—*Connecting and Belonging*  
Cluster 1: *I Belong*

**THE NEW ICELAND HERITAGE MUSEUM**

Address: 108–94 1st Avenue  
Gimli MB R0C 1B1  
Telephone: 204-642-4001  
Fax: 204-642-9382  
Email: [nihm@mts.net](mailto:nihm@mts.net)  
Website: [www.nihm.ca](http://www.nihm.ca)

**Grades:** Kindergarten to Grade 10

**Description of the Available Activities**

A small theatre shows various movies about Iceland/New Iceland, and craft activities are tailored to meet the needs of various age groups. If the weather permits, a guided tour of some local points of interest is given, along with a trip to the beach to look for lucky stones, and visits to the Lake Winnipeg Visitor Centre and the Gimli Public School of 1915. All activities are flexible and may be planned with the contact person.

**Social Studies Specific Learning Outcomes**

- KI-007 Give examples of groups with which they identify.  
*Examples: cultural, linguistic, community . . .*
- KI-009 Describe ways in which their family expresses its culture and identity.
- KH-017 Give examples of traditions and celebrations that connect them to the past.
- VI-003 Respect the stories, traditions, and celebrations of others.
- VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.
- VH-009 Value stories of the past as an important way to learn about the present.

Grade 1—*Connecting and Belonging*  
Cluster 1: *I Belong*

**OSEREDOK, THE UKRAINIAN CULTURAL AND EDUCATIONAL CENTRE**

Address: 184 Alexander Avenue East  
Winnipeg MB R3B 0L6  
Telephone: 204-942-0218  
Fax: 204-943-2857  
Email: [ucec@mts.net](mailto:ucec@mts.net)  
Website: [www.oseredok.org](http://www.oseredok.org)

**Grades:** Grade 1 to Grade 12

**Description of the Available Activities**

Oseredok, the Ukrainian Cultural and Educational Centre, founded in 1944, is the largest Ukrainian cultural centre of its kind. Featuring a museum, library, art gallery, archives, and boutique, Oseredok serves as the lifeblood of the Ukrainian community. Housing collections from traditional folk art to scholarly contributions, the Centre is a diverse showcase of Ukrainian culture and heritage. The museum contains many artifacts, documents, files, photographs, maps, folk art, pioneer tools, musical instruments, and costumes.

**Social Studies Specific Learning Outcomes**

- KI-007 Give examples of groups with which they identify.  
*Examples: cultural, linguistic, community . . .*
- KI-009 Describe ways in which their family expresses its culture and identity.
- KH-017 Give examples of traditions and celebrations that connect them to the past.
- VI-003 Respect the stories, traditions, and celebrations of others.
- VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.
- VH-009 Value stories of the past as an important way to learn about the present.

Grade 1—*Connecting and Belonging*  
Cluster 1: *I Belong*

**DALNAVERT MUSEUM**

Address: 61 Carlton Street  
Winnipeg MB R3C 1N7  
Telephone: 204-943-2835  
Fax: 204-943-2565  
Email: [dalnavert@mhs.mb.ca](mailto:dalnavert@mhs.mb.ca)  
Website: [www.mhs.mb.ca/info/museums/dalnavert/index.shtml](http://www.mhs.mb.ca/info/museums/dalnavert/index.shtml)

**Grades:** Grade 1 to Grade 12

**Description of Available Activities**

Built in 1895, Dalnavert House is the restored home of Sir Hugh John Macdonald, who was a lawyer, the Premier of Manitoba in 1900, and the son of Canada’s first Prime Minister. This house gives a good idea of the social and cultural life in Winnipeg during the Victorian era.

During the hour-long tour throughout the home with costumed guides, students are encouraged to compare the elegant lives of the Macdonald family with their own. Students are actively engaged in a process of inquiry and discovery as they discuss, observe, question, and make inferences through a variety of special activities.

**Social Studies Specific Learning Outcomes**

- KH-017 Give examples of traditions and celebrations that connect them to the past.
- VH-009 Value stories of the past as an important way to learn about the present.

Grade 1—*Connecting and Belonging*  
Cluster 2: *My Environment*

**RIEL HOUSE NATIONAL HISTORIC SITE OF CANADA**

Address: 330 River Road  
PO Box 73 RPO South St. Vital  
Winnipeg MB R2N 3X9  
Telephone: 204-257-1783  
Fax: 204-254-8331 (mid-May to September) 204-983-2221 (September to mid-May)  
Email: [vgagnon@shsb.mb.ca](mailto:vgagnon@shsb.mb.ca)  
Website: [www.pc.gc.ca/lhn-nhs/mb/riel/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/riel/index_e.asp)

**Grades:** Grade 1 to Grade 12

**Description of the Available Activities**

The Riel House offers guided tours to all students. The hour-long tour not only touches on Louis Riel and his role in Canadian history, but also on the Métis people and their traditional lifestyle. When booking the tour, be sure to also include one of the numerous hands-on activities available to the students such as baking bannock and churning butter or participating in an interactive skit.

*Métis Land and Riel's Stand:* Discover the Riel family, their home, the yard, and the gardens by exploring their lot with the help and knowledge of a guide.

**Social Studies Specific Learning Outcomes**

- KC-002 Recognize English and French as the two official languages of Canada.
- KI-008 Identify characteristics of communities.
- KL-012 Recognize that people depend on the environment for survival.

Grade 1—*Connecting and Belonging*  
Cluster 2: *My Environment*

#### LE MUSÉE DE SAINT-BONIFACE MUSEUM

Address: 494 Taché Avenue  
Winnipeg MB R2H 2B2  
Telephone: 204-237-4500  
Fax: 204-986-7964  
Email: [info@msbm.mb.ca](mailto:info@msbm.mb.ca)  
Website: [www.msbm.mb.ca](http://www.msbm.mb.ca)

**Grades:** Kindergarten to Grade 12

#### Description of the Available Activities

**Note:** All programs are under review in 2007/2008 and may change for the following school years. Contact the museum for recent updates.

The museum includes permanent exhibits around the themes of the fur trade, Louis Riel, and the everyday life of the Red River Valley people. A variety of guided tours are available.

*St. Boniface Cathedral and the Cemetery:* Students begin their tour in the museum and then visit the ruins of the Basilica that was destroyed in the fire of 1968 and learn more about its history. In the cemetery, students see the graves of historical figures, including that of Louis Riel.

**Note to teachers:** A self-guided walkabout in the Saint-Boniface neighbourhood may be added to the visit to the museum. Students can enjoy the view of The Forks from the Taché Avenue Promenade and see St. Boniface Hospital founded by the Grey Nuns. Walk around St. Boniface College, the first French university in the West, where students can see the statue of Louis Riel. In La Vérendrye Park, see the La Vérendrye Monument and the plaques commemorating the arrival of the Grey Nuns and Bishop Taché to the West and honouring the creation of the Red River Settlement. Across the street from the cathedral, see the Archbishop's House constructed in Quebec-style architecture.

#### Social Studies Specific Learning Outcomes

- KC-002 Recognize English and French as the two official languages of Canada.
- KI-008 Identify characteristics of communities.
- KL-016 Identify and locate landmarks and significant places using relative terms.  
*Examples: the statue is in the park beside the river . . .*
- KL-016F Identify local francophone landmarks and significant places.

Grade 1—*Connecting and Belonging*  
Cluster 3: *Connecting with Others*

#### **CIRCLE OF LIFE THUNDERBIRD HOUSE**

Address: 715 Main Street  
Winnipeg MB R3B 3N7  
Telephone: 204-940-4240  
Fax: 204-940-4243  
Email: [thunderbirdhouse2@shawbiz.ca](mailto:thunderbirdhouse2@shawbiz.ca)  
Website: [www.thunderbirdhouse.com](http://www.thunderbirdhouse.com)

**Grades:** Grade 1 to Grade 12

#### **Description of the Available Activities**

During a tour of Thunderbird House and grounds, students will learn about the cultural significance of Thunderbird House, the Maadoodoson Sweat Lodge, and tipis. (Please note that shoes are not to be worn inside the Thunderbird House. All students should have socks.) Visitors may also hire an entertainer such as a hoop dancer or a guest speaker to do presentations about cross-cultural racism, bullying, gang awareness, and self-discovery for children. Other possible activities include a powwow club, drum practice, collecting herbs for medicine, storytelling, rites of passage, clan teachings, solstice and equinox celebrations, sharing circles, life skills planning, et cetera. Cedar tea and bannock are available for an extra charge. A national Aboriginal Day powwow is held on June 21.

#### **Social Studies Specific Learning Outcomes**

- KI-010 Give examples of diverse ways in which people live and express themselves.  
*Examples: language, clothing, food, art, celebrations . . .*
- KI-011 Identify similarities between diverse communities.  
*Examples: cultural, social, geographic . . .*
- KP-024 Explain purposes of rules and laws in the school and community.
- KP-026 Identify ways to deal with bullying.
- VC-001 Respect the needs and rights of others.
- VI-004 Appreciate the importance of relationships and connections to others.
- VI-006 Value diversity among their peers and community members.
- VP-011 Respect rules and laws in their school and community.
- VP-012 Be willing to help resolve interpersonal conflicts peacefully.

**CITY OF WINNIPEG TRANSIT DEPARTMENT**

Address: 421 Osborne Street  
Winnipeg MB R3L 2A2  
Telephone: 204-986-3375  
Fax: 204-986-6863  
Email: [cpallen@winnipeg.ca](mailto:cpallen@winnipeg.ca)  
Website: [www.winnipegtransit.com](http://www.winnipegtransit.com)

**Grades:** Grade 2 to Grade 3

**Description of the Available Activities**

Winnipeg Transit Safe-Riders Program includes an informative and fun two-and-a-half-hour public transit safety program. The program was developed in response to teachers and students interested in learning more about their city's public transit service. The program includes a visit to the classroom by a bus operator/instructor, a short slide presentation on ridership safety, as well as facts and photos of public transit history in Winnipeg. The program also includes a demonstration of safe boarding and alighting, and rider etiquette. This is followed by a trip and tour of the maintenance facility at Fort Rouge Transit Base at 421 Osborne Street. After returning to their school, each student receives a Winnipeg Transit Kid Kit.

**Social Studies Specific Learning Outcomes**

- KC-001 Recognize that all members of communities have responsibilities and rights.
- KI-005 Describe characteristics of their local communities.  
*Examples: transportation, services, schools . . .*
- VC-001 Value the contributions of individuals to their communities.
- VI-005 Value their groups and communities.

Grade 2—*Communities in Canada*  
Cluster 1: *Our Local Community*

**SAM WALLER MUSEUM**

Address: 306 Fischer Avenue  
PO Box 185  
The Pas MB R9A 1K4  
Telephone: 204-623-3802  
Fax: 204-623-5506  
Email: [samwallermuseum@mts.net](mailto:samwallermuseum@mts.net)  
Website: [www.samwallermuseum.ca](http://www.samwallermuseum.ca)

**Grades:** Grade 2 to Grade 12

**Description of the Available Activities**

The museum consists of the unusual collection of its founder, Sam Waller, as well as exhibits that illustrate a comprehensive history of the town of The Pas and the surrounding area. A historical walking tour of the downtown area is also available upon request.

**Social Studies Specific Learning Outcomes**

- KI-004 Identify the defining characteristics of communities.
- KI-005 Describe characteristics of their local communities.  
*Examples: transportation, services, schools . . .*
- VC-001 Value the contributions of individuals to their communities.
- VI-005 Value their groups and communities.

Grade 2—*Communities in Canada*  
Cluster 1: *Our Local Community*

**DALNAVERT MUSEUM**

Address: 61 Carlton Street  
Winnipeg MB R3C 1N7  
Telephone: 204-943-2835  
Fax: 204-943-2565  
Email: [dalnavert@mhs.mb.ca](mailto:dalnavert@mhs.mb.ca)  
Website: [www.mhs.mb.ca/info/museums/dalnavert/index.shtml](http://www.mhs.mb.ca/info/museums/dalnavert/index.shtml)

**Grades:** Grade 1 to Grade 12

**Description of Available Activities**

Built in 1895, Dalnavert House is the restored home of Sir Hugh John Macdonald, who was a lawyer, the Premier of Manitoba in 1900, and the son of Canada's first Prime Minister. This house gives a good idea of the social and cultural life in Winnipeg during the Victorian era.

During the hour-long tour throughout the home with costumed guides, students are encouraged to compare the elegant lives of the Macdonald family with their own. Students are actively engaged in the process of inquiry and discovery as they discuss, observe, question, and make inferences through a variety of special activities.

**Social Studies Specific Learning Outcomes**

- KH-025 Relate stories of significant events and people in their local community's past.
- KP-033 Identify leaders in their communities.  
*Examples: mayor, reeve, chief, elders, community volunteers . . .*
- VH-008 Value personal connections to stories of their community's past.

Grade 2—*Communities in Canada*  
Cluster 2: *Communities in Canada*

**TRANSCONA HISTORICAL MUSEUM**

Address: 141 Regent Avenue West  
Winnipeg MB R2C 1R1  
Telephone: 204-222-0423  
Fax: 204-222-0208  
Email: [transcon@istar.ca](mailto:transcon@istar.ca)  
Website: [www.transconamuseum.mb.ca](http://www.transconamuseum.mb.ca)

**Grade:** Grade 2

**Description of the Available Activities**

*Our Community: A History of Transcona, 1911–Present*

This program offers a walking tour of downtown Transcona and the surrounding residential area. It provides a first-hand look at the history behind many of Transcona’s buildings and monuments and allows students to make meaningful connections with parks, streets, businesses, and places that are in the community today. Inside the museum, a scavenger hunt lets students explore exhibits in the museum’s galleries. Staff will utilize multiple strategies, including hands-on activities, to encourage interaction.

**Social Studies Specific Learning Outcomes**

- KI-012 Identify common features of Canadian communities.  
*Examples: transportation, services, schools . . .*
- KH-026 Identify ways in which life in Canadian communities has changed over time.
- KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.
- KE-037 Describe different types of work in Canadian communities studied.
- VI-006 Appreciate the diversity of ways of life in Canadian communities.

Grade 2—*Communities in Canada*  
Cluster 2: *Communities in Canada*

**CIRCLE OF LIFE THUNDERBIRD HOUSE**

Address: 715 Main Street  
Winnipeg MB R3B 3N7  
Telephone: 204-940-4240  
Fax: 204-940-4243  
Email: [thunderbirdhouse2@shawbiz.ca](mailto:thunderbirdhouse2@shawbiz.ca)  
Website: [www.thunderbirdhouse.com](http://www.thunderbirdhouse.com)

**Grades:** Grade 1 to Grade 12

**Description of the Available Activities**

During a tour of Thunderbird House and grounds, students will learn about the cultural significance of Thunderbird House, the Maadoodoson Sweat Lodge, and tipis. (Please note that shoes are not to be worn inside the Thunderbird House. All students should have socks.) Visitors may also hire an entertainer such as a hoop dancer or a guest speaker to do presentations about cross-cultural racism, bullying, gang awareness, and self-discovery for children. Other possible activities include a powwow club, drum practice, collecting herbs for medicine, storytelling, rites of passage, clan teachings, solstice and equinox celebrations, sharing circles, life skills planning, et cetera. Cedar tea and bannock are available for an extra charge. A national Aboriginal Day powwow is held on June 21.

**Social Studies Specific Learning Outcomes**

- KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.
- KL-022 Explain the importance of conserving or restoring natural resources.
- KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.
- VI-006 Appreciate the diversity of ways of life in Canadian communities.
- VH-009 Value oral history as a way to learn about the land.

### LE MUSÉE DE SAINT-BONIFACE MUSEUM

Address: 494 Taché Avenue  
Winnipeg MB R2H 2B2  
Telephone: 204-237-4500  
Fax: 204-986-7964  
Email: [info@msbm.mb.ca](mailto:info@msbm.mb.ca)  
Website: [www.msbm.mb.ca](http://www.msbm.mb.ca)

**Grades:** Kindergarten to Grade 12

#### Description of the Available Activities

**Note:** All programs are under review in 2007/2008 and may change for the following school years. Contact the museum for recent updates.

The museum includes permanent exhibits around the themes of the fur trade, Louis Riel, and the everyday life of the Red River Valley people. A variety of guided tours are available.

*St. Boniface Cathedral and the Cemetery:* Students begin their tour in the museum and then visit the ruins of the Basilica that was destroyed in the fire of 1968 and learn more about its history. In the cemetery, students see the graves of historical figures, including that of Louis Riel.

*Just What Is This House?* The goal of the program is to introduce students to basic museum concepts and the role of Le Musée de Saint Boniface in the community. Students will slip on a pair of white cotton gloves and handle various artifacts. As “curators,” they will learn to “read” and document them in order to discover how museums use objects to tell us about life in the past.

**Note to teachers:** A self-guided walkabout in the Saint-Boniface neighbourhood may be added to the visit to the museum. Students can enjoy the view of The Forks from the Taché Avenue Promenade and see St. Boniface Hospital founded by the Grey Nuns. Walk around St. Boniface College, the first French university in the West, where students can see the statue of Louis Riel. In La Vérendrye Park, see the La Vérendrye Monument and the plaques commemorating the arrival of the Grey Nuns and Bishop Taché to the West and honouring the creation of the Red River Settlement. Across the street from the cathedral, see the Archbishop’s House constructed in Quebec-style architecture.

#### Social Studies Specific Learning Outcomes

- KI-011 Recognize the diversity that characterizes Canada.  
*Examples: cultural, linguistic, geographic, artistic . . .*
- KI-013 Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.
- KI-014 Identify English and French as the two official languages of Canada.
- KI-015 Recognize that a variety of languages are spoken in Canada
- KH-030 Give examples of the historical francophone influence on the Canadian community.  
*Examples: place names, stories of historical figures, celebrations . . .*
- VC-003 Value being a member of the Canadian community.

Grade 3—*Communities of the World*  
Cluster 2: *Exploring the World*

**FORT WHYTE ALIVE**

Address: 1961 McCreary Road  
Winnipeg MB R3P 2K9  
Telephone: 204-989-8359  
Fax: 204-895-4700  
Email: [rolafson@fortwhyte.org](mailto:rolafson@fortwhyte.org)  
Website: [www.fortwhyte.org](http://www.fortwhyte.org)

**Grades:** Grade 2 to Grade 3

**Description of the Available Activities**

*My Community:* This guided tour of both local and global communities encourages a sense of belonging and stewardship in students. Students explore Manitoba's heritage and how Canada's various cultural groups have changed over time. Students learn that all humans have the same basic needs, and how these common needs affect communities around the world.

**Social Studies Specific Learning Outcomes**

- KC-005 Recognize that people around the world have basic human rights.  
*Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment . . .*
- KC-006 Explain the importance of fairness and sharing in groups and communities.
- KG-027 Give examples of concerns common to communities around the world.
- KG-029 Identify ways in which community services can help people acquire their basic human rights.  
*Examples: ensure quality housing, education, security, food and water . . .*
- KG-030 Describe similarities and connections between communities around the world.
- KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.  
*Examples: charitable donations and projects, recycling . . .*
- VC-001 Support fairness in social interactions.
- VC-003 Respect the equality of all human beings.
- VG-009 Be willing to accept differences among people, communities, and ways of life.
- VG-010 Appreciate their connections to people and communities elsewhere in the world.

**THE MANITOBA CHILDREN’S MUSEUM**

Address: 45 Forks Market Road  
Winnipeg MB R3C 4T6  
Telephone: 204-924-4004  
Fax: 204-956-2122  
Email: [schools@childrensmuseum.com](mailto:schools@childrensmuseum.com)  
Website: [www.childrensmuseum.com](http://www.childrensmuseum.com)

**Grades:** Kindergarten to Grade 6

**Description of the Available Activities**

The Manitoba Children’s Museum offers a variety of curriculum-linked educational programs for students.

*Respect!:* Children learn to show consideration for themselves and others, while recognizing individual differences through role-playing and hands-on activities. *Respect!* also features a multimedia presentation that identifies the importance of human and children’s rights around the world. Teachers receive a classroom guide with this program.

**Social Studies Specific Learning Outcomes**

- KC-005 Recognize that people around the world have basic human rights.  
*Examples: access to food, water, shelter, a secure environment, education, fair and equal treatment . . .*
- KC-006 Explain the importance of fairness and sharing in groups and communities.
- KG-027 Give examples of concerns common to communities around the world.
- KG-029 Identify ways in which community services can help people acquire their basic human rights.  
*Examples: ensure quality housing, education, security, food and water . . .*
- KG-030 Describe similarities and connections between communities around the world.
- KG-031 Give examples of personal decisions and actions that may positively affect people locally or globally.  
*Examples: charitable donations and projects, recycling . . .*
- VC-001 Support fairness in social interactions.
- VC-003 Respect the equality of all human beings
- VG-009 Be willing to accept differences among people, communities, and ways of life.
- VG-010 Appreciate their connections to people and communities elsewhere in the world.

**OAK HAMMOCK MARSH INTERPRETIVE CENTRE**

Address: 1 Snow Goose Bay on PR 220  
PO Box 1160  
Stonewall MB R0C 2Z0  
Telephone: 204-467-3300  
Fax: 204-467-3311  
Email: [ohmic@ducks.ca](mailto:ohmic@ducks.ca)  
Website: [www.oakhammockmarsh.ca/](http://www.oakhammockmarsh.ca/)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Most programs at Oak Hammock Marsh are suitable for social studies field-based experiences. Nearly all the programs can be adapted to meet the needs of visiting classes, so teachers are encouraged to relay their needs to the centre's staff at the time of booking.

*Settlers' Traditions:* Students learn about traditions brought to Canada from other countries by handcrafting gifts, playing old-time games, and more.

*Aboriginal Games:* Students learn important skills and attitudes by playing Aboriginal games such as tidluktoq and hoop and pole.

*Snapshot of Aboriginal Cultures:* Interactive games and activities introduce students to the culture and history of Manitoba's Aboriginal groups.

**Social Studies Specific Learning Outcomes**

- KI-009 Define the elements that constitute a culture.  
*Include: ways of life, language, art, clothing, beliefs.*
- KI-010 Describe characteristics of daily life in communities studied.  
*Examples: housing, tools, work, use of the land, recreation, education . . .*
- KI-011 Give examples of cultural expression in communities studied.  
*Examples: language and stories, art, music and dance, architecture, traditions, clothing . . .*
- KI-013 Compare daily life in their own communities to life in communities studied.
- KE-035 Give examples of work, goods, and technologies in communities studied.
- KE-037 Describe diverse ways in which communities meet their members' needs.
- VI-004 Express interest in the ways of life of diverse cultures and communities.

Grade 3—*Communities of the World*  
Cluster 3: *Communities of the World*

**ART GALLERY OF SOUTHWESTERN MANITOBA**

Address: 710 Rosser Avenue, Unit 2  
Brandon MB R7A 0K9  
Telephone: 204-727-1036  
Fax: 204-726-8139  
Email: [info@agsm.ca](mailto:info@agsm.ca)  
Website: [www.agsm.ca](http://www.agsm.ca)

**Grades:** Kindergarten to Grade 12

**Description of Available Activities**

The Art Gallery of Southwestern Manitoba is the only professional public gallery in a large urban and rural region, and it represents the diversity of the different communities by presenting a range of exhibitions. Artists from Aboriginal and Métis communities receive a particular focus.

The ART Connects program integrates all subjects in the Manitoba school curriculum with the principles of creating art. Students are given a guided tour of the current exhibit and the opportunity to discuss artworks and artists. A related hands-on studio activity expands their understanding of art principles and elements. Students develop their creative and expressive skills by learning about how visual artists express their thoughts and emotions through their art.

The sessions are one hour in length for Kindergarten to Grade 3 students and one and one-half hours in length for Grade 4 to Grade 12 students.

**Social Studies Specific Learning Outcomes**

- KI-009 Define the elements that constitute a culture.  
*Include: ways of life, language, art, clothing, beliefs.*
- KI-009A Identify the protocols within their Aboriginal culture.
- KI-011 Give examples of cultural expression in communities studied.  
*Examples: language and stories, art, music and dance, architecture, traditions, clothing . . .*
- KI-012 Recognize the diversity of cultures and communities in the world.
- VI-004 Express interest in the ways of life of diverse cultures and communities.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 2: *Living in Canada*

**THE “CLASSROOM IN THE LEGISLATURE” PROGRAM**

Address: Manitoba Legislative Assembly  
Room 244 Legislative Building  
Winnipeg MB R3C 0V8  
Telephone: 204-945-5330  
Website: [www.gov.mb.ca/legislature/](http://www.gov.mb.ca/legislature/)

**Grades:** Grade 4 to Grade 12

**Description of Available Activities**

Activities offered vary depending on the grade level. Once a session is booked, teachers will receive resources in advance to better prepare their students. During their visit, the students will have a guided tour of the historic Legislative Building, will sit in on Question Period if possible, and will take part in a mock debate in the Legislative Building’s customized classroom.

**Social Studies Specific Learning Outcomes**

- KC-002 Identify democratic ideals in Canadian society.  
*Examples: equality, freedom, citizen participation in government . . .*
- KP-041 Explain the purposes of government.
- KP-042 Identify levels of government in Canada and give examples of their responsibilities. *Include: municipal or local, provincial or territorial, First Nation, and federal governments.*
- KP-043 Identify elected government leaders in their local communities, in Manitoba, and in Canada.
- KE-048 Identify various ways in which governments help people meet their needs.  
*Examples: education, health care, sanitation . . .*

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 3: *Living in Manitoba*

### **AGRICULTURE IN THE CLASSROOM**

Address: 3977 Portage Avenue  
Winnipeg MB R3K 2E8  
Toll-Free: 1-866-487-4029  
Fax: 1-877-487-4757  
Email: [info@aitc.mb.ca](mailto:info@aitc.mb.ca)  
Website: [www.aitc.mb.ca](http://www.aitc.mb.ca)

**Grades:** Grade 4 to Grade 5

### **Description of the Available Activities**

The “Amazing Agriculture Adventure” is a full-day hands-on event that allows students to explore many elements of agriculture. The day is very structured; students rotate through 18 different stations while 100 volunteers interact with students.

### **Social Studies Specific Learning Outcomes**

- KL-020 Locate on a map and describe geographic features of Manitoba.  
*Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .*
- KL-021 Locate on a map and identify major natural resources in Manitoba.
- KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- VL-006 Appreciate Manitoba’s natural environment.

**RIVERBANK DISCOVERY CENTRE**

Address: 1–545 Conservation Drive  
Brandon MB R7A 7L8  
Telephone: 204-729-2141  
Toll-Free: 1-888-799-1111  
Fax: 204-729-2139  
Email: [info@riverbank.mb.ca](mailto:info@riverbank.mb.ca)  
Website: [www.riverbank.mb.ca](http://www.riverbank.mb.ca)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Some of the interpretive programs offered by the Riverbank Discovery Centre include tours of the pond and activities to understand such topics as the valued resource of water and plant ecology. Interpretive signs along the trails provide information on the history and geography of the river and on the nature that can be found in Brandon.

**Social Studies Specific Learning Outcomes**

- KL-020 Locate on a map and describe geographic features of Manitoba.  
*Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .*
- KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.  
*Examples: Lower Fort Garry, The Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .*
- VL-006 Appreciate Manitoba's natural environment.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*

Cluster 3: *Living in Manitoba*

Cluster 4: *History of Manitoba*

### **MAISON GABRIELLE-ROY HOUSE**

Address: PO Box 133  
375 Deschambault Street  
Winnipeg MB R2H 3B4  
Telephone: 204-231-3853  
Fax: 204-231-3910  
Email: [infomgr@mts.net](mailto:infomgr@mts.net)  
Website: [www.maisongabrielleroy.mb.ca/index\\_eng.php](http://www.maisongabrielleroy.mb.ca/index_eng.php)

**Grades:** Grade 4 to Grade 11

#### **Description of the Available Activities**

The program touches upon social studies themes such as life in St. Boniface and Manitoba at the turn of the twentieth century and francophone culture of that period. The school programming is based on interactive activities, using writing, folklore, music, and drawing to enable the students to draw connections to historical themes. Older students develop critical and creative thinking through games, theatre, writing, drawing, and discussion.

#### **Social Studies Specific Learning Outcomes**

##### **Cluster 3: *Living in Manitoba***

- KI-005 Identify cultural communities in Manitoba.
- KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.  
*Include: Aboriginal and francophone cultural achievements.*
- KI-008 Identify francophone communities in Manitoba.
- KI-008F Identify connections between their local community and other francophone communities in Manitoba.
- KI-009F Describe the influence of their cultural heritage on their francophone identity.
- KL-022 Describe the main demographic features of Manitoba.  
*Include: population, population distribution, cultural communities.*
- KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.  
*Examples: Lower Fort Garry, The Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .*
- VI-003 Value ethnic and cultural diversity in Manitoba.
- VI-004 Value the artistic and cultural achievements of Manitobans.

*(continued)*

**Cluster 4: History of Manitoba**

- KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- KI-012 Give examples of francophone contributions to the history of Manitoba.  
*Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs . . .*
- KI-012F Recognize that their identities are connected to the history of their francophone community.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 3: *Living in Manitoba*  
Cluster 4: *History of Manitoba*

### GUIDED WALKING TOUR OF OLD ST. BONIFACE

Address: 219 Provencher Boulevard  
Winnipeg MB R2H 0G4  
Telephone: 204-233-8343  
Toll-Free: 1-888-808-8338  
Fax: 204-233-8360  
Email: [info@tourismeriel.com](mailto:info@tourismeriel.com)  
Website: [www.tourismeriel.com/](http://www.tourismeriel.com/)

**Grades:** Grade 4 to Grade 11

#### Description of the Available Activities

Students find out about the people, the buildings, and the events that have shaped today's Saint-Boniface. Students discover the unique architecture, atmosphere, and charm of a vibrant community that reflects both the determination and *joie de vivre* of Franco-Manitobans.

#### Social Studies Specific Learning Outcomes

Cluster 3: *Living in Manitoba*

- KI-005 Identify cultural communities in Manitoba.
- KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.  
*Include: Aboriginal and francophone cultural achievements.*
- KI-009F Describe the influence of their cultural heritage on their francophone identity.
- KL-025 Describe places of historic, cultural, or environmental significance in Manitoba. *Examples: Lower Fort Garry, The Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .*
- VI-003 Value ethnic and cultural diversity in Manitoba.
- VI-004 Value the artistic and cultural achievements of Manitobans.

Cluster 4: *History of Manitoba*

- KI-012 Give examples of francophone contributions to the history of Manitoba.  
*Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs . . .*
- KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- KH-033 Relate stories of people and events that shaped Manitoba.  
*Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt . . .*
- VH-008 Value oral tradition as an important way to learn history.
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 3: *Living in Manitoba*  
Cluster 4: *History of Manitoba*

**PRAIRIE DOG CENTRAL RAILWAY  
THE VINTAGE LOCOMOTIVE SOCIETY INC.**

Address: PO Box 33021  
RPO Polo Park  
Winnipeg MB R3G 3N4  
Telephone: 204-832-5259  
Fax: 1-866-751-2348 (toll-free within North America)  
Email: [info@pdcrailway.com](mailto:info@pdcrailway.com)  
Website: [www.pdcrailway.com/index.htm](http://www.pdcrailway.com/index.htm)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

From May (from March for visits only) to the end of September, learning about Western Canadian history and how the railways played an integral part of the building of today's communities has never been so easy. The Prairie Dog Central Railway has three options for school groups. The website provides very detailed information with regard to the differing options available to school groups.

**Social Studies Specific Learning Outcomes**

Cluster 3: *Living in Manitoba*

VL-006 Appreciate Manitoba's natural environment.

Cluster 4: *History of Manitoba*

KL-026 Describe the influence of the natural environment on settlement in Manitoba.

KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*

VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 3: *Living in Manitoba*  
Cluster 4: *History of Manitoba*

**THE MARINE MUSEUM OF MANITOBA SELKIRK INC.**

Address: 490 Eveline Street  
PO Box 7  
Selkirk MB R1A 2B1  
Telephone: 204-482-7761  
Email: [marinemuseum@mts.net](mailto:marinemuseum@mts.net)  
Website: [www.marinemuseum.ca/index.html](http://www.marinemuseum.ca/index.html)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Tours can accommodate groups of between 10 to 100 people and can be booked from as early as mid-April to late October (weather permitting). The tour is approximately 1 to 1 1/2 hours in length and consists of tour guides taking students through all six ships that the museum has on display. The museum has hundreds of marine artifacts on display, and the entire museum is hands-on. The Marine Museum also has a large area for picnics on the grounds. In case of rain, students can have lunch on one of the ships, the *M.S. Joe Simpson*, at no additional cost. Educational packages are available at the museum and online.

**Social Studies Specific Learning Outcomes**

Cluster 3: *Living in Manitoba*

KL-020 Locate on a map and describe geographic features of Manitoba.  
*Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities . . .*

Cluster 4: *History of Manitoba*

KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*

VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 3: *Living in Manitoba*  
Cluster 4: *History of Manitoba*

**CROW WING CAMP**  
**OROSEAU INC.**

Address: PO Box 345  
St. Malo MB R0A 1T0  
Telephone: 204-427-2922  
Email: [oroseau@xplornet.com](mailto:oroseau@xplornet.com)  
Website: [www.oroseau.ca/index.html](http://www.oroseau.ca/index.html)

**Grades:** Grade 4 to Grade 12

**Description of the Available Activities**

The Crow Wing Camp is a replica of what life used to be like on a major trade route of the 1800s, where travellers would stop to rest, trade, break bread, and share stories. It is located near the convergence of the Roseau River and the Crow Wing Trail and is designed for a hands-on experience of ancestral ways.

The historical programs available are designed to foster a better appreciation of Canada's rich history. Canada's past comes alive as students learn about the early existence of our country and gain a better appreciation of what our ancestors had to endure. Presentations, animated by a guide and interpreter, can be tailored to suit a variety of culturally diverse backgrounds, age groups, curriculum requirements, or linguistic needs. Programs can be booked on-site or in the school.

**Social Studies Specific Learning Outcomes**

Cluster 3: *Living in Manitoba*

- KI-009F Describe the influence of their cultural heritage on their francophone identity.
- KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- KL-025 Describe places of historic, cultural, or environmental significance in Manitoba. *Examples: Lower Fort Garry, The Forks, musée de Saint-Boniface, Thunderbird House, provincial/national parks . . .*
- VL-006 Appreciate Manitoba's natural environment.

Cluster 4: *History of Manitoba*

- KI-011 Give examples of Aboriginal contributions to the history of Manitoba. *Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers . . .*
- KI-012 Give examples of francophone contributions to the history of Manitoba. *Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs . . .*
- KL-026 Describe the influence of the natural environment on settlement in Manitoba.

*(continued)*

Cluster 4: *History of Manitoba (continued)*

- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-008 Value oral tradition as an important way to learn history.
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 4: *History of Manitoba*

**THE SAINT-PIERRE-JOLYS MUSEUM INC.**

Address: 432 Joubert St.  
PO Box 321  
Saint-Pierre-Jolys MB R0A 1V0  
Telephone: 204-433-7635  
Website: [www.museestpierre.mb.ca](http://www.museestpierre.mb.ca)

**Grades:** Grade 4 to Grade 6

**Description of the Available Activities**

Students visit a traditional classroom with a mannequin dressed as a nun of that era and view the parlour, the chapel, and the Mother Superior’s room, along with photos and artifacts. The sugar shack is a unique building available for sugaring-off activities. Students tour the site and learn first-hand about maple syrup production. The students participate in a taffy pull and go on a sleigh ride pulled by horses.

**Social Studies Specific Learning Outcomes**

- KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- KI-012 Give examples of francophone contributions to the history of Manitoba.  
*Examples: the settlement of Saint-Boniface, place names, language and culture, voyageurs . . .*
- KI-012F Recognize that their identities are connected to the history of their francophone community.
- KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- KH-033 Relate stories of people and events that shaped Manitoba.  
*Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt . . .*
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-008 Value oral tradition as an important way to learn history.
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 4: *History of Manitoba*

### **ST. NORBERT PROVINCIAL HERITAGE PARK**

Address: 40 Turnbull Drive

St. Norbert MB R3V 1G6

Telephone: 204-945-4236 or 204-945-4375

Website: [www.gov.mb.ca/conservation/parks/education/centres/st\\_norbert-fghsm.html](http://www.gov.mb.ca/conservation/parks/education/centres/st_norbert-fghsm.html)

Hours of operation: May to September

Free admission. Donations go to the Fort Garry Historical Society.

**Grades:** Kindergarten to Grade 12

### **Description of Available Activities**

St. Norbert Provincial Heritage Park, located at the junction of the Red and La Salle rivers, illustrates the natural landscape that has been utilized for centuries by many different cultural groups. The area has been used for hunting, fishing, and camping by First Nations Peoples and as an agricultural settlement by francophone families in the years leading up to the First World War. Students take a guided tour of two post-1870 restored structures, the Turenne and Bohémier houses. The site also offers a one-kilometre self-guided trail along the Red River.

### **Social Studies Specific Learning Outcomes**

- KI-011 Give examples of Aboriginal contributions to the history of Manitoba.  
*Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers . . .*
- KI-012 Give examples of francophone contributions to the history of Manitoba.  
*Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs . . .*
- KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-008 Value oral tradition as an important way to learn history.
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 4: *History of Manitoba*

**DALNAVERT MUSEUM**

Address: 61 Carlton Street  
Winnipeg MB R3C 1N7  
Telephone: 204-943-2835  
Fax: 204-943-2565  
Email: [dalnavert@mhs.mb.ca](mailto:dalnavert@mhs.mb.ca)  
Website: [www.mhs.mb.ca/info/museums/dalnavert/index.shtml](http://www.mhs.mb.ca/info/museums/dalnavert/index.shtml)

**Grades:** Grade 1 to Grade 12

**Description of Available Activities**

Built in 1895, Dalnavert House is the restored home of Sir Hugh John Macdonald, who was a lawyer, the Premier of Manitoba in 1900, and the son of Canada’s first Prime Minister. This house gives a good idea of the social and cultural life in Winnipeg during the Victorian era.

During the hour-long tour throughout the home with costumed guides, students are encouraged to compare the elegant lives of the Macdonald family with their own. Students are actively engaged in the process of inquiry and discovery as they discuss, observe, question, and make inferences through a variety of special activities.

**Social Studies Specific Learning Outcomes**

- KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-009 Appreciate the significance of history in their lives.

#### **THE HISTORICAL MUSEUM OF ST. JAMES-ASSINIBOIA**

Address: 3180 Portage Avenue  
Winnipeg MB R3R 0Y5

Telephone: 204-888-8706

Fax: 204-949-3454

Email: [bonitah@mts.net](mailto:bonitah@mts.net) (Attention St. James Museum)

Website: Not available

Information about the Historical Museum of St. James-Assiniboia is available at the Travel Manitoba website:

<http://infokits.travelmanitoba.com/default.asp?page=500&pid=12&opid=2178&detail=yes&menu=499&node=634&pzone=12>

**Grades:** Grade 1 to Grade 6

#### **Description of the Available Activities**

The following activities are available at the Historical Museum of St. James-Assiniboia:

- environmental theatre (Brown House character portrayal)
- interactive interpretive programs
- hands-on activities (artifacts, displays)
- historical interpretations of Manitoba pioneer life
- quality historically designed and instructed pioneer arts and crafts
- pioneer children's games (horseshoes, tug-of-rope, three-legged races, etc.)
- musical components and pioneer dance
- old-time fiddling and jigging

#### **Social Studies Specific Learning Outcomes**

- KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-008 Value oral tradition as an important way to learn history.
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 4: *History of Manitoba*

**COOK’S CREEK HERITAGE MUSEUM**

Address: PR 212, 3 miles east of Bird’s Hill Park at Saption Road  
PO Box 10 GRP 22 RR 2  
Cooks Creek MB R0E 0K0  
Telephone: 204-444-4448 or 204-444-3247  
Fax: 204-444-4224  
Email: [cchm@mts.net](mailto:cchm@mts.net)  
Website: [www.museumsmanitoba.com/dir/eastern/22.html](http://www.museumsmanitoba.com/dir/eastern/22.html)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

The buildings are dedicated to the people of Eastern Europe who settled in the area. There are a blacksmith shop, pioneer homes, a candle house, a chapel, and the main building. This kid-friendly museum provides activities that include using a crimping machine and floor polisher and making butter using a butter churn.

**Note to teachers:** A short distance away is the Grotto of Our Lady of Lourdes. This is a designated Provincial Heritage Site. Tours are available by appointment only in May and June and the Grotto is open daily from noon to 8:00 p.m. during July and August. Call 204-444-2478.

**Social Studies Specific Learning Outcomes**

- KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 4: *History of Manitoba*

**MANITOBA ELECTRICAL MUSEUM AND EDUCATION CENTRE**

Address: 680 Harrow Street  
PO Box 815  
Winnipeg MB R3C 2P4  
Telephone: 204-477-7901 or 204-477-7905  
Fax: 204-284-5308  
Email: [jrichter@hydro.mb.ca](mailto:jrichter@hydro.mb.ca)  
Website: [www.hydro.mb.ca/corporate/history/electrical\\_museum.shtml](http://www.hydro.mb.ca/corporate/history/electrical_museum.shtml)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

The Manitoba Electrical Museum and Education Centre houses a very large collection of electrical artifacts, archival photographs, documents, and interactive educational displays that help tell the story of Manitoba's electrical history. From the pre-electricity days in the late 1800s to future electrical development, this story includes the first uses of electricity in Manitoba, the beginning of hydroelectric power, and some unusual contraptions that would evolve into modern electric appliances. Students join Elizabeth on the farm and journey 800 kilometres to northern Manitoba.

**Social Studies Specific Learning Outcomes**

- KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-009 Appreciate the significance of history in their lives.

Grade 4—*Manitoba, Canada, and the North: Places and Stories*  
Cluster 4: *History of Manitoba*

**MANITOBA AUTOMOBILE MUSEUM**

Address: PO Box 477  
Elkhorn MB R0M 0N0  
Telephone: 204-845-2604  
Fax: 204-845-2312  
Email: [info@elkhorn.mb.ca](mailto:info@elkhorn.mb.ca)  
Website: [www.mbautomuseum.com](http://www.mbautomuseum.com)

**Grades:** Grade 1 to Grade 6

**Description of the Available Activities**

In the old school house, students participate in a Jeopardy game on Manitoba history. Seniors from the area will demonstrate washing and ironing clothes, churning butter, spinning wool, working the telephone switchboard, et cetera. Hutterite women will demonstrate how to knit socks using a knitter from the museum. Tours in the museum present a collection of First Peoples artifacts, furniture, farm machinery, household items, clothing, and more.

**Social Studies Specific Learning Outcomes**

- KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-009 Appreciate the significance of history in their lives.

#### **FORT GIBRALTAR**

Address: 866 St. Joseph Street  
Winnipeg MB

Mailing  
Address: 389 Main Street  
Winnipeg MB R3B 1A6

Telephone: 204-237-7692  
Fax: 204-233-7576  
Email: [info@festivalvoyageur.mb.ca](mailto:info@festivalvoyageur.mb.ca)  
Website: [www.fortgibraltar.com](http://www.fortgibraltar.com)

**Grades:** Grade 1 to Grade 12

#### **Description of the Available Activities**

Originally built at the forks of the Red and Assiniboine Rivers in 1810, Fort Gibraltar played an important role in the development of the Red River colony which eventually became the province of Manitoba. The fur trade was Western Canada's economical muscle in the nineteenth century. The school program, *The Fur Trade at Fort Gibraltar* (Grades 1 to 12), focuses on this commerce and all the parties involved in this enormous effort. Costumed interpreters will present the day-to-day life of a variety of individuals that lived in 1815. The students will be encouraged to converse with managers from the upper class that were in charge of assessing the quality and the value of the different furs. The students will also meet voyageurs preparing for their long trip to the *Pays-d'en-Haut* and will also meet winterers that live in the Fort year-round to ensure that everything remains in order. The blacksmith will demonstrate his craft and once everyone is assembled around the cooking fire, the students will have a chance to taste fresh bannock. Through interactive demonstrations and presentations, the students will be carried away by the realities of life during the fur trade era.

The guided tour, *The People of the Red River* (Grades 3 to 6), was designed to present the diversity of cultures present during the fur trade era. The students will experience the interactions that existed between the Europeans and the different First Nations, more specifically within Fort Gibraltar and the North West Company (NWC). Costumed interpreters will present the day-to-day life of a range of characters that existed in the early nineteenth century, from the clerks to the Métis day workers, without forgetting the professionals and the voyageurs. The students will be encouraged to move between the past and the present in a fun and animated environment. They will have the opportunity to touch furs, to smell the aromas of an open fire, to examine the preparation of pemmican, and to observe how the blacksmith goes about his work.

The Fort Gibraltar offers an online school program with suggestions for activities to enhance the visits as well as an *Educational Guide* to help prepare the students prior to the visit.

*(continued)*

## Social Studies Specific Learning Outcomes

- KI-011 Give examples of Aboriginal contributions to the history of Manitoba.  
*Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers . . .*
- KI-012 Give examples of francophone contributions to the history of Manitoba. *Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs . . .*
- KI-012F Recognize that their identities are connected to the history of their francophone community.
- KL-027 Relate stories of interactions between the Selkirk settlers and Aboriginal peoples.
- KH-033 Relate stories of people and events that shaped Manitoba.  
*Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt . . .*
- KH-035 Describe ways in which life in Manitoba has changed over time.  
*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation . . .*
- VH-008 Value oral tradition as an important way to learn history.
- VH-009 Appreciate the significance of history in their lives.

**LOCKPORT PROVINCIAL HERITAGE PARK**

Address: 23017 PTH 44  
Lockport MB R1B 1A1  
Telephone: 204-757-2902 or 204-757-2904  
Fax: 204-757-2150  
Website: [www.gov.mb.ca/conservation/parks/popular\\_parks/lockport/index.html](http://www.gov.mb.ca/conservation/parks/popular_parks/lockport/index.html)

**Grades:** Grade 1 to Grade 6

**Description of the Available Activities**

The Lockport Provincial Heritage Park focuses on the rich history of the area.

*First Farmers Program:* The first evidence of farming in the Prairies was found in Lockport. Students learn about these farmers and their role in the cultural history of the Red River Valley.

*First Peoples Program:* A multicultural blast from the past, this program is based on information and artifacts from the last 3000 years of human life in this area.

*Bison Program:* Students learn about this important mammal that influenced Canada’s history and about the First Peoples who relied on the bison for survival.

**Social Studies Specific Learning Outcomes**

- KI-005 Describe characteristics of diverse First Peoples cultures before contact with Europeans.
- KI-006 Compare daily life in diverse First Peoples communities.  
*Examples: food, clothing, shelter; roles of men, women, children, Elders . . .*
- KL-017 Describe practices and beliefs that reflected First Peoples’ connections with the land and the natural environment.
- KH-024 Relate First Peoples’ stories of their pre-contact and early contact with Europeans.
- KE-050 Describe various ways in which First Peoples communities interacted with each other.  
*Examples: trade, cooperation, conflicts . . .*
- VH-008 Value oral tradition as an important source of knowledge about First Peoples.

**OAK HAMMOCK MARSH INTERPRETIVE CENTRE**

Address: 1 Snow Goose Bay on PR 220  
PO Box 1160  
Stonewall MB R0C 2Z0  
Telephone: 204-467-3300 or 204-467-3299  
Fax: 204-467-3311 or 204-467-9028  
Email: [ohmic@ducks.ca](mailto:ohmic@ducks.ca)  
Website: [www.oakhammockmarsh.ca/](http://www.oakhammockmarsh.ca/)

**Grades:** Grade 2 to Grade 12

**Description of the Available Activities**

*Aboriginal Games:* Students learn important skills and attitudes by playing Aboriginal games such as tidluktoq and hoop and pole.

*Snowshoe Walkabout:* Students travel the winter trails by snowshoe.

*Snapshot of Aboriginal Cultures:* Interactive games and activities introduce students to the culture and history of Manitoba's Aboriginal groups.

*Plants and People:* Students discover some of the uses of marsh and prairie plants and their special importance to Aboriginal peoples.

*Life of the Tipi:* Students gather under a large tipi (weather permitting), where they learn about the historical and contemporary uses of the tipi. They then set up a smaller tipi frame, discovering the physical and structural properties of the tipi as they work.

*Voyageur Canoe:* Students explore the marsh the way the Aboriginal People have for hundreds of years in large, voyageur-style canoes.

**Social Studies Specific Learning Outcomes**

- KI-004 Describe First Peoples' stories of their origins, as well as current theories of migration to the North American continent.
- KI-005 Describe characteristics of diverse First Peoples cultures before contact with Europeans.
- KI-006 Compare daily life in diverse First Peoples communities.  
*Examples: food, clothing, shelter; roles of men, women, children, Elders . . .*
- KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
- KH-024 Relate First Peoples' stories of their pre-contact and early contact with Europeans.
- KE-050 Describe various ways in which First Peoples communities interacted with each other.  
*Examples: trade, cooperation, conflicts . . .*
- VH-008 Value oral tradition as an important source of knowledge about First Peoples.

**FORT WHYTE ALIVE**

Address: 1961 McCreary Road  
Winnipeg MB R3P 2K9  
Telephone: 204-989-8359  
Fax: 204-895-4700  
Email: [rolafson@fortwhyte.org](mailto:rolafson@fortwhyte.org)  
Website: [www.fortwhyte.org](http://www.fortwhyte.org)

**Grades:** Grade 4 to Grade 12

**Description of the Available Activities**

In the voyageur guided program, students enter Fort Whyte in the year 1800. Students wear ceintures fléchées and join the North West Company brigade as they go in search of furs. They travel by voyageur canoe (spring and fall) or snowshoe (winter) to trade for furs at the centre's tipi.

**Social Studies Specific Learning Outcomes**

- KI-009 Describe daily life and challenges for various groups involved in the fur trade.  
*Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women . . .*
- KL-021 Give examples of ways in which the fur trade operations were influenced by the land.  
*Examples: location of posts, transportation, food, clothing . . .*
- KH-030 Describe the influence of the fur trade on the historical development of Canada.  
*Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.*
- KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.
- KH-032 Relate stories of the people and events of the fur trade.  
*Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill . . .*
- KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers.  
*Examples: shared technologies, cultural change, spread of disease . . .*
- KG-044 Identify global factors that influenced the fur trade in Canada.  
*Examples: European fashion, wars in Europe . . .*
- VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
- VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

**LOWER FORT GARRY NATIONAL HISTORIC SITE OF CANADA**

Address: 5925 PTH 9  
St. Andrews MB R1A 4A8  
Telephone: 204-785-6050  
Toll-Free: 1-888-773-8888  
Fax: 204-482-5887  
Email: [LFGNHS.Info@pc.gc.ca](mailto:LFGNHS.Info@pc.gc.ca)  
Website: [www.pc.gc.ca/lhn-nhs/mb/fortgarry/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/fortgarry/index_e.asp)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Lower Fort Garry offers a variety of activities and seasonal programming for school groups, such as Campfires and Communities, Artifact Bingo, and Spring into History.

*Each Played a Part:* Students play the “Liar’s Game” with costumed interpreters, learning about some fur trade inventions and the groups who invented them. After the activity, students visit the fort and learn about other innovations of the fur trade era.

**Social Studies Specific Learning Outcomes**

- KI-009 Describe daily life and challenges for various groups involved in the fur trade.  
*Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women . . .*
- KL-020 Locate on a map of Canada places and regions of historical significance to the fur trade and the Métis Nation.
- KL-021 Give examples of ways in which the fur trade operations were influenced by the land.  
*Examples: location of posts, transportation, food, clothing . . .*
- KH-030 Describe the influence of the fur trade on the historical development of Canada.  
*Include: Hudson’s Bay and North West Companies; the creation of Rupert’s Land and the western expansion of Canada . . .*
- KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.
- KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers.  
*Examples: shared technologies, cultural change, spread of disease . . .*
- KG-044 Identify global factors that influenced the fur trade in Canada.  
*Examples: European fashion, wars in Europe . . .*
- KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.
- KE-053 Compare and contrast the operations of the Hudson’s Bay and the North West Companies and describe the competition between them.
- VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
- VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

### **FORT GIBRALTAR**

Address: 866 St. Joseph Street  
Winnipeg MB

Mailing

Address: 389 Main Street  
Winnipeg MB R3B 1A6

Telephone: 204-237-7692

Fax: 204-233-7576

Email: [info@festivalvoyageur.mb.ca](mailto:info@festivalvoyageur.mb.ca)

Website: [www.fortgibraltar.com](http://www.fortgibraltar.com)

**Grades:** Grade 1 to Grade 12

### **Description of the Available Activities**

Originally built at the forks of the Red and Assiniboine Rivers in 1810, Fort Gibraltar played an important role in the development of the Red River colony which eventually became the province of Manitoba. The fur trade was Western Canada's economical muscle in the nineteenth century. The school program, *The Fur Trade at Fort Gibraltar* (Grades 1 to 12), focuses on this commerce and all the parties involved in this enormous effort. Costumed interpreters will present the day-to-day life of a variety of individuals that lived in 1815. The students will be encouraged to converse with managers from the upper class that were in charge of assessing the quality and the value of the different furs. The students will also meet voyageurs preparing for their long trip to the *Pays-d'en-Haut* and will also meet winterers that live in the Fort year-round to ensure that everything remains in order. The blacksmith will demonstrate his craft and once everyone is assembled around the cooking fire, the students will have a chance to taste fresh bannock. Through interactive demonstrations and presentations, the students will be carried away by the realities of life during the fur trade era.

The guided tour, *The People of the Red River* (Grades 3 to 6), was designed to present the diversity of cultures present during the fur trade era. The students will experience the interactions that existed between the Europeans and the different First Nations, more specifically within Fort Gibraltar and the North West Company (NWC). Costumed interpreters will present the day-to-day life of a range of characters that existed in the early nineteenth century, from the clerks to the Métis day workers, without forgetting the professionals and the voyageurs. The students will be encouraged to move between the past and the present in a fun and animated environment. They will have the opportunity to touch furs, to smell the aromas of an open fire, to examine the preparation of pemmican, and to observe how the blacksmith goes about his work.

The Fort Gibraltar offers an online school program with suggestions for activities to enhance the visits as well as an *Educational Guide* to help prepare the students prior to the visit.

*(continued)*

## Social Studies Specific Learning Outcomes

- KI-009 Describe daily life and challenges for various groups involved in the fur trade. *Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women . . .*
- KL-021 Give examples of ways in which the fur trade operations were influenced by the land. *Examples: location of posts, transportation, food, clothing . . .*
- KH-030 Describe the influence of the fur trade on the historical development of Canada. *Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.*
- KH-036 Give examples of the impact of interactions between First Peoples and European traders and settlers. *Examples: shared technologies, cultural change, spread of disease . . .*
- KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.
- VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
- VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

**CROW WING CAMP**  
**OROSEAU INC.**

Address: PO Box 345  
St. Malo MB R0A 1T0  
Telephone: 204-427-2922  
Email: [oroseau@xplornet.com](mailto:oroseau@xplornet.com)  
Website: [www.oroseau.ca/index.html](http://www.oroseau.ca/index.html)

**Grades:** Grade 4 to Grade 12

**Description of the Available Activities**

The Crow Wing Camp is a replica of what life used to be like on a major trade route of the 1800s, where travellers would stop to rest, trade, break bread, and share stories. It is located near the convergence of the Roseau River and the Crow Wing Trail and is designed for a hands-on experience of ancestral ways.

The historical programs available are designed to foster a better appreciation of Canada's rich history. Canada's past comes alive as students learn about the early existence of our country and gain a better appreciation of what our ancestors had to endure. Presentations, animated by a guide and interpreter, can be tailored to suit a variety of culturally diverse backgrounds, age groups, curriculum requirements, or linguistic needs. Programs can be booked on-site or in the school.

**Social Studies Specific Learning Outcomes**

- KI-009 Describe daily life and challenges for various groups involved in the fur trade.  
*Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women . . .*
- KL-021 Give examples of ways in which the fur trade operations were influenced by the land.  
*Examples: location of posts, transportation, food, clothing . . .*
- KH-032 Relate stories of the people and events of the fur trade.  
*Examples: coureurs de bois, Pierre-Esprit Radisson and Médard Chouart Des Groseilliers, Pierre Gaultier de Varennes, sieur La Vérendrye, Henry Kelsey, Simon Fraser, James McGill . . .*
- KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.
- VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
- VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

Grade 5—*Peoples and Stories of Canada to 1867*  
Cluster 4: *From British Colony to Confederation (1763 to 1867)*

**SEVEN OAKS HOUSE MUSEUM**

Address: 115 Rupertsland Boulevard  
PO Box 25176 RPO West Kildonan  
Winnipeg MB R2V 1Y0  
Telephone: 204-339-7429  
Fax: 204-334-8516 (in season only)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Seven Oaks House Museum is a historical site consisting of a two-storey house built around 1851 to 1853 by John Inkster and a log cabin built in 1827. These were used as store, post office, and kitchen. The museum contains some original furnishings and items from the period to 1912. It is situated on a large park-like setting and is adjacent to an area park and playground.

The museum is open daily, 10:00 a.m. to 5:00 p.m., from the May long weekend until Labour Day.

**Social Studies Specific Learning Outcomes**

- KG-045 Identify global factors that influenced immigration to Canada.  
*Examples: political and social issues, European famine, increasing European populations . . .*
- VI-005 Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.
- VI-006 Appreciate the historical roots of the multicultural nature of Canada.
- VG-013 Appreciate the connections Canadians have with various places in the world.

Grade 5—*Peoples and Stories of Canada to 1867*  
Cluster 4: *From British Colony to Confederation (1763 to 1867)*

### **GUIDED WALKING TOUR OF OLD ST. BONIFACE**

Address: 219 Provencher Boulevard  
Winnipeg MB R2H 0G4  
Telephone: 204-233-8343  
Toll-Free: 1-888-808-8338  
Fax: 204-233-8360  
Email: [info@tourismeriel.com](mailto:info@tourismeriel.com)  
Website: [www.tourismeriel.com/](http://www.tourismeriel.com/)

**Grades:** Grade 4 to Grade 11

#### **Description of the Available Activities**

Students find out about the people, the buildings, and the events that have shaped today's Saint-Boniface. Students discover the unique architecture, atmosphere, and charm of a vibrant community that reflects both the determination and *joie de vivre* of Franco-Manitobans.

#### **Social Studies Specific Learning Outcomes**

- VI-004 Appreciate Canadian history and geography as important contributors to personal identity.
- VI-005 Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.
- VH-010 Value history as a way of understanding contemporary Canada.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*

#### **RIEL HOUSE NATIONAL HISTORIC SITE OF CANADA**

Address: 330 River Road  
PO Box 73 RPO South St. Vital  
Winnipeg MB R2N 3X9  
Telephone: 204-257-1783  
Fax: 204-254-8331 (mid-May to September) 204-983-2221 (September to mid-May)  
Email: [vgagnon@shsb.mb.ca](mailto:vgagnon@shsb.mb.ca)  
Website: [www.pc.gc.ca/lhn-nhs/mb/riel/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/riel/index_e.asp)

**Grades:** Grade 1 to Grade 12

#### **Description of the Available Activities**

The Riel House offers guided tours to all students. The hour-long tour not only touches on Louis Riel and his role in Canadian history, but also on the Métis people and their traditional lifestyle. When booking the tour, be sure to also include one of the numerous hands-on activities or participation in an interactive skit.

*Rediscover Riel:* Discover Louis Riel, his family, and their home, and explore the many different aspects of their life.

#### **Social Studies Specific Learning Outcomes**

- KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.  
*Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.*
- KH-027F Identify the roles of Father Noël-Joseph Ritchot and Archbishop Alexandre-Antonin Taché in Manitoba's entry into Confederation.
- KH-028 Identify causes, events, individuals, and consequences of the 1885 Resistance.
- KH-033 Identify factors leading to the entry into Confederation of Manitoba, Northwest Territories, British Columbia, Prince Edward Island, Yukon, Saskatchewan, Alberta, Newfoundland and Labrador, and Nunavut, and specify the year of entry.
- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*

#### **MENNONITE HERITAGE VILLAGE**

Address: 231 PTH 12 North  
Steinbach MB R5G 1T8  
Telephone: 204-326-9661  
Toll-Free: 1-866-280-8741  
Fax: 204-326-5046  
Email: [info@mennoniteheritagevillage.com](mailto:info@mennoniteheritagevillage.com)  
Website: [www.mennoniteheritagevillage.com/](http://www.mennoniteheritagevillage.com/)

**Grades:** Kindergarten to Grade 9

#### **Description of the Available Activities**

There are several activities to choose from: interpretive tours of the village, hands-on programs, indoor-outdoor programs, windmill studies, and an apprenticeship program. The historical village depicts life in the late nineteenth century. School groups are welcomed by interpreters in period costume. Interpreters work at various locations throughout the museum and will explain their work and the details of life during the period depicted. Tours can be designed specifically for classroom needs.

#### **Social Studies Specific Learning Outcomes**

- KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.  
*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders . . .*
- KI-010 Describe various challenges faced by new immigrants to Canada.  
*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation . . .*
- KE-055 Explain the importance of agriculture in the development of Canada from 1867 to 1914.
- VI-005 Appreciate the importance of immigration in the development of Canada.
- VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.
- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.
- VE-018 Appreciate the importance of agriculture in the development of Canada.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*

**THE SAINT-PIERRE-JOLYS MUSEUM INC.**

Address: 432 Joubert St.  
PO Box 321  
Saint-Pierre-Jolys MB R0A 1V0  
Telephone: 204-433-7635  
Website: [www.museestpierre.mb.ca](http://www.museestpierre.mb.ca)

**Grades:** Grade 4 to Grade 6

**Description of the Available Activities**

Students visit a traditional classroom with a mannequin dressed as a nun of that era and view the parlour, the chapel, and the Mother Superior's room, along with photos and artifacts. The sugar shack is a unique building available for sugaring-off activities. Students tour the site and learn first-hand about maple syrup production. The students participate in a taffy pull and go on a sleigh ride pulled by horses.

**Social Studies Specific Learning Outcomes**

- KC-002 Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.  
*Include: Aboriginal peoples, francophones, women.*
- KI-011 Describe daily life on a prairie homestead between 1890 and 1914.  
*Examples: survey system, role of women, challenges facing early settlers, education . . .*

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*

### **MUSÉE SAINT-JOSEPH MUSEUM**

Address: Musée Saint-Joseph Museum Inc.  
PO Box 34  
Saint-Joseph MB R0G 2C0

Telephone: 204-427-2239

Email: [gdperron@mts.net](mailto:gdperron@mts.net)

Website: Not available

Information about the Musée Saint-Joseph Museum is available at the Travel Manitoba website:  
<http://infokits.travelmanitoba.com/default.asp?page=500&pid=12&opid=2307&detail=yes&menu=499&node=634&pzone=12>

**Grades:** Kindergarten to Grade 9

### **Description of Available Activities**

The museum is a reconstruction of a pioneer village, with many restored buildings such as the Perron House (1850), a school (late nineteenth century), a blacksmith shop, a church, and a store, as well as some antique tractors and other agricultural machinery from the twentieth century. The guided tour of the museum and its artifacts will leave students with a great appreciation of the hard work of a pioneer.

### **Social Studies Specific Learning Outcomes**

- KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.  
*Examples: African-Americans, Asians, British, Central and Eastern Europeans, Icelanders . . .*
- KI-010 Describe various challenges faced by new immigrants to Canada.  
*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation . . .*
- KE-055 Explain the importance of agriculture in the development of Canada from 1867 to 1914.
- VI-005 Appreciate the importance of immigration in the development of Canada.
- VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.
- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.
- VE-018 Appreciate the importance of agriculture in the development of Canada.

Grade 6—*Canada: A Country of Change (1867 to present)*  
Cluster 1: *Building a Nation (1867 to 1914)*

**ST. NORBERT PROVINCIAL HERITAGE PARK**

Address: 40 Turnbull Drive  
St. Norbert MB R3V 1G6  
Telephone: 204-945-4236 or 204-4375  
Website: [www.gov.mb.ca/conservation/parks/education/centres/st\\_norbert-fghsm.html](http://www.gov.mb.ca/conservation/parks/education/centres/st_norbert-fghsm.html)

Hours of operation: May to September  
Free admission. Donations go to the Fort Garry Historical Society.

**Grades:** Kindergarten to Grade 12

**Description of Available Activities**

St. Norbert Provincial Heritage Park, located at the junction of the Red and La Salle rivers, illustrates the natural landscape that has been utilized for centuries by many different cultural groups. The area has been used for hunting, fishing, and camping by First Nations Peoples and as an agricultural settlement by Francophone families in the years leading up to the First World War. Students take a guided tour of two post-1870 restored structures, the Turenne and Bohémier houses. The site also offers a one-kilometre self-guided trail along the Red River.

**Social Studies Specific Learning Outcomes**

- KI-010 Describe various challenges faced by new immigrants to Canada.  
*Examples: language, climate and environment, differing laws and customs, discrimination, physical and cultural isolation . . .*
- KI-011 Describe daily life on a prairie homestead between 1890 and 1914.  
*Examples: survey system, role of women, challenges facing early settlers, education . . .*
- VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.
- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.
- VE-018 Appreciate the importance of agriculture in the development of Canada.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*

**CROW WING CAMP  
OROSEAU INC.**

Address: PO Box 345  
St. Malo MB R0A 1T0  
Telephone: 204-427-2922  
Email: [oroseau@xplornet.com](mailto:oroseau@xplornet.com)  
Website: [www.oroseau.ca/index.html](http://www.oroseau.ca/index.html)

**Grades:** Grade 4 to Grade 12

**Description of the Available Activities**

The Crow Wing Camp is a replica of what life used to be like on a major trade route of the 1800s, where travellers would stop to rest, trade, break bread, and share stories. It is located near the convergence of the Roseau River and the Crow Wing Trail and is designed for a hands-on experience of ancestral ways.

The historical programs available are designed to foster a better appreciation of Canada's rich history. Canada's past comes alive as students learn about the early existence of our country and gain a better appreciation of what our ancestors had to endure. Presentations, animated by a guide and interpreter, can be tailored to suit a variety of culturally diverse backgrounds, age groups, curriculum requirements, or linguistic needs. Programs can be booked on-site or in the school.

**Social Studies Specific Learning Outcomes**

- VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.
- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*

**PRAIRIE DOG CENTRAL RAILWAY  
THE VINTAGE LOCOMOTIVE SOCIETY INC.**

Address: PO Box 33021  
RPO Polo Park  
Winnipeg MB R3G 3N4  
Telephone: 204-832-5259  
Fax: 1-866-751-2348 (toll-free within North America)  
Email: [info@pdcrailway.com](mailto:info@pdcrailway.com)  
Website: [www.pdcrailway.com/index.htm](http://www.pdcrailway.com/index.htm)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

From May (from March for visits only) to the end of September, learning about Western Canadian history and how the railways played an integral part of the building of today's communities has never been so easy. The Prairie Dog Central Railway has three options for school groups. The website provides very detailed information with regard to the differing options available to school groups.

**Social Studies Specific Learning Outcomes**

Cluster 1: *Building a Nation (1867 to 1914)*

KH-031 Identify events and issues related to the construction of the Canadian Pacific Railway.  
*Examples: workers and working conditions, Chinese labourers, construction difficulties, mapping Canada . . .*

KI-011 Describe daily life on a prairie homestead between 1890 and 1914.  
*Examples: survey system, role of women, challenges facing early settlers, education . . .*

Cluster 2: *An Emerging Nation (1914 to 1945)*

KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.  
*Examples: electricity, telecommunication, transportation, medicine, industrialization . . .*

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*  
Cluster 3: *Shaping Contemporary Canada*  
Cluster 4: *Canada Today: Democracy, Diversity, and the Influence of the Past*

#### **FORT GIBRALTAR**

Address: 866 St. Joseph Street  
Winnipeg MB

Mailing

Address: 389 Main Street  
Winnipeg MB R3B 1A6

Telephone: 204-237-7692

Fax: 204-233-7576

Email: [info@festivalvoyageur.mb.ca](mailto:info@festivalvoyageur.mb.ca)

Website: [www.fortgibraltar.com](http://www.fortgibraltar.com)

**Grades:** Grade 1 to Grade 12

#### **Description of the Available Activities**

Originally built at the forks of the Red and Assiniboine Rivers in 1810, Fort Gibraltar played an important role in the development of the Red River colony which eventually became the province of Manitoba. The fur trade was Western Canada's economical muscle in the nineteenth century. The school program, *The Fur Trade at Fort Gibraltar* (Grades 1 to 12), focuses on this commerce and all the parties involved in this enormous effort. Costumed interpreters will present the day-to-day life of a variety of individuals that lived in 1815. The students will be encouraged to converse with managers from the upper class that were in charge of assessing the quality and the value of the different furs. The students will also meet voyageurs preparing for their long trip to the *Pays-d'en-Haut* and will also meet winterers that live in the Fort year-round to ensure that everything remains in order. The blacksmith will demonstrate his craft and once everyone is assembled around the cooking fire, the students will have a chance to taste fresh bannock. Through interactive demonstrations and presentations, the students will be carried away by the realities of life during the fur trade era.

The guided tour, *The People of the Red River* (Grades 3 to 6), was designed to present the diversity of cultures present during the fur trade era. The students will experience the interactions that existed between the Europeans and the different First Nations, more specifically within Fort Gibraltar and the North West Company (NWC). Costumed interpreters will present the day-to-day life of a range of characters that existed in the early nineteenth century, from the clerks to the Métis day workers, without forgetting the professionals and the voyageurs. The students will be encouraged to move between the past and the present in a fun and animated environment. They will have the opportunity to touch furs, to smell the aromas of an open fire, to examine the preparation of pemmican, and to observe how the blacksmith goes about his work.

The Fort Gibraltar offers an online school program with suggestions for activities to enhance the visits as well as an *Educational Guide* to help prepare the students prior to the visit.

*(continued)*

## **Social Studies Specific Learning Outcomes**

Cluster 1: *Building a Nation (1867 to 1914)*

VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.

Cluster 3: *Shaping Contemporary Canada*

VI-007A Value their First Nation, Inuit, or Métis language, heritage, and culture.

VI-007F Value the French language and their francophone heritage and culture.

Cluster 4: *Canada Today: Democracy, Diversity, and the Influence of the Past*

VC-003 Appreciate the struggles and achievements of past generations in shaping Canada.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 1: *Building a Nation (1867 to 1914)*  
Cluster 3: *Shaping Contemporary Canada*  
Cluster 4: *Canada Today: Democracy, Diversity, and the Influence of the Past*

#### **GUIDED WALKING TOUR OF OLD ST. BONIFACE**

Address: 219 Provencher Boulevard  
Winnipeg MB R2H 0G4  
Telephone: 204-233-8343  
Toll-Free: 1-888-808-8338  
Fax: 204-233-8360  
Email: [info@tourismeriel.com](mailto:info@tourismeriel.com)  
Website: [www.tourismeriel.com/](http://www.tourismeriel.com/)

**Grades:** Grade 4 to Grade 11

#### **Description of the Available Activities**

Students find out about the people, the buildings, and the events that have shaped today's Saint-Boniface. Students discover the unique architecture, atmosphere, and charm of a vibrant community that reflects both the determination and *joie de vivre* of Franco-Manitobans.

#### **Social Studies Specific Learning Outcomes**

Cluster 1: *Building a Nation (1867 to 1914)*

KH-027 Identify individuals and events connected with Manitoba's entry into Confederation.  
*Include: Louis Riel, Red River Resistance, Métis Bill of Rights, provisional government.*

Cluster 3: *Shaping Contemporary Canada*

VI-007F Value the French language and their francophone heritage and culture.

Cluster 4: *Canada Today: Democracy, Diversity, and the Influence of the Past*

KI-017 Describe characteristics that define Canada as a country.  
*Examples: multicultural, bilingual, northern . . .*

KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.

VI-009 Appreciate the arts as important expressions of culture and identity.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*

**RALPH CONNOR HOUSE**

Address: Friends of the Ralph Connor House Inc.  
54 West Gate  
Winnipeg MB R3C 2E1  
Telephone: 204-954-7880  
Fax: 204-954-7889  
Email: [uwc@mts.net](mailto:uwc@mts.net)  
Website: [www.ralphconnorhouse.com](http://www.ralphconnorhouse.com)

**Grades:** Grade 5 to Grade 6

**Description of Available Activities**

The Ralph Connor House, built in 1913, becomes the backdrop to a 90-minute tour. An emphasis is placed on the changing role of women during the First World War. The volunteers from the University Women's Club dress up in period costumes and role-play.

**Social Studies Specific Learning Outcomes**

- KH-037 Describe changing roles for women in Canada from 1914 to 1945.
- KG-040 Describe Canada's involvement in the First World War and identify its impact on Canadian individuals and communities.  
*Include: internment of ethnocultural groups.*
- VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*

#### **TRANSCONA HISTORICAL MUSEUM**

Address: 141 Regent Avenue West  
Winnipeg MB R2C 1R1  
Telephone: 204-222-0423  
Fax: 204-222-0208  
Email: [transcon@istar.ca](mailto:transcon@istar.ca)  
Website: [www.transconamuseum.mb.ca](http://www.transconamuseum.mb.ca)

**Grades:** Grade 5 to Grade 6

#### **Description of the Available Activities**

*Remembrance Day Education Program: "Serving King and Country, Transcona's Hometown Heroes"*

The museum focuses on World War I and II artifacts. Students see how the Transcona shops made munitions for our fighting forces during WW II and learn how a Transcona-made armoured train protected the Canadian west coast from the threat of Japan during WW II. Students find out about the *HMCS Transcona*, a mine sweeper in the Royal Canadian Navy during WW II. Students can browse through the *Book of Honour* to read about the many Transcona residents who fought for Canada during the World Wars and the Korean War and learn what the book means for Transcona residents. On the walking tour, students discover the history of the cenotaph in Memorial Park Circle.

#### **Social Studies Specific Learning Outcomes**

- KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- KG-041 Identify major causes and events of the Second World War.
- KG-042 Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities.  
*Include: internment of ethnocultural groups; the Holocaust.*
- VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*

**EXCHANGE DISTRICT BIZ  
HISTORIC WALKING TOURS**

Address: Floor 2, 133 Albert Street  
Winnipeg MB R3B 1G6  
Telephone: 204-942-6716  
Fax: 204-943-8741  
Email: [walkingtours@exchangedistrict.org](mailto:walkingtours@exchangedistrict.org) or [info@exchangedistrict.org](mailto:info@exchangedistrict.org)  
Website: [www.exchangedistrict.org/](http://www.exchangedistrict.org/)

**Grades:** Grade 6 to Grade 12

**Description of the Available Activities**

Bring your class on a tour of the Exchange District, a living museum of Winnipeg's Boon Days.

Designed to fit with the social studies curriculum, school tours explore the subjects of immigration and resulting hardships, the Winnipeg General Strike, the Depression, the growth and development of Winnipeg, Winnipeg as the "Gateway to the West," industrialization, unions, trade, and prosperity at the turn of the century. Modifications can be discussed with the tour guide in advance to ensure a good fit with your lesson plans.

*The Winnipeg General Strike:* Students learn about the Winnipeg General Strike of 1919 and the experience of the strikers who organized to gain fair working conditions, from the citywide work stoppage to the violence of "Bloody Saturday."

**Social Studies Specific Learning Outcomes**

- KH-035 Describe the causes, main events, and results of the 1919 Winnipeg General Strike.
- VI-006 Value the contributions of various groups to the development of Canada.  
*Examples: suffragettes, trade unions . . .*
- VH-013 Appreciate the struggles of past generations in achieving the rights that people in Canada enjoy today.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*

### **AIR FORCE HERITAGE PARK AND 1 CANADIAN AIR DIVISION MUSEUM**

Address: Building 25 Air Force Way  
Winnipeg MB R3T 2Y5  
Telephone: 204-833-2500, ext. 4180  
Fax: 204-833-2512  
Email: [mcnorgan.p@forces.gc.ca](mailto:mcnorgan.p@forces.gc.ca)

**Grades:** Kindergarten to Grade 12

#### **Description of the Available Activities**

The 1 Canadian Air Division Museum has on display model aircraft, art displays, and two actual Victoria Cross medals. Students learn about the life and the achievements of the Canadians who earned the Victoria Cross. A scavenger hunt is also available for younger children.

Ten vintage aircraft are on display in the Air Force Heritage Park, a tribute to Canada's military aviation history. The Garden of Memories was created to commemorate the participation of Manitoba in the British Commonwealth Air Training Plan during the Second World War. The garden is made up of 1500 dedicated stones to form a propeller. The centre memorial stone is in the shape of Manitoba surrounded by an Air Force Roundel listing all Royal Canadian Air Force stations where aircrews were trained between 1940 and 1945.

#### **Social Studies Specific Learning Outcomes**

- KC-003 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- KG-041 Identify major causes and events of the Second World War.
- KG-042 Describe Canada's involvement in the Second World War and identify its impact on Canadian individuals and communities.  
*Include: internment of ethnocultural groups; the Holocaust.*
- VG-014 Appreciate the sacrifices that soldiers and other Canadians made during the World Wars.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*  
Cluster 3: *Shaping Contemporary Canada*

### **MAISON GABRIELLE-ROY HOUSE**

Address: PO Box 133  
375 Deschambault Street  
Winnipeg MB R2H 3B4  
Telephone: 204-231-3853  
Fax: 204-231-3910  
Email: [infomgr@mts.net](mailto:infomgr@mts.net)  
Website: [www.maisongabrielleroy.mb.ca/index\\_eng.php](http://www.maisongabrielleroy.mb.ca/index_eng.php)

**Grades:** Grade 4 to Grade 11

### **Description of the Available Activities**

The program touches upon social studies themes such as life in St. Boniface and Manitoba at the turn of the twentieth century and francophone culture of that period. The school programming is based on interactive activities, using writing, folklore, music, and drawing to enable the students to draw connections to historical themes. Older students develop critical and creative thinking through games, theatre, writing, drawing, and discussion.

### **Social Studies Specific Learning Outcomes**

Cluster 2: *An Emerging Nation (1914 to 1945)*

- KH-037 Describe changing roles for women in Canada from 1914 to 1945.
- KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.  
*Examples: electricity, telecommunication, transportation, medicine, industrialization . . .*

Cluster 3: *Shaping Contemporary Canada*

- KI-013 Identify historical reasons for bilingual and multicultural policies in Canada.
- KI-015 Give examples of changes to francophone populations in Canada since Confederation.  
*Examples: characteristics, distribution . . .*
- VI-007 Value the cultural and linguistic diversity of the Canadian community.

Grade 6—*Canada: A Country of Change (1867 to Present)*  
Cluster 2: *An Emerging Nation (1914 to 1945)*  
Cluster 3: *Shaping Contemporary Canada*

**THE MARINE MUSEUM OF MANITOBA SELKIRK INC.**

Address: 490 Eveline Street  
PO Box 7  
Selkirk MB R1A 2B1  
Telephone: 204-482-7761  
Email: [marinemuseum@mts.net](mailto:marinemuseum@mts.net)  
Website: [www.marinemuseum.ca/index.html](http://www.marinemuseum.ca/index.html)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Tours can accommodate groups of between 10 to 100 people and can be booked from as early as mid-April to late October (weather permitting). The tour is approximately 1 to 1 1/2 hours in length and consists of tour guides taking students through all six ships that the museum has on display. The museum has hundreds of marine artifacts on display, and the entire museum is hands-on. The Marine Museum also has a large area for picnics on the grounds. In case of rain, students can have lunch on one of the ships, the *M.S. Joe Simpson*, at no additional cost. Educational packages are available at the museum and online.

**Social Studies Specific Learning Outcomes**

Cluster 2: *An Emerging Nation (1914 to 1945)*

KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.  
*Examples: electricity, telecommunication, transportation, medicine, industrialization . . .*

Cluster 3: *Shaping Contemporary Canada*

KE-058 Give examples of ways in which industry and technology have changed life in Canada since 1945.  
*Examples: urbanization, transportation, communication, education . . .*

Grade 6—*Canada: A Country of Change (1867 to Present)*

Cluster 4: *Canada Today: Democracy, Diversity, and the Influence of the Past*

**THE WINNIPEG ART GALLERY**

Address: 300 Memorial Boulevard  
Winnipeg MB R3C 1V1  
Telephone: 204-786-6641 or 204-789-1762  
Fax: 204-788-4998  
Email: [programmes\\_scolaires@wag.mb.ca](mailto:programmes_scolaires@wag.mb.ca)  
Website: [www.wag.mb.ca/](http://www.wag.mb.ca/)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Art gallery programs are designed for all grade levels. Focus is on art appreciation, with some sketching. Some thematic programs put art in a historical context and can enhance a social studies unit.

*Inuit Artists:* The Winnipeg Art Gallery has the largest public collection of contemporary Inuit art in the world. Students can learn about who they are and how they think by examining art from other cultures. Students have the opportunity to study the works of Inuit artists from the gallery's travelling and permanent collection exhibitions.

*Reflections:* Students consider how art reflects the world around us—not just the physical world but the world of ideas, feelings, and beliefs. A tour of historical works in several exhibitions is thought provoking.

**Social Studies Specific Learning Outcomes**

- KI-018 Give examples of ways in which the government helps protect Canadian identity.  
*Examples: Canadian content rules in the media; support for the Canadian Broadcasting Corporation and the arts . . .*
- KI-019 Give examples from the arts and media that are expressions of Canadian culture and/or identity.
- KI-021 Identify various individuals from Canada's past and present, and describe their achievements.
- VI-009 Appreciate the arts as important expressions of culture and identity.

**AIR FORCE HERITAGE PARK AND 1 CANADIAN AIR DIVISION MUSEUM**

Address: Building 25 Air Force Way  
Winnipeg MB R3T 2Y5  
Telephone: 204-833-2500, ext. 4180  
Fax: 204-833-2512  
Email: [mcnorgan.p@forces.gc.ca](mailto:mcnorgan.p@forces.gc.ca)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

The 1 Canadian Air Division Museum has on display model aircraft, art displays, and two actual Victoria Cross medals. Students learn about the life and the achievements of the Canadians who earned the Victoria Cross. A scavenger hunt is also available for younger children.

Ten vintage aircraft are on display in the Air Force Heritage Park, a tribute to Canada's military aviation history. The Garden of Memories was created to commemorate the participation of Manitoba in the British Commonwealth Air Training Plan during the Second World War. The garden is made up of 1500 dedicated stones to form a propeller. The centre memorial stone is in the shape of Manitoba surrounded by an Air Force Roundel listing all Royal Canadian Air Force stations where aircrews were trained between 1940 and 1945.

**Social Studies Specific Learning Outcomes**

- KC-005 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- KG-035 Give examples of global cooperation to solve conflicts or disasters.
- VP-014 Appreciate the positive contributions of various individuals to world affairs.
- VE-016 Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

Grade 7—*People and Places in the World*  
Cluster 2: *Global Quality of Life*

**LOWER FORT GARRY NATIONAL HISTORIC SITE OF CANADA**

Address: 5925 PTH 9  
St. Andrews MB R1A 4A8  
Telephone: 204-785-6050  
Toll-Free: 1-888-773-8888  
Fax: 204-482-5887  
Email: [LFGNHS.Info@pc.gc.ca](mailto:LFGNHS.Info@pc.gc.ca)  
Website: [www.pc.gc.ca/lhn-nhs/mb/fortgarry/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/fortgarry/index_e.asp)

**Grades:** Kindergarten to Grade 12

**Description of the Available Activities**

Lower Fort Garry offers a variety of activities and seasonal programming for school groups, such as Campfires and Communities, Artifact Bingo, and Spring into History.

*Prejudice and Bias in Red River:* Students take part in Red River Society, after being assigned class, race, and gender roles. The group of students follows a costumed interpreter on visits to various homes and establishments around the fort, experiencing different welcomes. Students learn the effects of prejudice and bias in the nineteenth-century society, and they also learn the importance of questioning stereotypes today.

**Social Studies Specific Learning Outcomes**

- KI-007 Describe the impact of discriminatory attitudes and practices on quality of life.  
*Include: racism, prejudice, stereotyping.*
- KP-040 Compare and contrast various types of power and authority.
- KP-041 Explain the relationship between power and access to wealth and resources.
- VC-001 Respect the inherent dignity of all people.
- VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
- VE-016 Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

Grade 7—*People and Places in the World*  
Cluster 2: *Global Quality of Life*

**THE NAVAL MUSEUM OF MANITOBA**

Address: 1 Navy Way  
Winnipeg MB R3C 4J7  
Telephone: 204-943-7745  
Email: [curator@naval-museum.mb.ca](mailto:curator@naval-museum.mb.ca)  
Website: [www.naval-museum.mb.ca](http://www.naval-museum.mb.ca)

**Grades:** Grade 6 to Grade 12

**Description of the Available Activities**

The tour of the modern and interactive Naval Museum is conducted by a guide.

Manitoba has had one of the highest per capita rates of Navy servicemen and women in Canada. Sixteen ships of the Canadian Navy have carried the names of Manitoba places. The museum's hundreds of artifacts demonstrate the courage, dedication, and skills of servicemen and women, most notably those from Manitoba.

**Social Studies Specific Learning Outcomes**

- KC-005 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.
- KG-035 Give examples of global cooperation to solve conflicts or disasters.
- VC-002 Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
- VP-014 Appreciate the positive contributions of various individuals to world affairs.

Grade 7—*People and Places in the world*  
Cluster 3: *Ways of Life in Asia, Africa, or Australasia*

**MANITOBA JAPANESE CANADIAN CULTURAL CENTRE**

Address: 180 McPhillips Street  
Winnipeg MB R3E 2J9  
Telephone: 204-774-5909  
Fax: 204-775-6029  
Email: [mjccc@mts.net](mailto:mjccc@mts.net)  
Website: [www.mjccc.org/aboutus.html](http://www.mjccc.org/aboutus.html)

**Grades:** Grade 4 to Grade 12

**Description of the Available Activities**

The Manitoba Japanese Canadian Cultural Centre (MJCCC) is dedicated to the preservation and promotion of Japanese culture, heritage, and history.

For many years the MJCCC has run a successful school program for students in the Manitoba school system. School groups experience a half-day session of various activities, such as origami (paper folding), *shodo* (calligraphy) and *ondo* (folk dance), or an introduction to the Japanese language—all taught by volunteers. Activities based on school in Japan and short films about Japan are also available. In May, special activities in Judo and kimono dressing are held.

**Social Studies Specific Learning Outcomes**

- KI-010 Give examples of cultural factors that shape ways of life in a society of Asia, Africa, or Australasia.
- KI-011 Give examples of the artistic expression of culture in a society of Asia, Africa, or Australasia.  
*Examples: art, music, dance, literature, oral tradition . . .*
- VI-006 Be willing to broaden personal perspectives and experiences beyond the familiar.
- VI-007 Appreciate the importance of cultural and linguistic diversity in the world.
- VG-012 Demonstrate interest in ways of life of other societies in the world.

Grade 8—*World History: Societies of the Past*  
Cluster 1: *Understanding Societies Past and Present*

#### **THE MANITOBA MUSEUM**

Address: 190 Rupert Avenue  
Winnipeg MB R3B 0N2  
Telephone: 204-988-0626 or 204-956-2830  
Fax: 204-942-3679  
Email: [info@manitobamuseum.ca](mailto:info@manitobamuseum.ca)  
Website: [www.manitobamuseum.ca](http://www.manitobamuseum.ca)

**Grades:** Grade 8 to Grade 9

#### **Description of the Available Activities**

A variety of curriculum-based programs are available.

*Ancient Civilizations:* In this 90-minute session, students learn about ancient civilizations of North America in a slide presentation, a Gallery Find activity, and a pottery workshop.

A self-guided tour of the museum is also possible.

#### **Social Studies Specific Learning Outcomes**

- KI-005 Explain the concept of world view.
- KI-009 Describe ways in which societies organize, maintain, and perpetuate themselves.  
*Examples: physical survival, education, culture . . .*
- KI-011 Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
- KL-022 Give examples of the influence of the natural environment on the development of societies.
- KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.  
*Include: archaeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.*
- KH-028 Explain the importance of knowing the past and understanding history.
- VI-004 Be willing to consider differing world views.

**THE CHURCHILL ESKIMO MUSEUM**

Address: PO Box 10  
Churchill MB R0B 0E0  
Telephone: 204-675-2030  
Fax: 204-675-2140  
Website: Not available

Information about the Churchill Eskimo Museum is available at the Travel Manitoba website:  
<http://infokits.travelmanitoba.com/default.asp?page=500&pid=12&opid=2085&detail=yes&menu=499&node=634&pzone=12>

**Grades:** Grade 6 to Grade 12

**Description of Available Activities**

The Churchill Eskimo Museum aims to increase knowledge, understanding, and appreciation of Northern culture and history, particularly of the Canadian Inuit.

A short orientation of the Churchill Eskimo Museum is provided as an introduction, and then students are free to discover the museum on their own. The museum has a good collection of Inuit art and sculptures, as well as specimens of musk ox, polar bear, and other animals. The museum also has a large collection of artifacts ranging from the pre-Dorset period to the modern Inuit times.

**Social Studies Specific Learning Outcomes**

- KI-005 Explain the concept of world view.
- KI-009 Describe ways in which societies organize, maintain, and perpetuate themselves.  
*Examples: physical survival, education, culture . . .*
- KI-011 Identify the characteristics, advantages, and disadvantages of a hunter-gatherer way of life.
- KL-022 Give examples of the influence of the natural environment on the development of societies.
- KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.  
*Include: archaeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.*
- KH-028 Explain the importance of knowing the past and understanding history.
- VI-004 Be willing to consider differing world views.

Grade 8—*World History: Societies of the Past*  
Cluster 1: *Understanding Societies Past and Present*  
Cluster 5: *Shaping the Modern World (Circa 1400 to 1850)*

#### **THE FORKS NATIONAL HISTORIC SITE OF CANADA**

Address: 401–25 Forks Market Road  
Winnipeg MB R3C 4S8  
Telephone: 204-983-6757  
Toll-Free: 1-888-773-8888  
Fax: 204-983-2221  
Email: [FORKSNHS.Info@pc.gc.ca](mailto:FORKSNHS.Info@pc.gc.ca)  
Website: [www.pc.gc.ca/lhn-nhs/mb/forks/activ/interpret\\_e.asp#1](http://www.pc.gc.ca/lhn-nhs/mb/forks/activ/interpret_e.asp#1)

**Grades:** Grade 6 to Grade 12

#### **Description of the Available Activities:**

*"Beaver Tales and River Trails": A Guided Interpretive Tour:* A costumed Parks Canada interpreter tells students about the 6000-year transformation of The Forks and Winnipeg from a meeting place to a booming metropolis. Interpreters use reproduced artifacts, anecdotes, historical photos, maps, and landmarks, as well as the site's scenery.

**Note to teachers:** For reservations, call during the period from the end of March to the beginning of April. Tours begin in mid-May.

#### **Social Studies Specific Learning Outcomes**

##### **Cluster 1: *Understanding Societies Past and Present***

- KI-009 Describe ways in which societies organize, maintain, and perpetuate themselves.  
*Examples: physical survival, education, culture . . .*
- KI-012 Describe the development of agrarian societies and explain how they differed from hunter-gatherer societies.  
*Examples: food surplus, movement from nomadic to sedentary, division of labour, growth of villages and cities . . .*
- KL-022 Give examples of the influence of the natural environment on the development of societies.
- KH-027 Identify various sources of historical evidence and information and explain how each enhances understanding of the past.  
*Include: archaeology, artifacts, literature, art, music, biographies, journals, photographs, oral histories.*
- KH-028 Explain the importance of knowing the past and understanding history.
- VL-008 Appreciate the importance of sustaining the natural environment for future societies.

*(continued)*

**Cluster 5: *Shaping the Modern World (Circa 1400 to 1850)***

- KI-021 Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries.  
*Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices . . .*
- KE-061 Give examples of the continuing influence of ideas and technologies of past societies.
- VH-013 Appreciate the contributions of past societies to the shaping of the modern world.
- VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

Grade 8—*World History: Societies of the Past*  
Cluster 5: *Shaping the Modern World (Circa 1400 to 1850)*

**RIEL HOUSE NATIONAL HISTORIC SITE OF CANADA**

Address: 330 River Road  
PO Box 73 RPO South St. Vital  
Winnipeg MB R2N 3X9  
Telephone: 204-257-1783  
Fax: 204-254-8331 (mid-May to September) 204-983-2221 (September to mid-May)  
Email: [vgagnon@shsb.mb.ca](mailto:vgagnon@shsb.mb.ca)  
Website: [www.pc.gc.ca/lhn-nhs/mb/riel/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/riel/index_e.asp)

**Grades:** Grade 1 to Grade 12

**Description of the Available Activities**

The Riel House offers guided tours to all students. The hour-long tour not only touches on Louis Riel and his role in Canadian history, but also on the Métis people and their traditional lifestyle. When booking the tour, be sure to also include one of the numerous hands-on activities or participation in an interactive skit.

Students discover what distinguished the Métis from other Canadians and other Aboriginal people—their language, their customs, their way of life. Students will appreciate what happened when two cultures combined in Manitoba.

*River Lots, Then and Now*

*Circle of Influences*

*Reliving the Red River Resistance:* Students dress up, learn, explore, and have fun re-enacting the foundation of Manitoba in an interactive skit.

**Social Studies Specific Learning Outcomes**

- KI-021 Give examples of the impact of interactions between Europeans and indigenous peoples of Africa, Asia, Australasia, and the Americas from the fifteenth to nineteenth centuries.  
*Examples: slavery, diseases, missionaries, intermarriage, adoption of indigenous practices . . .*
- KE-061 Give examples of the continuing influence of ideas and technologies of past societies.
- VC-003 Appreciate the struggles of past societies for their importance in shaping the modern world.
- VE-018 Appreciate the benefits afforded to the modern world by ideas and technologies of past societies.

**THE CHURCHILL ESKIMO MUSEUM**

Address: PO Box 10  
Churchill MB R0B 0E0  
Telephone: 204-675-2030  
Fax: 204-675-2140  
Website: Not available

Information about the Churchill Eskimo Museum is available at the Travel Manitoba website:  
<http://infokits.travelmanitoba.com/default.asp?page=500&pid=12&opid=2085&detail=yes&menu=499&node=634&pzone=12>

**Grades:** Grade 6 to Grade 12

**Description of Available Activities**

The Churchill Eskimo Museum aims to increase knowledge, understanding, and appreciation of Northern culture and history, particularly of the Canadian Inuit.

A short orientation of the Churchill Eskimo Museum is provided as an introduction, and then students are free to discover the museum on their own. The museum has a good collection of Inuit art and sculptures, as well as specimens of musk ox, polar bear, and other animals. The museum also has a large collection of artifacts ranging from the pre-Dorset period to the modern Inuit times.

**Social Studies Specific Learning Outcomes**

- KI-017 Give examples of ways in which First Nations, Inuit, and Métis peoples are rediscovering their cultures.
- VI-004 Be willing to consider diverse social and cultural perspectives.
- VI-005 Appreciate Canadian cultural pluralism.
- VI-005A Be willing to support the vitality of their First Nations, Inuit, or Métis languages and cultures.
- VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

**FREE PRESS CONCOURSE**  
**MTS CENTRE**

Address: Floor 2, 300 Portage Avenue  
Winnipeg MB R3C 5S4

**Grades:** Grade 8 to Grade 12

**Description of the Available Activities**

The Winnipeg Free Press Concourse, located in the MTS Centre, displays newspapers from the 1880s to the 1990s. In order to read the newspapers in chronological order, self-guided tours should start at the north end of the centre. Front pages of the *Free Press* display many of history's great moments, such as the end of the World Wars, humankind's first walk on the moon, and the Great Depression.

Also on the second floor of the centre is a historical display of the T. Eaton Department Store. Students may see the famous statue of Timothy Eaton and the World War I and World War II memorial plaques placed in the former Eaton store by the employees to commemorate those lost in the wars. An original store window and Tyndall stone surround is also mounted in this lobby to house a collection of Eaton's memorabilia.

**Note to teachers:** As the concourse is open to the public, it is not necessary to book the field trip ahead of time.

**Social Studies Specific Learning Outcomes**

- KI-016 Describe factors that shape personal, regional, and national identities.  
*Include: media influences.*
- KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.  
*Include: decision making, perspectives, identity, culture.*
- VI-004 Be willing to consider diverse social and cultural perspectives.
- VI-005 Appreciate Canadian cultural pluralism.
- VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

### **MAISON GABRIELLE-ROY HOUSE**

Address: PO Box 133  
375 Deschambault Street  
Winnipeg MB R2H 3B4  
Telephone: 204-231-3853  
Fax: 204-231-3910  
Email: [infomgr@mts.net](mailto:infomgr@mts.net)  
Website: [www.maisongabrielleroy.mb.ca/index\\_eng.php](http://www.maisongabrielleroy.mb.ca/index_eng.php)

**Grades:** Grade 4 to Grade 11

#### **Description of the Available Activities**

The program touches upon social studies themes such as life in St. Boniface and Manitoba at the turn of the twentieth century and francophone culture of that period. The school programming is based on interactive activities, using writing, folklore, music, and drawing to enable the students to draw connections to historical themes. Older students develop critical and creative thinking through games, theatre, writing, drawing, and discussion.

#### **Social Studies Specific Learning Outcomes**

- KC-002F Describe effects of Article 23 of the Canadian Charter of Rights and Freedoms on linguistic minorities.  
*Include: effects on their local community.*
- KI-016 Describe factors that shape personal, regional, and national identities.  
*Include: media influences.*
- KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.  
*Include: Aboriginal residential schools, language laws.*
- KI-018F Evaluate effects of language and education laws on their francophone community.
- KI-021 Describe ways in which identity, diversity, and culture are protected in Canada.  
*Examples: Charter, multicultural policies, bilingualism, Canadian content rules in the media, support for the arts and sports, CBC, national celebrations . . .*
- KH-032 Describe ways in which the status of women in Canada has changed since the early 20th century.  
*Include: Bill C-31 and the status of Aboriginal women, suffrage.*
- VI-005 Appreciate Canadian cultural pluralism.
- VI-005F Be willing to support the vitality of their French language and francophone culture.
- VH-009 Value the contributions of diverse cultural and social groups to Canadian society.

Grade 9—*Canada in the Contemporary World*  
Cluster 2: *Democracy and Governance in Canada*

#### THE “CLASSROOM IN THE LEGISLATURE” PROGRAM

Address: Manitoba Legislative Assembly  
Room 244 Legislative Building  
Winnipeg MB R3C 0V8  
Telephone: 204-945-5330  
Website: [www.gov.mb.ca/legislature/](http://www.gov.mb.ca/legislature/)

**Grades:** Grade 4 to Grade 12

#### Description of Available Activities

Activities offered vary depending on the grade level. Once a session is booked, teachers will receive resources in advance to better prepare their students. During their visit, the students will have a guided tour of the historic Legislative Building, will sit in on Question Period if possible, and will take part in a mock debate in the Legislative Building’s customized classroom.

#### Social Studies Specific Learning Outcomes

- KC-005 Give examples of ways in which government affects their daily lives.  
*Examples: rights and freedoms, security, laws, education, health care, services . . .*
- KC-009 Identify contemporary political leaders in Canada.  
*Include: Aboriginal, federal, provincial, local.*
- KC-010 Describe responsibilities and processes of the justice system in Manitoba.  
*Include: Aboriginal justice systems, The Youth Criminal Justice Act.*
- KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.  
*Examples: rule of law, equality, diversity, freedom, citizen participation in government . . .*
- KC-013 Describe their responsibilities and rights as citizens of Canada and the world.
- KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.
- KP-046 Give examples of ways in which people can individually and collectively influence Canada’s political and social systems.  
*Examples: voting, political parties, labour organizations, civil disobedience, NGOs, lobbying . . .*

### THE LAW COURTS

Address: 408 York Avenue  
Winnipeg MB R3C 0P9  
Telephone: 204-945-8043  
Toll-Free: 1-800-282-8069, ext. 8043  
Email: [aimee.fortier@gov.mb.ca](mailto:aimee.fortier@gov.mb.ca)  
Website: [www.manitobacourts.mb.ca/pdf/teacher\\_info.pdf](http://www.manitobacourts.mb.ca/pdf/teacher_info.pdf)

**Grades:** Grade 9 to Grade 12

### Description of the Available Activities

*Law Courts Tour:* The tour of the Law Courts includes a review of the court cases scheduled for that day. Information is provided about the role and general workings of each court, the number of judges, et cetera. During the viewing of the law library, students have the opportunity to discuss the common law system. After the tour, students can observe the court proceedings.

*Judicial Speaking Requests:* The judges of the two trial courts speak directly with students about the role of the courts and explain the differences between the legislative and judiciary branches of our democratic government. Judges explain the duties of a judge, the role of the judiciary within the legal system, and the relationship of the judiciary with the legislative and executive branches of government.

### Social Studies Specific Learning Outcomes

- KC-005 Give examples of ways in which government affects their daily lives.  
*Examples: rights and freedoms, security, laws, education, health care, services . . .*
- KC-010 Describe responsibilities and processes of the justice system in Manitoba.  
*Include: Aboriginal justice systems, The Youth Criminal Justice Act.*
- KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.  
*Examples: rule of law, equality, diversity, freedom, citizen participation in government . . .*
- KC-013 Describe their responsibilities and rights as citizens of Canada and the world.
- VC-001 Appreciate democratic ideals in Canadian society.
- VC-002 Value their democratic responsibilities and rights.

**AGAPE TABLE**

Address: All Saints Anglican Church  
175 Colony Street (at Broadway)  
Winnipeg MB

Telephone: 204-783-6369

Email: [general@agapetable.ca](mailto:general@agapetable.ca)

Website: [www.agapetable.ca](http://www.agapetable.ca)

Mailing address: Agape Table Inc.  
PO Box 26111 RPO Maryland  
Winnipeg MB R3G 3R3

**Grades:** Students aged 15 years and over

**Description of the Available Activities**

Agape Table was established to serve free hot meals to people in the inner city, people such as single parents, the working poor, expectant mothers, unemployed people, children, seniors, people with disabilities, and other people without food.

Classes can support Agape Table for a complete meal by providing the funds to purchase food. The group could volunteer to serve the meal it has sponsored. Students can volunteer to prepare food and serve it for the breakfast program, under the supervision of staff.

**Social Studies Specific Learning Outcomes**

- KI-023 Identify possible ways of addressing social injustices in Canada.
- KE-052 Identify poverty issues in Canada and propose ideas for a more equitable society.  
*Examples: homelessness, child poverty, health care, education, nutrition . . .*
- VC-003 Be willing to engage in discussion and debate about citizenship.
- VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

**PRIME MERIDIAN TRAIL**

Address: Prime Meridian Trail Association  
PO Box 162  
Grosse Isle MB R0C 1G0  
Telephone: 204-278-3730  
Email: [wmassey@mts.net](mailto:wmassey@mts.net)  
Website: [www.pmta.mb.ca/](http://www.pmta.mb.ca/)

**Grades:** Grade 5 to Grade 12

**Description of the Available Activities**

The Prime Meridian Trail is a recreational trail open to all. Trails may be used to teach students about the diverse natural and historical features of the trail and the surrounding areas. The Prime Meridian Trail is a haven for naturalists who can observe hundreds of species of flora, birds, mammals, amphibians, and reptiles. The trail begins in the tall grass prairies of the Red River Valley and runs through farmland, wetlands, limestone outcrops, aspen parklands, and boreal forest.

Scavenger hunts, birdhouse-building workshops, and more may be organized. Guides are available to plan specific tours upon request.

**Social Studies Specific Learning Outcomes**

- KC-001 Give examples of ways in which geographic knowledge and understanding can inform decision making.
- KL-011 Locate major physical features on a map of North America.
- KL-014 Explain the concept of global environmental types as physical geographic regions that are composites of climate, vegetation, and soils.  
*Examples: savannah, temperate, tropical rain forest, deserts . . .*
- KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.
- VC-001 Value the importance of geographic knowledge and understanding in making informed decisions.
- VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.

**HERITAGE NORTH MUSEUM AND INCO LIMITED**

Address: Heritage North Museum  
162 Princeton Drive  
Thompson MB R8N 2A4  
Telephone: 204-677-2216  
Fax: 204-677-8953  
Email: [hnmuseum@mts.net](mailto:hnmuseum@mts.net)  
Website: [www.thompson.ca/spps/ahpg.cfm?spgid=6](http://www.thompson.ca/spps/ahpg.cfm?spgid=6)

**Grades:** Grade 9 to Grade 12

**Description of the Available Activities**

Inco Limited and Heritage North Museum provide students with tours of the surface operations of the mining company that produced more than four billion pounds of nickel for global markets.

Visitors must be 14 years or older and dressed for both the weather and a heavy industrial environment. Safety gear is provided.

**Social Studies Specific Learning Outcomes**

- KC-002 Describe sustainability issues related to natural resource extraction and consumption.
- KL-019 Identify major natural resources on a map of the world, a map of North America, and a map of Canada.  
*Include: water, forestry, fossil fuels, metallic and non-metallic minerals.*
- KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada.  
*Examples: mining, forestry, water . . .*
- VI-003 Be willing to consider diverse views regarding the use of natural resources.
- VP-009 Be willing to consider the implications of personal choices regarding natural resources.

**INGLIS GRAIN ELEVATORS NATIONAL HISTORIC SITE**

Address: PO Box 81  
Inglis MB R0J 0X0  
Telephone: 204-564-2243  
Fax: 204-564-2617  
Email: [iahc@mts.net](mailto:iahc@mts.net)  
Website: [www.ingliselevators.com/](http://www.ingliselevators.com/)

**Grades:** Grade 6 to Grade 12

**Description of the Available Activities**

A field trip to the Inglis Grain Elevators gives students an opportunity to explore Manitoba's agricultural past using all of the senses. This museum includes five grain elevators beside the railway track and an engine for students to explore on their guided tour. The tour begins at the interpretive centre with a short video explaining how an elevator works. Students compare old grain prices with today's prices from the information gleaned from the information panel. Diagrams explain the workings of elevators. A comparison of old and new elevators is presented. Students discover the development of Canada's agriculture and learn how grain is weighed, graded, stored, and transported. There are many interactive exhibits and displays in this museum.

**Social Studies Specific Learning Outcomes**

- KI-005 Identify human factors affecting the production and use of various types of food.  
*Examples: cultural, economic, political, environmental, marketing . . .*
- KL-020 Identify the major food production areas on a map of the world and a map of Canada.  
*Examples: grains, oil seeds, fruit, vegetables, beverages, animal, fish, fowl . . .*
- KH-034 Give examples of ways in which food production has changed over time.  
*Examples: soil conservation strategies, technological change . . .*
- KE-043 Identify the changing nature of farming on the prairies and describe social and economic implications for communities.
- KE-044 Identify the stages involved in food production and distribution.  
*Include: growing, processing, transportation, and marketing.*
- VL-006 Be willing to consider the environmental consequences of their food choices.

### **ROYAL CANADIAN MINT**

Address: 520 Lagimodière Boulevard  
Winnipeg MB R2J 3E7  
Telephone: 204-983-6429  
Toll-Free: 1-877-974-6468  
Email: [boutiquewpg@mint.ca](mailto:boutiquewpg@mint.ca)  
Website: [www.mint.ca](http://www.mint.ca)

**Grades:** Grade 6 to Grade 12

### **Description of the Available Activities**

The Royal Canadian Mint in Winnipeg produces millions of coins each year. All Canadian coins are made here, as well those for more than 60 governments around the world. A guided tour includes a video showing the work of the Mint. This is followed by a walking tour overlooking the state-of-the-art manufacturing facility where the precise art, craft, and science of coin making are revealed. Tour groups will also see

- displays of Canadian and foreign coins, as well as war and Olympic medals, all produced at the Royal Canadian Mint
- antique valuable coins
- a display featuring the history of ancient coins
- a geographical illustration of the many countries using the services of the Royal Canadian Mint
- antique tools and machinery
- an illuminated gold coin display

### **Social Studies Specific Learning Outcomes**

- KE-046 Define the term *industry* and give examples of primary, secondary, tertiary, and quaternary industries.
- KE-047 Identify factors that determine the location of industry.  
*Examples: energy, raw materials, transportation, labour, markets, government policies . . .*
- KE-048 Use examples to describe advantages and disadvantages of locating a manufacturing industry in a particular area.

**EXCHANGE DISTRICT BIZ  
HISTORIC WALKING TOURS**

Address: Floor 2, 133 Albert Street  
Winnipeg MB R3B 1G6  
Telephone: 204-942-6716  
Fax: 204-943-8741  
Email: [walkingtours@exchangedistrict.org](mailto:walkingtours@exchangedistrict.org) or [info@exchangedistrict.org](mailto:info@exchangedistrict.org)  
Website: [www.exchangedistrict.org](http://www.exchangedistrict.org)

**Grades:** Grade 6 to Grade 12

**Description of the Available Activities**

Bring your class on a tour of the Exchange District, a living museum of Winnipeg's boom days.

Designed to fit directly with the social studies curriculum, school tours explore the subjects of immigration and resulting hardships, the growth and development of Winnipeg, Winnipeg as the "Gateway to the West," industrialization, unions, trade, and prosperity at the turn of the century. Modifications can be discussed with the tour guide in advance to ensure a good fit with learning activities.

The number and condition of heritage buildings in Winnipeg's Exchange District are unequalled in Canada. The district remains intact due to the slow growth of Winnipeg after three decades of enthusiastic expansion.

Optional tours include Bankers' Row, Winnipeg Grain Exchange, Newspaper Row, and the Theatre District.

**Social Studies Specific Learning Outcomes**

- KI-007 Analyze urban social issues.
- KL-028 Identify factors that influence the location of urban centres.
- KP-042 Identify reasons for the emergence of particular cities as centres of power and wealth.  
*Include: London, Tokyo, New York.*
- KE-050 Use Canadian examples to describe the major functions of urban places.  
*Examples: administration, service, tourism, transportation . . .*
- KE-051 Identify issues related to urban growth and decline.
- VI-004 Value the social diversity of urban centres.

**ARCHIBALD HISTORICAL MUSEUM**

Address: PO Box 97  
La Riviere MB R0G 1A0  
Telephone: 204-242-2825 or 204-242-2235  
Email: [dmhayward@goinet.ca](mailto:dmhayward@goinet.ca)  
Website: [www.rmofpembina.com/museum.htm](http://www.rmofpembina.com/museum.htm)

**Grades:** Grade 6 to Grade 12

**Description of the Available Activities**

Guided tours will show students through three fully furnished homes at the La Riviere Provincial Historic Site, the former Canadian Pacific Railway station, a church, and a three-story barn jammed to the rafters with artifacts from days gone by. The museum honours the work of Nellie McClung, a teacher, writer, lecturer, advocate of women’s rights, and legislator. One of the homes in the museum was lived in by Nellie McClung and her husband. The house is fully furnished, as it would have been in their time.

The Archibald Historical Museum is open from mid-May until the September long weekend.

**Note to teachers:** You may want to take a side trip to Manitou, where you can see Nellie McClung Collegiate and where a bronze bust of Nellie McClung stands outside the Opera House as a symbol of Mrs. McClung’s time in Manitou and her contributions to the social and political well-being of women in Canada.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

**JEWISH HERITAGE CENTRE OF WESTERN CANADA INC.  
ASPER JEWISH COMMUNITY CAMPUS**

Address: Suite C116–123 Doncaster Street,  
Winnipeg MB R3N 2B2  
Telephone: 204-477-7460  
Fax: 204-477-7465  
Email: [jhc@jhcwc.org](mailto:jhc@jhcwc.org)  
Website: [www.jhcwc.org/](http://www.jhcwc.org/)

**Grades:** Grade 9 to Grade 12

**Description of the Available Activities**

Students tour the centre, which includes a tour of the Freeman Family Foundation Holocaust Education Centre and a presentation by a Holocaust survivor. The Marion and Ed Vickar Jewish Museum of Western Canada exhibits tell the story of the Jewish experience in Western Canada through a variety of themes such as immigration, urban and rural experience, religious life, communal organizations, and Jews in the larger community.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

Grade 11—*Canadian History*

**MANITOBA THEATRE FOR YOUNG PEOPLE**

Address: CanWest Global Performing Arts Centre  
2 Forks Market Road  
Winnipeg MB R3C 4X1

Telephone: 204-954-1704

Toll-Free: 1-888-871-6897

Email: [stevenv@mtyp.ca](mailto:stevenv@mtyp.ca)

Website: [www.mtyp.ca](http://www.mtyp.ca)

**Grades:** Grade 7 to Grade 12

**Description of the Available Activities**

**Note: Check on availability—not available on demand.**

*The Canada Show: The Complete History of Canada in One Hour*

Monster Theatre's biggest hit is an action-packed hysterical joyride through 50 000 years of Canada's history "without the boring stuff." Winner of Best Comedy Award at Montreal's "Just For Laughs" Comedy Festival, *The Canada Show* takes you from the Bering Straight Theory to Jean Chrétien via sketch and song, with guest appearances by the likes of William Shatner, the Mackenzie Brothers, Jacques Cartier puppets, and the who's-on-first team of Cabot and Costello.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

**FORT DAUPHIN MUSEUM**

Address: 140 Jackson Street  
PO Box 181  
Dauphin MB R7N 2V1  
Telephone: 204-638-6630  
Fax: 204-629-2327  
Email: [fortdphn@mts.net](mailto:fortdphn@mts.net)  
Website: [www.dauphin.ca/tou\\_tsdo\\_museu.php](http://www.dauphin.ca/tou_tsdo_museu.php)

**Grades:** Grade 5 to Grade 11

**Description of the Available Activities**

The Fort Dauphin Museum examines life in the Parklands area from Aboriginal life 8000 years ago to the arrival of explorers and the fur trade, the birth of the Métis people, and the settlement of early pioneers. Nine furnished buildings and a Red River cart are on display. A special emphasis of the museum is the role of women in the fur trade.

*Fur Trade in North America:* This program explains the impact of the fur trade in the development of Canada.

*Coueurs de Bois:* Students hear about the skills that the coureurs de bois developed in relation with the First Nations people. Students visit a trapper in his cabin and learn to make bannock with wild berries.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

Grade 11—*Canadian History*

**MAISON GABRIELLE-ROY HOUSE**

Address: PO Box 133  
375 Deschambault street  
St. Boniface, MB R2H 3B4  
Telephone: 204-231-3853  
Fax: 204-231-3910  
Email: [infomgr@mts.net](mailto:infomgr@mts.net)  
Website: [www.maisongabrielleroy.mb.ca/index\\_eng.php](http://www.maisongabrielleroy.mb.ca/index_eng.php)

**Grades:** Grade 4 to Grade 11

**Description of the Available Activities**

The program touches upon social studies themes such as life in St. Boniface and Manitoba at the turn of the twentieth century and francophone culture of that period. The school programming is based on interactive activities, using writing, folklore, music, and drawing to enable the students to draw connections to historical themes. Older students develop critical and creative thinking through games, theatre, writing, drawing, and discussion.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

**THEATRE IN THE CEMETERY**

Address: St. Boniface Cathedral  
190 avenue de la Cathédrale  
Winnipeg MB R2H 0H7  
Telephone: 204-233-8343  
Toll-Free: 1-866-808-8338  
Fax: 204-233-8360  
Email: [info@tourismeriel.com](mailto:info@tourismeriel.com)  
Website: [www.theatreinthecemetery.com](http://www.theatreinthecemetery.com)

**Grades:** Grade 5 to Grade 12

**Description of the Available Activities**

*In Riel's Footsteps:* This production combines theatre and a guided tour of the Cathedral's cemetery. Historical voices (such as Angélique Nolin, Western Canada's first woman formal school teacher) tell students about Louis Riel and how francophones and Métis have contributed to Manitoba's history. Students can expect to be a part of the action on the grounds of the cemetery and to meet some interesting characters along the way.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

### **FORT GIBRALTAR**

Address: 866 St. Joseph Street  
Winnipeg MB

Mailing

Address: 389 Main Street  
Winnipeg MB R3B 1A6

Telephone: 204-237-7692

Fax: 204-233-7576

Email: [info@festivalvoyageur.mb.ca](mailto:info@festivalvoyageur.mb.ca)

Website: [www.fortgibraltar.com](http://www.fortgibraltar.com)

**Grades:** Grade 1 to Grade 12

### **Description of the Available Activities**

Originally built at the forks of the Red and Assiniboine Rivers in 1810, Fort Gibraltar played an important role in the development of the Red River colony which eventually became the province of Manitoba. The fur trade was Western Canada's economical muscle in the nineteenth century. The school program, *The Fur Trade at Fort Gibraltar* (Grades 1 to 12), focuses on this commerce and all the parties involved in this enormous effort. Costumed interpreters will present the day-to-day life of a variety of individuals that lived in 1815. The students will be encouraged to converse with managers from the upper class that were in charge of assessing the quality and the value of the different furs. The students will also meet voyageurs preparing for their long trip to the *Pays-d'en-Haut* and will also meet winterers that live in the Fort year-round to ensure that everything remains in order. The blacksmith will demonstrate his craft and once everyone is assembled around the cooking fire, the students will have a chance to taste fresh bannock. Through interactive demonstrations and presentations, the students will be carried away by the realities of life during the fur trade era.

The guided tour, *The People of the Red River* (Grades 3 to 6), was designed to present the diversity of cultures present during the fur trade era. The students will experience the interactions that existed between the Europeans and the different First Nations, more specifically within Fort Gibraltar and the North West Company (NWC). Costumed interpreters will present the day-to-day life of a range of characters that existed in the early nineteenth century, from the clerks to the Métis day workers, without forgetting the professionals and the voyageurs. The students will be encouraged to move between the past and the present in a fun and animated environment. They will have the opportunity to touch furs, to smell the aromas of an open fire, to examine the preparation of pemmican, and to observe how the blacksmith goes about his work.

The Fort Gibraltar offers an online school program with suggestions for activities to enhance the visits as well as an *Educational Guide* to help prepare the students prior to the visit.

### **Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

**GUIDED WALKING TOUR OF OLD ST. BONIFACE**

Address: 219 Provencher Boulevard  
Winnipeg MB R2H 0G4  
Telephone: 204-233-8343  
Toll-Free: 1-888-808-8338  
Fax: 204-233-8360  
Email: [info@tourismeriel.com](mailto:info@tourismeriel.com)  
Website: [www.tourismeriel.com/](http://www.tourismeriel.com/)

**Grades:** Grade 4 to Grade 11

**Description of the Available Activities**

Students find out about the people, the buildings, and the events that have shaped today's Saint-Boniface. Students discover the unique architecture, atmosphere, and charm of a vibrant community that reflects both the determination and *joie de vivre* of Franco-Manitobans.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

**CROW WING CAMP  
OROSEAU INC.**

Address: PO Box 345  
St. Malo MB R0A 1T0  
Telephone: 204-427-2922  
Email: [oroseau@xplornet.com](mailto:oroseau@xplornet.com)  
Website: [www.oroseau.ca/index.html](http://www.oroseau.ca/index.html)

**Grades:** Grade 4 to Grade 12

**Description of the Available Activities**

The Crow Wing Camp is a replica of what life used to be like on a major trade route of the 1800s, where travellers would stop to rest, trade, break bread, and share stories. It is located near the convergence of the Roseau River and the Crow Wing Trail and is designed for a hands-on experience of ancestral ways.

The historical programs available are designed to foster a better appreciation of Canada's rich history. Canada's past comes alive as students learn about the early existence of our country and gain a better appreciation of what our ancestors had to endure. Presentations, animated by a guide and interpreter, can be tailored to suit a variety of culturally diverse backgrounds, age groups, curriculum requirements, or linguistic needs. Programs can be booked on-site or in the school.

**Social Studies Specific Learning Outcomes**

No social studies learning outcomes at this grade level have been included pending the completion of the Foundation for Implementation document.

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