



# PROGRAM GUIDE



Scugog Shores Museum Village and Archive  
181 Perry Street, PO Box 780  
Port Perry, ON, L9L 1A7  
[museum@scugog.ca](mailto:museum@scugog.ca)  
[www.scugog.ca/museum](http://www.scugog.ca/museum)  
905-982-2404

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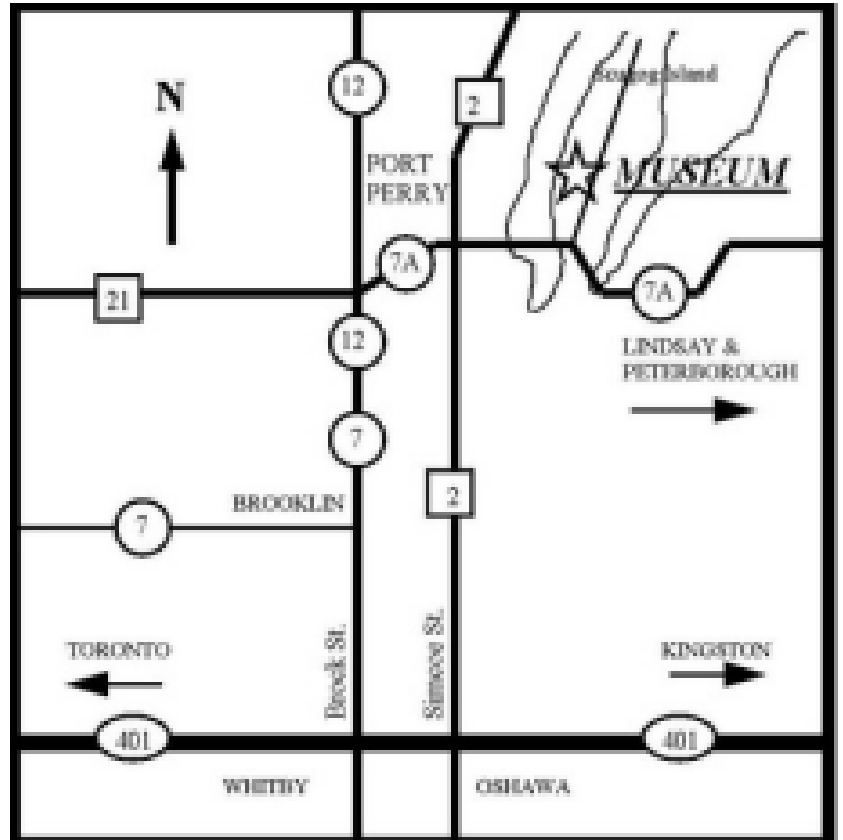
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## LOCATION

The Scugog Shores Museum Village is located at 16210 Island Road, overlooking the town of Port Perry. Conveniently located just off of Highway 7A on Scugog Island.



## CONTACT US

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## FIND US ON SOCIAL MEDIA

 @scugogshoresmuseum

 @scugogmuseum



The Scugog Shores Museum Village shows what daily life was like in Scugog from the mid 1800s to the mid 1900s. We preserve, research, interpret, and exhibit artifacts related to the cultural and natural history of the Township of Scugog area.

The Village is home to 11 heritage buildings, gardens, and the Ojibway Heritage Interpretive Lands.

Buildings include a log cabin, a Victorian-style farmhouse, and various trade shops including Blacksmith shop, Woodwright shop, Harness shop, and Print shop.

The Ojibway Heritage Interpretive Lands exhibit is a partnership between the Scugog Shores Museum Village and the Mississaugas of Scugog Island First Nation. Together we created an exhibit area to interpret the natural and cultural history of the Scugog Watershed before Europeans settled in the area and includes a recreated birchbark wigwam.

The Museum Village is also available to rent for private events such as lecture series, receptions, PD Days, and more!



# PLAN YOUR VISIT

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Programs on site at the Museum Village are available as half day (2 hour) or full day (4.5 hour) options. We can also come to you! Each program is also available as a 1 hour inclass experience!

Programs are offered from April to November with special seasonal programs offered in the summer and winter. Looking for a program from January - March? Contact us and we would be happy to discuss options available.

To book, contact the museum by email or phone at least two weeks ahead of time.





Half Day (2 Hours)	\$6 / Student
Full Day (4.5 Hours)	\$11 / Student
In-Class (1 Hour)	\$5 / Student
Digital	\$174 / Session

HST not included

Half day and in-class programs require a minimum payment of \$116 and full day programs require a minimum payment of \$210.





## **Settlin' In**

Grades K-4

April - November

## **Full Circle**

Grades 5-8

April - November

## **History At Play**

Grades K-4

April - November

## **Hearth And Harvest**

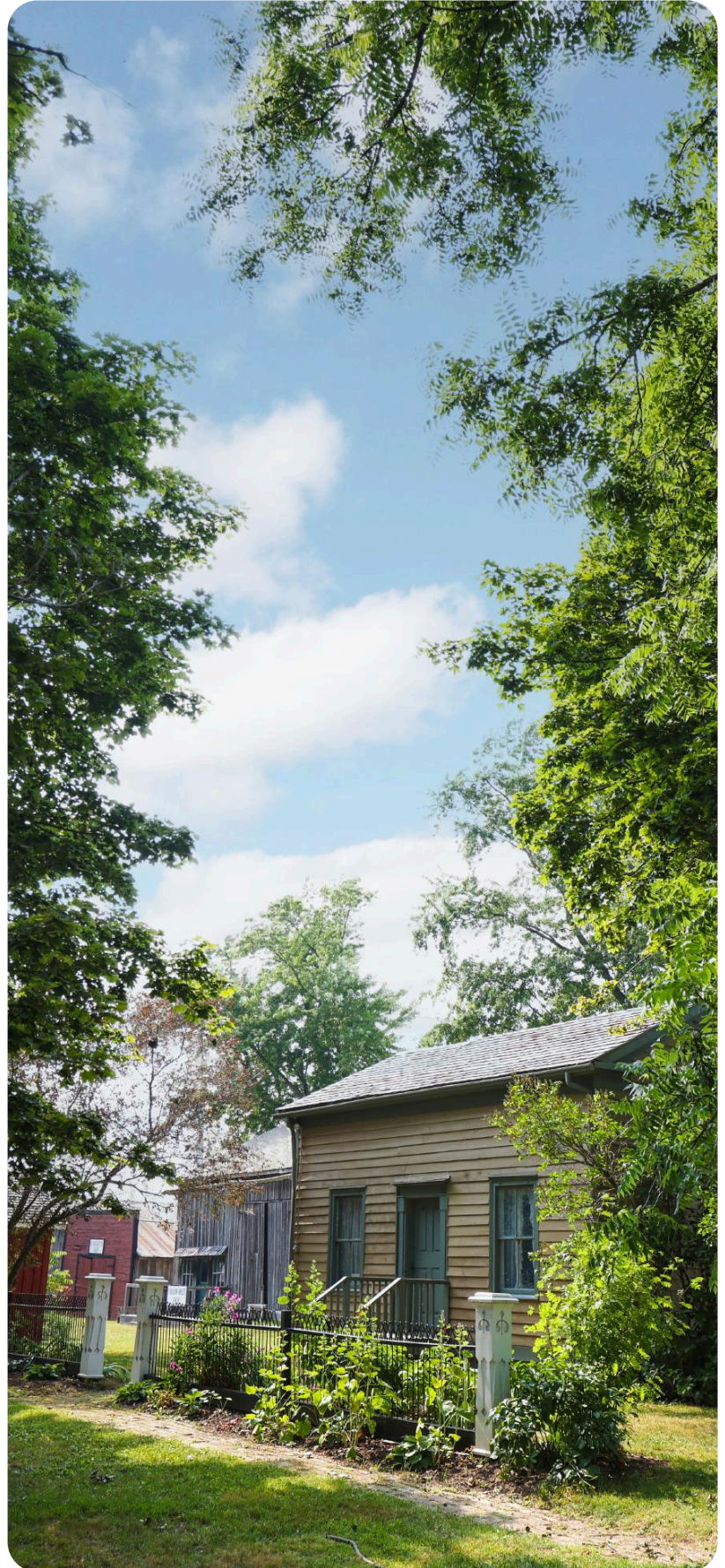
Grades 1-4

May - October

## **Christmas Past & Present**

JK-Grade 3

November - December





## **GRADES K-4 AVAILABLE APRIL - NOVEMBER**

Discover how early settlers created a place for themselves in Canada by clearing land, constructing homes, and building villages. Investigate the origins and contributions of these early immigrants and discover the skills they were taught by their First Nations neighbours.

**Topics** - Settler tasks and community building, Indigenous peoples and settler relationships, technology, and food production.

Visit includes tour and activity (full day option: take home craft)

## **CURRICULUM CONNECTIONS**

**Grade 4** - Social Studies Strand B. People and Environments Science and Technology D2. Exploring and Understanding Concepts

**Grade 3** - Social Studies Strand A. Communities in Canada 1780-1850  
Science and Technology 3.7 Understanding Life Systems

**Grade 2** - Social Studies Strand A. Heritage and Identity: Changing Family and Community Traditions

**Grade 1** - Social Studies B3 Understanding Context: The Elements of the Local Community

**Kindergarten** - Using play to further learning, awareness of the passage of time, compare leisure activities of the early settlers to entertainment today, recognize the museum as a special place within the community and understanding its function.

## **GRADES 5-8 AVAILABLE APRIL - NOVEMBER**

As a result of our exhibition partnership with the Mississaugas of Scugog Island, students will have the unique opportunity to explore traditional First Nations culture by walking the trails of our Ojibway Heritage Interpretive Lands, listening to stories in our re-created wigwam and exploring our collection of First Nation artifacts. The role of the environment in shaping culture will be investigated as well as the contributions of the First Nations to the development of Canada and the consequences of their relationship with the settlers.

Visit includes village tour, games, and blanket exercise (full day option: more in-depth look at indigenous culture and settler relations)

**Topics** - Indigenous peoples, relationship with settlers, traditions and culture, natural environment.

## **CURRICULUM CONNECTIONS**

**Grade 8** - History Strand A & B: Creating Canada and A Changing Society

**Grade 7** - History Strand A. New France and British North America, 1713-1800

**Grade 6** - Social Studies Strand A. Communities in Canada Past and Present

**Grade 5** - Social Studies Strand A. First Nations and European in New France and Early Canada The Arts D3.2 Demonstrate awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and people in different times and places

## **GRADES K-4 AVAILABLE APRIL - NOVEMBER**

Discover the past through play. How did settlers and Indigenous people live and share resources? What did they do for fun before the rise of electronics, radio, and television? Be immersed in history at play!

Visit includes village tour, hands-on Heritage Fair activity (full day option: take home craft)

**Topics** - Settler life, Indigenous peoples, heritage pastimes, technology and food production.

## **CURRICULUM CONNECTIONS**

**Grade 4** - Social Studies Strand B.2 Political and Physical Regions of Canada

**Grade 3** - Social Studies Strand A. Communities in Canada 1780-1850

**Grade 2** - Social Studies Heritage and Identity: Changing Family and Community Traditions A1.1 Social Studies Understanding Context: Tradition and Heritage A3.5, and A3.6

**Grade 1** - Science and Technology 1.1 and 1.2 Social Studies B3.1 Identify some of the natural and built features of their community by recognizing the importance and role of a museum in the community.

**Kindergarten** - Using play to further learning, awareness of the passage of time, compare leisure activities of the early settlers to entertainment today, recognize the museum as a special place within the community and understanding its functions.



## **GRADES 1-4 AVAILABLE MAY - OCTOBER**

Explore how agriculture shaped every day life. How did Indigenous peoples and European settlers prepare food for winter? How did they care for spring and summer crop fields? Students will learn about life in 1800s Canada, agricultural practices, food preparation, and growth of consumerism.

Visit includes village tour, activities (full day option: take home craft)

**Topics** - Indigenous harvest, early settler harvest, tools, automation (industrial revolution), and consumerism (packaged goods).

## **CURRICULUM CONNECTIONS**

**Grade 4** - Social Sciences Strand B2. Environmental Stewardship Science and Technology B1. Relating Science and Technology to Our Changing World

**Grade 3** - Social Studies Strand A. Communities in Canada 1780-1850 Science and Technology 3.7 Understanding Life Systems

**Grade 2** - Social Studies Strand A. Heritage and Identity: Changing Family and Community Traditions Science and Technology B1. Relating Science and Technology to Our Changing World

**Grade 1** - Social Studies B3 Understanding Context: The Elements of the Local Community Science and Technology 1.1 + 1.2 Earth and Space Systems: Daily and Seasonal Changes

**Kindergarten** - Using play to further learning, awareness of the passage of time, compare leisure activities of the early settlers to entertainment today, recognize the museum as a special place within the community and understanding its functions.

## **JK- GRADE 3 AVAILABLE NOVEMBER - DECEMBER**

Come and see the Museum Village decorated for the holidays and tour the Victorian farmhouse and the Log Cabin to trace the evolution of Christmas traditions from the 1800s to the present. Investigate the origins of holiday items like the Christmas tree, Santa Clause, Christmas cards and plum pudding. Compare and contrast Christmas traditions in the past, the present, and around the world. Visit includes tour and craft.

**Topics** - Holiday traditions, community development

**Note** - This program is offered as a half day or in-class only. Please contact museum if you are interested in a longer program.

## **CURRICULUM CONNECTIONS**

**Grade 3** - Social Studies Strand A. Communities in Canada 1780-1850

**Grade 2** - Social Studies Heritage and Identity: Changing Family and Community Traditions A1.1 Social Studies Understanding Context: Tradition and Heritage A3.5, and A3.6

**Grade 1** - Science and Technology 1.1 and 1.2 Social Studies B3.1 Identify some of the natural and built features of their community by recognizing the importance and role of a museum in the community.

**Kindergarten** - Using play to further learning, awareness of the passage of time, compare leisure activities of the early settlers to entertainment today, recognize the museum as a special place within the community and understand its function.

## **ACCESSIBILITY**

Due to the nature of the heritage buildings, the museum village is not currently wheelchair accessible.

## **DRESS**

Students are encouraged to dress for the weather as programs operate rain or shine and include outdoor activities. It is often cooler and windier at the Village and students are encouraged to bring an extra layer to stay warm.

## **PARKING**

If your group will be bussing to the site, the bus may drop off in the main parking lot. Teachers and parents may be required to park in the overflow parking to allow room for bus drop-off and pick-up.

## **ARRIVAL**

Intend to arrive at least 15 minutes early to get students settled and organized for the best program experience.

## **LUNCH**

Outdoor picnic benches and a large field are available for lunch breaks during full day programming. Students must be supervised by a teacher at all times. Indoor accommodations are available in inclement weather.

## **PARENT HELPERS**

Due to building capacity limits, it is suggested to keep adult helpers ratios 1:5.



