



# Educational School Programs

Grade 1 to Grade 3 | Duration: 1.5 to 2 hours  
Ontario School Curriculum



# About Us

The Elman W. Campbell Museum acknowledges that we are situated on the traditional territories of the Wendat, the Haudenosaunee, and the Anishinaabe peoples, whose presence here continues to this day. We honour and acknowledge this land and its people.

In 1996, the Elman W. Campbell Museum relocated to the former North York Registry Office. This building, designated under the Ontario Heritage Act, is the last remaining 19th-century registry office in York County. Constructed in 1884 in the formal Classical Revival style, it was designed to be fireproof, featuring two-foot-thick brick walls, a cut stone foundation, and a slate roof. The Museum is situated on Main Street in historic downtown Newmarket.

The Museum's mandate is to provide insight into the First Peoples of the area and the experiences of Newmarket's early settlers. Through historical objects, we bring to life the history from the early 1800s to approximately 30 years ago.



# Educational School Programs

Grade 1 to Grade 3 | Duration: 1.5 hours

\$3.50/student | Minimum 12 to maximum 30 students per class. Accompanying adults free of charge.

**Outreach Program: \$60/class | Minimum 12 to maximum 30 students per class.**

We offer a variety of engaging and fun school programs for students and teachers that relate to the Ontario School Curriculum and promote inquisitive learning skills. Students will learn through using primary and secondary sources to engage, explore, investigate, and communicate.

**To Book a Program:**

**Email: [museum@newmarket.ca](mailto:museum@newmarket.ca) | Call: 905-953-5314**

*The Stage 1 Archaeological Assessment of the Mulock Estate, 16780 Yonge Street, Town of Newmarket, R. M. York, Part 6, Registered Plan 65R-13937 (Part Lot 91, Con. 1 West, Geo. Twp. of King, York County)*

Table 1: General cultural synthesis for south-central Ontario.

| PERIOD              | GROUP   | TIME RANGE         | COMMENT  |
|---------------------|---|--------------------|--|
| <b>Paleo-Indian</b> | Big game hunters; small nomadic groups                                |                    |  |
| Early               | Fluted Point  | 9500-8500 B.C.     | Distinctive lanceolate and fluted points   |
| Late                | Hi-Lo   | 8500-8000 B.C.     |  |
| <b>Archaic</b>      | Nomadic hunters and gatherers. Territories exploited on yearly round. |                    |  |
| Early               | Nettling  | 7800-6900 B.C.     | More varied toolkit.   |
|                     | Bifurcate Based   | 6900-6000 B.C.     |  |
| Middle              | Stanly/Neville  | 6000-5000 B.C.     | Ground and polished stone tool industry; subsistence fishing.  |
|                     | Otter Creek   | 5000-3000 B.C.     |  |
|                     | Brewerton   | 3000-2500 B.C.     |  |
| Late                | Narrow Point  | 2500-1800 B.C.     | Bipolar lithic reduction as evidence of more extensive woodworking<br>Net fishing, nut harvesting, dog burials |
|                     | Broad Point   | 1800-1500 B.C.     |  |
|                     | Small Point   | 1500-800 B.C.      |  |
| <b>Woodland</b>     | Introduction of pottery and agriculture.                              |                    |  |
| Early               | Meadowood   | 900-400 B.C.       | Earliest pottery; pop-eyed birdstones  |
| Middle              | Point Peninsula   | 400 B.C. -500 A.D. | Long-distance trade networks.  |
|                     | Princess Point  | 500-900 A.D.       | Incipient horticulture.  |
| Late                |   |                    | Transition to village life and maize   |

Source: Archaeological Assessment of the Mulock Estate, Newmarket

# Grade 1 - Option 1

## Heritage and Identity: The Effects of Colonization

1.5 hours | Year-round except December

Available at the Museum or as an Outreach presentation

What are the Four Sacred Medicines? Do you know the Seven Grandfather Teachings? Who are Knowledge Holders? How do you feel when you start a new class at school?

This presentation will complement schoolchildren who are learning about the Residential School System. Students will learn how to use their inquisitive skills using primary and secondary objects to discover the traditional practices, rituals, celebrations, and language that were taken away due to colonization. Learn about reconciliation changes that have been taking place in Newmarket.



“Gijigijigaaneshinh” (or Chickadee), a new trail marker at Fairy Lake, Newmarket.

## Grade 1 Curriculum Tie-Ins:

- A1.1** Describe how and why a person's roles, relationships, and responsibilities, in relation to others and to the environment, may change in different places or situations and at different times.
- A1.2** Describe how some significant events like starting school, participating in various cultural ceremonies and traditions specific to an individual's family and community led to changes in roles, relationships and/or responsibilities.
- A1.3** Compare some of the significant events in student's own lives and/or the lives of their family.
- A1.4** Describe the impact that people can have on each other in some different situations.
- A1.5** Identify some of the ways in which First Nations, Métis, and Inuit individuals and communities are reclaiming and revitalizing aspects of their identity that were lost or taken away due to colonization, including the residential school system.

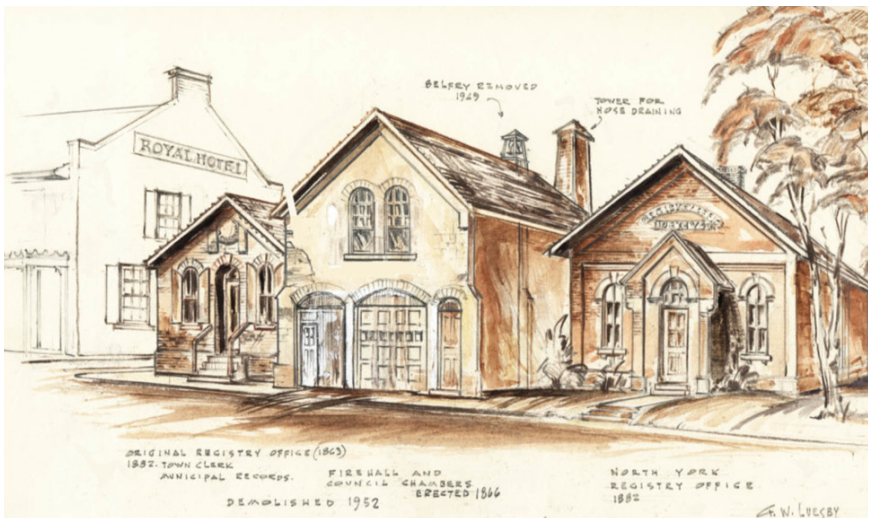
# Grade 1 - Option 2

## The Local Community: Historic Newmarket

1.5 hours | Year-round except December

What does Main Street, the Museum and a Mill Pond have in common? Can you help us find Fairy Lake on the map? What was Davis Drive originally called? Students will become mini curators handling artifacts, concluding information from photographs, maps, and historical objects on display.

Students will explore natural, built, and built-heritage features of their local community; understand the interrelationship of water and land; learn about the history of Newmarket and see how the town has changed through primary and secondary sources. The program will finish with students trying tabletop activities and old-fashioned toys.



Main St. (West Side) at Corner of Millard Ave., by G.W. Luesby.  
Left to right: Original Registry Office. c.1863. Firehall and Council  
Chambers, c.1866. North York Registry Office c.1884

## Grade 1 Curriculum Tie-ins:

Strand B. People and Environments:

The Local Community

- B1.** Communities have natural and built features and provide services that help meet the needs of the people who live and work there.
- B2.** Our actions can have an impact on the natural and built features of the community, so it is important for us to act responsibly.
- B3.** Describe significant aspects of their community, with reference to different areas, services, and natural and built features.

## Grade 2

### Light, Candles and Winter Celebrations

1.5 hours | Mid-November to December only

The winter solstice celebration will be explored by students and the winter celebration traditions of three different local families during Victorian Newmarket times will be compared: Rogers (Quaker), Roe (Anglo-Saxon), and Sutherland (Scottish).

This program will end with a craft for attendees to take home. Students will learn how to use objects to increase their understanding of different historical cultures and traditions.

## Grade 2 Curriculum Tie-ins:

Strand A. Heritage and Identity: Changing Family and Community Traditions

- A1.** Compare significant traditions and celebrations.
- A2.** Investigate some of the past and present traditions.
- A3.** Describe some of the major groups in the community.



1850s style decorated tree

## Grade 3

**Life in Newmarket, 1780-1850**

**1.5 hours | Year-round except December**

Who were the First Peoples of Upper Canada? What factors influenced people wanting to migrate to Newmarket and make this place their new home? How did people survive in the wilderness of Newmarket? How did people rely on the natural environment? How did the Quakers interact with the First Nations Peoples of the area? Where was the first Trading Post in Newmarket? Learn how Newmarket grew from a small hamlet in Upper Canada to becoming a village with a population of 500 by 1852.

Students will learn how to use their inquisitive skills to interpret historical objects using primary and secondary sources to discover similarities, differences, changes and challenges of living in Newmarket during the 1800s.



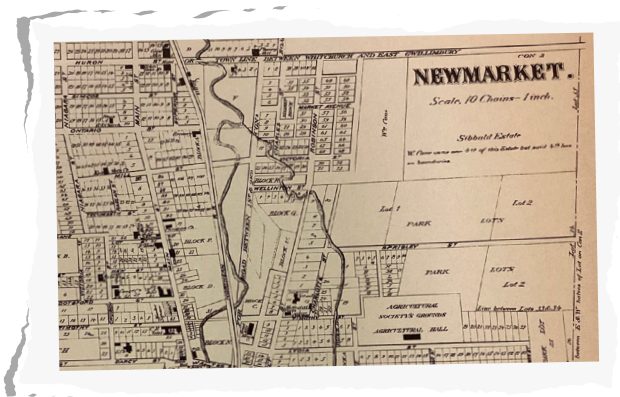


*A New Market on the Holland River*, John Kuna 2018.

### Grade 3 Curriculum Tie-ins:

Strand A. Heritage and Identity: Communities in Canada, 1780-1850

- A1.** Compare ways of life among specific groups in Canada around the beginning of the nineteenth century and some of the changes between that era.
- A2.** Investigate some of the major challenges that different groups and communities faced.
- A3.** Describe the relationships to the land and to each other.



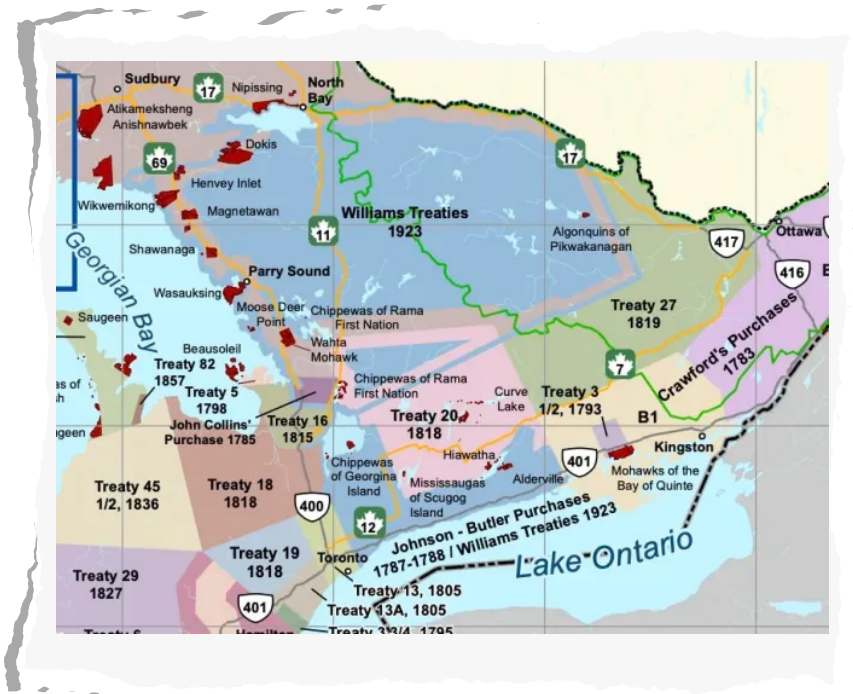
Source: Historical Atlas of York County, 1878



Moose Hair Tufting, heart-shape handcraft,  
from the Elman W. Campbell Museum collection.



Quillwork, Birchbark and Sweetgrass handcraft,  
from the Elman W. Campbell Museum collection.



Detail from 'First Nations and Treaties' Ontario government map. (Government of Ontario)



*Elman W. Campbell*  
**MUSEUM**

**Elman W. Campbell Museum**  
**134 Main Street South, Newmarket L3Y 3Y7**

**Museum@newmarket.ca | 905-953-5314**  
**newmarket.ca/museum**