



# MUSEUM WINDSOR PRESENTS: VIRTUAL FUR TRADE PROGRAMMING

INFORMATION FOR TEACHERS AND EDUCATORS.

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# WHO IS MUSEUM WINDSOR?

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## Telling *Our* Stories... Sharing *Yours*...

- Museum Windsor plays a regional role as an educational institution, a community organization, a leisure services provider, and is an integral part of the tourism industry. Our Mission is to inspire passion, arouse curiosity and promote learning about the unique history and the natural, social, technological and cultural development of the City of Windsor and area for the benefit of our community's residents and visitors. Museum Windsor acquires, preserves, documents, illustrates and promotes local history at three unique locations in the community.

**Museum Windsor Phone Number: 519-253-1812.**



# HOW TO BOOK:

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- **Matthew J. Pritchard**, Museum Coordinator - Education

**Location:** Chimczuk Museum

**Email Address:** [mpritchard@citywindsor.ca](mailto:mpritchard@citywindsor.ca)

- Chimczuk Museum

- **401 Riverside Drive West**

**Windsor, ON. N9A 7J1 Canada**

**Phone Number: 519-253-1812**



# WHAT VIRTUAL FUR TRADE PROGRAM INCLUDES:

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- One hour with a Museum Staff member over the internet.
- Program includes lesson on the history of the Fur Trade.
- Artefact interpretation
- Quiz games
- Age appropriate for grade level: Offered for Grades 2 to Grades 8. At end of this package curriculum connections broken by each grade level.
- Offered in both French and English.



# PROGRAM COSTS AND REQUIREMENTS

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- \$50.00 per One Hour Class. Up to thirty students.
- Good Internet Connection
- Programming offered in Zoom, TEAMS, Google. Other video streaming possibly available at request.



# BENEFITS OF BRINGING MUSEUM WINDSOR VIRTUALLY TO CLASSROOM

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- No high transportation costs or need to have supply coverage.
- Students get to learn and work with real museum staff, as they explore real artefacts.
- Program created by Ontario College of Teachers member.
- Museum staff are HIGH-FIVE trained and certified.



# OTHER VIRTUAL PROGRAMS OFFERED BY MUSEUM WINDSOR

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- Recent challenges such as COVID-19 has made it hard for school groups to visit Museum Windsor physically. Starting in 2022 Museum Windsor is proud to announce Virtual Tours of the galleries of the Chimczuk Museum and François Baby House.
- Bring the Museum into the classroom.
- Tours available of all MW Galleries in both French and English
- \$50.00 per One Hour Class. Up to thirty students.
- Programming offered in Zoom, TEAMS, Google. Other video streaming possibly available at request.



# CURRICULUM LINKS

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GRADES 2-7 SOCIAL STUDIES AND HISTORY





# CURRICULUM LINKS: GRADE 2 SOCIAL STUDIES

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## Social Studies B. : Inquiry: Natural Environments and Ways of Life

- B2. Inquiry: Natural Environments and Ways of Life FOCUS ON: Interrelationships; Patterns and Trends  
By the end of Grade 2, students will: B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live (e.g., questions about how climate relates to clothing, agriculture, housing, recreation) Sample questions: “How and why might your choice in clothes change if you lived closer to the equator? Would some of your hobbies/sports change? Why or why not?” “Why do countries such as Norway, Switzerland, and Canada win so many medals in skiing competitions while other countries such as Australia and Mexico do not?” B2.2 gather and organize information and data about some communities’ locations, climate, and physical features, and the ways of life of people in these communities (e.g., use atlases, globes, print, digital or interactive maps, and/or satellite images to determine location; find photographs in magazines or on the Internet that provide information on people’s food, shelter, and/or clothing)

# CURRICULUM LINKS: GRADE 3 SOCIAL STUDIES

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- A.HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, 1780–1850
- A1. Application: compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day (FOCUS ON: Continuity and Change; Perspective)
- A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence)
- A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other (FOCUS ON: Interrelationships)

# CURRICULUM LINKS: GRADE 4 SOCIAL STUDIES

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- A.HERITAGE AND IDENTITY: EARLY SOCIETIES TO 1500 CE
- A1. Application: compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society (FOCUS ON: Continuity and Change; Perspective)
- A2. Inquiry: use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), including at least one First Nation and one Inuit society, with an emphasis on aspects of the interrelationship between the environment and life in those societies (FOCUS ON: Interrelationships)
- A3. Understanding Context: demonstrate an understanding of key aspects of a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other (FOCUS ON: Significance)

# CURRICULUM LINKS: GRADE 5 SOCIAL STUDIES

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- A.HERITAGE AND IDENTITY: INTERACTIONS OF INDIGENOUS PEOPLES AND EUROPEANS PRIOR TO 1713, IN WHAT WOULD EVENTUALLY BECOME CANADA
- A1.Application: analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Cause and Consequence; Continuity and Change)
- A2. Inquiry: use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada, from the perspectives of the various groups involved (FOCUS ON: Interrelationships; Perspective)
- A3. Understanding Context: describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Significance; Interrelationships)

# CURRICULUM LINKS: GRADE 6

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- A.HERITAGE AND IDENTITY: COMMUNITIES IN CANADA, PAST AND PRESENT
- A1.Application: assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)
- A2. Inquiry: use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Métis, and/or Inuit communities, in Canada (FOCUS ON: Perspective)
- A3. Understanding Context: demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: Significance; Continuity and Change)

# CURRICULUM LINKS: GRADE 7 HISTORY

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- A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800
- A1. Application: analyse aspects of the experiences of various groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800, and compare them to the lives of people in present-day Canada (FOCUS ON: Continuity and Change; Historical Perspective)
- A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain (FOCUS ON: Historical Significance; Historical Perspective)
- A3. Understanding Historical Context: describe various significant people, events, and developments, including treaties, in Canada between

# CURRICULUM LINKS: GRADE 8 HISTORY

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- A. CREATING CANADA, 1850–1890
  - A1. Application: assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada, between 1850 and 1890 (FOCUS ON: Cause and Consequence; Historical Perspective)
  - A2. Inquiry: use the historical inquiry process to investigate perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues that affected Canada and/or people in Canada between 1850 and 1890 (FOCUS ON: Historical Significance; Historical Perspective)
  - A3. Understanding Historical Context: describe various significant people, events, and developments in Canada between 1850 and 1890, including the Indian Act, treaties between Indigenous nations and the Crown, and the residential school system, and explain their impact (FOCUS ON: Historical Significance; Cause and Consequence)