

Hidden

Treasures:



How to Use

Huronia Museum

for

Research Projects

and

Classroom Activities



by: Natalie Quealey



Introduction

Hidden Treasures was originally designed for those teachers who intend to use Huronia Museum for independent class visits and student projects. With its diverse collection, Huronia Museum provides an outstanding opportunity for students and teachers to complement their regular classroom research. Pioneer life-style, early local industries, communication technology and architecture are just a few examples of those areas which are available for study at Huronia Museum.

The Hidden Treasures Resource Book provides examples of the kinds of questions and activities which are possible through the use of existing exhibits in the Museum. Although Hidden Treasures is intended for the upper Junior and Intermediate grades, it is my hope that Hidden Treasures will also give teachers an idea as to the nature of the exhibits and resources available at Huronia Museum.

As an educational resource, our mandate is to provide as many relevant, quality learning opportunities for students and teachers. In addition to our education programmes and publications, I encourage you to use our vertical file system which provides specific information on such topics as shipping, lumbering and local schools. Our microfilm reader is also available and introduces students to the past through the one hundred year old collection of local newspapers.

For more information on educational opportunities, such as arranging for independent class visits, please refer to our most recent brochure or contact me at 526-2844. It is my hope that Hidden Treasures will encourage further interaction between two learning environments: your classroom and Huronia Museum.

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Hidden Treasures

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Postcards

Resource: Postcard Display Area

1) Postcards Represent Different Photographic Technologies and Styles

Compare the postcards in the display with the postcards which are sold today. How are they different or similar? Consider the kind of paper used, the colours available in the postcard, the quality of the picture and the nature of the photograph. Is there motion in the picture or is it a still?

Research one aspect of your study comparing the technology or style of the past with that of the present.

2) Postcards Represent Important Events and Places in Time

What are the predominant images found in the postcards? Why were these images chosen? What do these images communicate about an event, place or person?

Using the information which you have collected, provide a portrait of the area and the people of the past. What would it have been like to live here? What were the major attractions? What aspects of the area did people wish to communicate to the rest of the world?

b) Conduct a similar study using postcards from the present. How has the area changed or remained the same?

c) Design a postcard for the future depicting life in the area one hundred years from now. How will the future be similar or different from the present?



Diaries From The Past

Resources:

- Bishop Milton Wright's Diary Display
- *Eleanora! Diary* (Scholastic: 1994)
- Hallen Paintings in Museum's Art Gallery

1) Bishop Milton Wright's Diary

Examine the Bishop Milton Wright's Diary Display. Based on the excerpts from the diary, describe who Bishop Milton Wright was. Why did he come to the area? What were the characteristics of his life here? What do his entries tell us about life in the first half of the 20th Century? How does his diary provide insight to the life of Orville Wright?

b) How do the pictures in the display complement Bishop Milton Wright's diary? How are they a "diary" of the past?

c) What were some of the problems which Orville Wright faced while he stayed on Georgian Bay? What were some of the inventions he created in order to solve these problems?

Research the life history of Orville Wright. How were his problem solving actions consistent or inconsistent with his character?

2) Eleanora's Diary

Who was Eleanora Hallen? What does her diary tell us about life in the 19th Century? Why is her diary an important record? How does her life compare with your own?

b) Examine the Hallen paintings in the Museum's Art Gallery. How do they complement Eleanora's diary? How are they a "diary" of the past? How are they different/same from the other paintings in the Gallery?

3) Preserving Today For Tomorrow

Brainstorm as to how you can preserve the people, places and events of the present for the future. How can your hobbies and activities prove valuable for the future?

b) Begin a diary or ask family members to share excerpts from their diary. How are the entries similar or different from your own experiences and memories of the community? problems?

c) Paint or sketch an important person, place or thing which you feel should be preserved for the future. Provide as much information as you can in your painting or sketch and suggest ways in which you can record any additional important information.

Midland's Industrial Past

Resource: Midland's Industries Display

1) Pictures Are Windows To The Past

Examine the pictures in the Midland's Industries Display. What evidence do the photographs provide of the kinds of early industry in Midland? Are there any related industries in the area today? What does the nature of Midland's early industrial base tell us about the needs of the time period?

2) Projects To Celebrate Our Industrial Heritage

a) Produce a pictorial history of Midland's industries in two panels. One panel can represent past industries and the second can represent the industries present today.

b) Conduct a town study. Identify the physical remains of old industries which still exist in Midland today. For example, what evidence remains of the transportation industry of the past (railway tracks grain elevators, old docks)?

c) Evaluate the effects of industrial development in the area. How has industrial development affected population, tourism, pollution? How have industries attracted people to the area?

d) Create a diary documenting the daily experiences of people working in various industries. For example, what were the experiences of a lumberjack? a ship builder? a factory worker?

e) Interview grandparents, neighbours and family friends. What information can they provide regarding the different industries in the area over time?

f) Compare the occupations of individuals in each census year. How did the kind of employment available in the area change over time?



James Playfair Lumber Mill c.1895
Huronian Museum 1947.0144.0034a



Blast furnace at Canada Iron and Furnace Co. Midland c.1900
Huronian Museum, National Archives Collection, 1991.0001.0056

Issues of Currency

Resource: Coin and Paper Money Displays

1) Canadian Coins and Our Collective Identity

Examine the Canadian coins in the display cases. What are some of the symbols represented on the coins? Why were they chosen? Do they say anything about our national identity?

Compare these symbols with those on coins today. Which symbols are the same/ different? Why? What symbols do you feel should be represented on our coins? Why?

Design a coin which you feel represents Canada well. How and why did you choose your design?

2) Coins Are Records of Special Events

Research the difference between a commemorative coin and a coin used as currency. Identify the coins in the case which are commemorative coins. What event or person does the coin commemorate? How does the coin record the importance of the event or person? Why was a particular size and material chosen? How can you distinguish commemorative coins from those coins which are used as currency?

Design a coin to commemorate a special event or person in our community. Describe why you chose the event and the process you developed for creating your design.

3) Common Currencies

Identify the different currencies represented by the coins in the case. Make a chart which compares the currencies of different countries. Determine if the same currencies are being used today by examining the business section of large newspapers.

Determine what the equivalent currency of one Canadian dollar is in other countries. Research how these rates are created and under what circumstances they fluctuate. Why don't all countries have the same currency (consider your research from #1)?

4) Bank Notes and Canadian Corporate History

Identify the different bank notes represented in the paper money display. What banks are represented by the notes? When was the bank in existence based on information provided on the bank notes? Are any of those banks still operating today? If they are, do they have bank notes like the ones in the display case? Why or why not?

5) Royal Connections

Identify the different figureheads on the bank notes. Who are they and when did they reign?
Make a time line using the bank notes as markers for the different reigns of British monarchs.

Why do Canadian bank notes have British monarchs on them?

6) Dating Techniques

Categorize the banknotes in terms of colour, size and the currency which they represent. Are the bank notes which are of the same size from the same time period? Ask the same question with respect to colour and currency. Categories such as colour, size and material construction are useful in dating objects from the past. What other criteria can you develop (consider figureheads, symbols etc)?

Architecture

Resource: Photographic Display Area

1) Buildings Are Visible Memories of the Past

Identify the buildings in the pictures using visible landmarks in the pictures to help you. For example, is the building near the bay or Little Lake Park?

How was the building used in the past? (store, residence)

How is the building used today?

What changes have occurred to the building? How have the landmarks around the building changed?

Suggest what the building will look like or be used for one hundred years from now?

2) Construction Methods Are Clues To Past Trades and Technology

Identify the materials used in the construction of the building (bricks, wood siding)

Why were these materials chosen? (availability of resources, technology) Research the process for cutting lumber and/ or brick making.

What trades existed at the time of the construction of the building (carpenter, brick maker)? Research some of the things this person would have to use in his trade (note: many examples are in the museum).

What kinds of factories would have had to exist in order to manufacture the construction materials? (saw mills, shingle mills, brick works)

Design a model or replica of the building which you chose. Try to use similar materials as the original building.

How has the construction of buildings changed? Why?

3) Architecture Tells Us About the Styles of a Time

Sketch a building in one of the photographs

Research some aspect of the architecture, for example, gables, the style of the roof or windows, porches, barge board, shutters, false fronts and fences around the house. What does the style of the building tell us about the people who lived there?

Research the origins of architectural styles (Georgian, Tudor, Victorian). When were they popular and why?

Compare the style of the building with the style of a modern building that has the same function. Is the style related to its function? Suggest why or why not.

b) Use picture books of various Canadian provinces and their buildings. Identify the various materials used in the construction of buildings. Are the same materials used in different provinces? Why are these materials used? What do they reflect about that area?

4) Buildings Hold The Memories of People

Based on the information provided in the display, identify who lived in a building or who the building was named after.

Who was that person and what did they do? What contributions did they make to the community?

Is the last name of that person still in the phone book today? Is the person buried in a local cemetery?.

5) Colours Are Part of Architecture

Examine the Playfair porch and describe the colour used to paint the porch.

Take a walk through the museum and make a list of the main colours represented in furniture, clothing and objects. Research the importance of these colours and why they were used one hundred years ago. What were the popular colours of that time? How do they compare with the colours which we use today?

Look through a picture book of Canada. Are the same colours used on houses across the country? Are their favourite colours in different regions? What are they? Why do you think they are popular?



Edgehill James Playfair Mansion c. 1900
Huronian Museum, National Archives Collection 1991.0001.0078



Craig House
Huronian Museum, National Archives Collection 1991.0001.0017



WW I troops lined up on main street of Midland before going overseas c. 1915
Huronian Museum, National Archives Collection 1991.0001.0072

Buttons

Resource: Buttons Display Area

1) Button Time Lines

List the different materials used to construct the buttons in the display case. Decide which buttons are oldest. For example, determine if wooden or plastic buttons are older. What criteria did you use for dating the buttons? Can the same criteria be applied to other groups of objects?

Sketch an example of a button for each kind of construction material used. Mount your sketches on bristle board or on a wall to create a time line showing the different ages of the buttons.

Extension: Underneath each button's time period, list the characteristics which the buttons share in common (size, shape, intricacy, colour, style).

2) Buttons Reflect A Person's Role In Society

Suggest who used the different buttons. For example, which buttons were worn by military personnel, trades personnel or members of upper class society? Identify the different criteria which you used. How do the buttons reflect that person's role in society? Do buttons tell us as much about today's society as they did in the past?

3) Why Collect All Of These Buttons?

Speculate as to how the donor, Mrs. Dorothy Bedggood, collected the buttons. Why did she collect the buttons and why are they on display at the Museum?

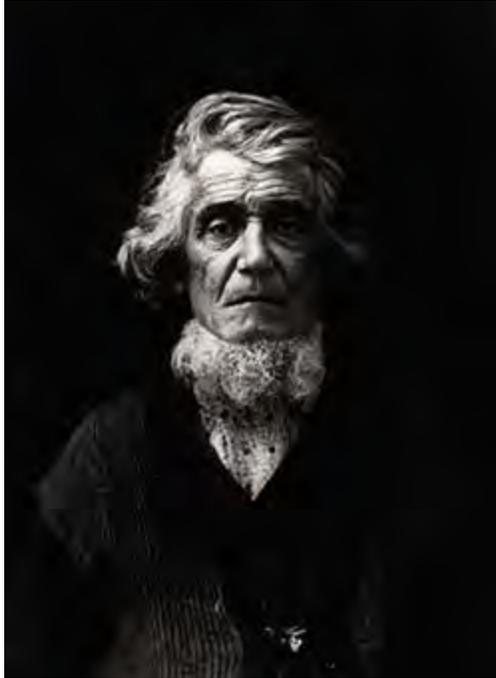
4) An Eye For Design

Design an outfit or piece of clothing which would be appropriate for that button:

*Consider the styles of the time period from which the button comes OR

*Consider how the button could be worn today OR

*Compare the use of that button in the past with the present.



Prize winning photo by J.W Bald of M. Bresette c. 1890



Corporal Ewart Vasey c. 1914

Clothing

Resource: Various Clothing Displays

1) Clothing Tells Us How Some People Lived

Examine the different dresses on display. For what occasions were the dresses worn? What styles and colours were appropriate for those occasions? What accessories were worn with the dresses? Were the styles conservative? How do you know?

What do these styles tell us about the kinds of acceptable behaviour in specific situations? For example, were bright colours worn at funerals? How did the cut of the dress reflect the kind of activities which would take place at special occasions?

2) Clothing Represents Individual Roles

How does the style of the dress relate to its function? What would ladies be doing in these dresses? What evidence is in the Museum to show what ladies did in their time?

Based on the style of dresses worn and the activities represented in the Museum, how have women's choices changed through time?

3) ImagesOf Beauty

Examine the articles of clothing on display and determine what images of beauty were expected in the 19th Century. How do they compare with those of today? Compare your findings in the Museum with current fashion magazines, catalogues, television shows or any other resource. Have these images changed? If so, describe how.

4) Children Or Little Adults?

Compare the children's shoes with those of the adults. How are they similar or different? Research other children's fashions. Argue for or against the statement: In the 19th Century, children were seen as miniature adults.

Use the Toy Display in the Museum to defend your argument.



Wedding Party in the parlour c. 1900
Huronian Museum, National Archives Collection 1991.0001.0054



c. 1905
Huronian Museum, National Archives Collection 1991.0001.0020

Kitchen Utensils

Resources: Kitchen Utensils Display

1) Past and Present Kitchen Helpers

Pick one utensil represented in the Kitchen Utensils Display. How was it used? What was it made of? How was it constructed? Is it something which you could make for yourself or would it be purchased?

What is its modern day equivalent? How are the materials and construction of the object different from those of the past? Could you make the modern object today or would you have to buy it?

Extension: Compare the two objects with respect to design. How has the object changed through time? What advantages/disadvantages do these changes represent? If there have not been any changes in design, suggest why.

Choose a kitchen utensil from home. How could you modify it in order to perform some other function?

2) Every Object Has A Story To Tell

Identify an object and its donor. Create a story around the object. How did the object come into the family? Who used it?

Preparation: Create a story around a familiar object from home.

3) Kitchen Inventory

Imagine yourself in a pioneer kitchen in the early 1800s. If you could use or own only five kitchen utensils, which would you choose and why? Develop a set of criteria to determine which utensils would be of the most value to you.

4) Cast Iron Utensils

Research the meaning of "cast iron". Identify those utensils which are cast iron. Other function? Why were cast iron utensils practical in the 1800s

Kitchen Display

Resources: Kitchen Display

1) Kitchens--Then And Now

Make a list of the utensils in the Kitchen Display and describe their function. Compare this list with the objects which are in your kitchen today. How are the kitchen utensils similar or different? Why don't we have some of the objects in the Kitchen Display in our kitchens today?

2) Kitchen Plans

Make a plan to show how you would arrange the objects in your kitchen if you were a pioneer. How did you decide where to put your utensils and in which places or order?

3) Laundry And Butter Making Days

Describe what a pioneer kitchen would look like on laundry day. Describe the activity in the kitchen during butter making time.

4) Iron Technology

Use the example of the different irons to describe how and why technology changes. Why were modifications made to the original stove iron? What improvements were made to each model? What fuels became increasingly available through time and how did this affect work in the home? What are the advantages/ disadvantages to each adaptation?



Grocery Store c.1900

Huron Museum, National Archives Collection 1991.0001.0013

Wireless Communication

Resource: Wireless Communication Display

1) Radio Receiver Technology

Research the parts of a radio receiver and their function. Identify the corresponding components in the radio receivers which are in the wireless communication display. Describe how the technology has changed OR what it has been replaced with.

How did the invention of radio receivers influence other technological advancements?

2) Changes In Time

Using the display as a starting point, make a before and after list of communication technology. For example, phonographs have been replaced with CDs.

Predict what will replace current communication technology. Why do you think these changes will take place?



Main Street Penetanguishene Looking North c. 1900
Huronian Museum, National Archives Collection 1997.0042.0001

Trades

Resource: Tool Display Area

1) Tools Of The Trade

Make a list of all of the tools that might have been used in the construction of objects or buildings. Classify these tools according to their function. For example, tools used to make barrels, tools used to make troughs.

Determine the trade name for barrel making, furniture making etc. Write a job description for that trade (cooper, carpenter etc.) including the knowledge and training required, and the tools used in that trade.

2) Career Moves

Consider your trade and the skills required in that trade. If you wanted to change careers, are there any trades which are similar to yours? Which trades would be easier to retrain for?

3) Market Values

Develop a price list for the goods which you would make and sell as part of your trade. What criteria did you use to determine which goods are more valuable? Use old and new catalogues to help you.

4) Trades in the 20th Century

Conduct a survey to determine if any of these trades still exist and to what extent. If the trade no longer exists, what jobs or technology have replaced them? What importance do we place on trades today?

b) How have trades from the 19th Century changed in the 20th Century?

5) Trade Opportunities in the 20th Century

Research a trade still being practiced today. What kind of training is involved in the trade? How does the training compare with the apprenticeship of early tradesmen? Interview people in the community who have a trade.



Proud tannery workers c.1900, Penetanguishene
Huronian Museum, National Archives Collection 1991.0001.0114

Lighting

Resource: Lantern and Oil Lamp Display Case

1) The Function Of Lighting

Using the examples of light sources in the display case, predict where each light source would be used (barn, parlour, kitchen etc). What clues do the objects provide as to where they would be used?

What light sources are not represented in the and display? Do we have as many different light sources today? Why or why not?

2) Sources of Light

Analyze the different light sources from the past one hundred and fifty years. What kind of fuel did each light source consume? Predict which fuel was cheaper to use and explain why. Which light source was friendlier to the environment and why? Which light source was easier to use? Why?

3) Lighting: Then and Now

Research the technology of a light source from the past and a light source from the present. Are there any similarities in the technology of both light sources? What are the technological advantages and disadvantages of each light source? Consider duration of lighting time, use of energy and safety.

Butter Churns

Resource: Butter Churn Display

1) Butter Churn Technology

Having churned butter in an education programme, determine which of the butter churns in the display would be most effective in the production of butter. Why is it the most effective model? What criteria did you consider? What adaptations have been made to the basic butter churn model? Why?

2) Butter Moulds

Describe the different designs on the butter moulds. How do the designs reflect the life-style of the person using the butter mould? Suggest other designs which could be used based on your knowledge of the time period.

3) Butter Making Today

Research how butter is made today. How is the process different from the early methods of churning butter? How is it the same? How are the ingredients for making butter different? Why?

Shipping

Resources: Marine Display Area

1) Ship Styles

Describe the different kinds of ships represented by the photographs and models on display. Consider the function, materials used in construction and size of the ship. Categorize your ships according to one of the listed criteria.

Use this category to create a report on a particular kind of ship. For example, ships used for transportation of goods, steel hulled vessels, small fishing vessels, wooden sailing vessels. What are the similarities/ differences within this category. Why do they exist?

2) Ship Design

Based on your findings for #1, identify the function of one particular ship. How does its design correspond to its function? .

3) Nautical Estimations

Develop a system for estimating the size of ships based on the information provided in photographs and models. For example, what landmarks are in the picture that would help you to approximate the height of a ship (consider people, buildings)? Does your system always work? What information do you need to produce an accurate estimate?

4) Transportation Systems

How has transportation evolved from shipping? What factors influenced this evolution? Is there any merit to returning to shipping as a major form of transportation?

5) It's All In A Name

Examine the names of ships in the photographs and on the models. Write a story describing how a ship's name was chosen. Research actual names to determine their significance.

6) Down On The Waterfront

Consider how the presence of ships would change the waterfront of a town or city. Are there any reminders of our shipping past along the waterfront today?

Paint or sketch what the town's waterfront might have looked like one hundred years ago. What buildings would also be down at the waterfront? Why?



Chew Mill Midland c.1900

Samplers

Resource:

- Pioneer Bedroom Display Area
- Parlour Display Area

1) Samplers As A Means Of Communication

Compare the various samplers found in the pioneer bedroom and parlour display areas. How might the samplers represent a form of communication?

2) Common Threads

Identify the themes represented in the samplers. How are they similar or different? What do the messages found in the samplers tell you about the beliefs and customs of people in the 19th Century?

b) Are similar messages communicated today? How do we convey messages today (in our homes, in public)? What motivates us to use a certain form of communication [consider billboards, posters]?

3) Sample Art Forms

How are the samplers like works of art? What are some of the common motifs found in the samplers? Compare these motifs with paintings and drawings from the time period for example, the Hallen paintings in the art gallery.

b) As an art form, how are samplers more practical for a pioneer home than paintings (consider environmental conditions)?

4) Samplers As Mirrors of Society

a) The majority of samplers were made by women. Examine the information found in the sampler. What did society expect ladies to know or to consider based on what you see in the sampler?

b) Were samplers a more acceptable form of artistic expression for ladies in the 19th Century? If so, what does this say about society's opinion of the role of women in society?

c) Create a biography for each of the sampler artists.

Transcribed Samplers

1) Sampler located on the left wall of the bedroom display:

*Bestow O Lord upon our youth
the gift of saving grace
And let the reed of sacred truth
Fall in a fruitful place.*

*I the chief of sinners am
But Jesus died for me.*

*Anne
Booth
July 12
1834*

2) Centre sampler located on the back wall of the bedroom display:

*ABCDEFGHIJKIMNOPQRST
UVWXYZ12345678910
abcdefghijklmnopqrstuvwxyz*

*My God permit me not to be
A stranger to myself and thee*

SA CANNAM 1828

3) Right sampler located on the back wall of the bedroom display.

To Mr Stephens Barrie January 15 1887

I Cannot allow the present opportunity to pass without expressing my sincerest regret for the rather sudden decease of your son Alexandr Robert Stephens, one of the most intelligent and apt learners in the Common School invariably head of his Class, and vere dilligent in acquering information, in fact for his age, he had not a Superior, if an equal in the School. Had it pleased Providence to have Spared him, I believe he would have been an ornament to his parents, as he gave promise of haviny an intellect far above those of his own age 6 years and 5 months. That he is now in a higher Sphere of Glory than it is possible he could never attain on this Earth, even had he lived must at least Prove Pleasing Consideration to both his Father and Mother.

*YourMost Obte [Obedient] St [Servant]
Worked by this W. H. McSwain*

*Mother Teacher
her age 67 1875 Barrie School*

A Pioneer Home

Resource: Pioneer Bedroom Display Area

1) Pioneer Considerations

Given that most pioneers would be travelling under harsh conditions to the new land (by wagon, by ship, by foot), many pioneers brought very few belongings with them. As such, the pioneer family brought with them those belongings which would help them to survive their first year.

Once the pioneers built their first homestead, usually after two years, they would carefully consider which objects they would need in order to improve their living conditions.

Categorize the artifacts in the pioneer bedroom display according to:

- A: those objects which they brought with them
- B: those objects which they made once they had arrived
- C: those objects they bought once they had arrived

Under each category, identify those objects which had a practical function and those which were for decoration or leisure.

b) If a pioneer had to make things for his/her home or family, what skills or knowledge would they have to possess before they left for the new land?

2) Basic Conveniences

Consider all of the things which you used to get ready for school today. Of these things, which could you live without? Which were essential?

Of the essential things which you needed this morning, determine what they would have looked like in the pioneer home. Are any of these objects present in the bedroom display?

Family Treasures

What objects in the bedroom would have been treasured by the family? Why? How do these objects tell us something about the characteristics of the family? For example, is this a family that prayed or read often? How hard did they have to work to earn these objects? Did they appreciate art or Nature?



The Frazer House

b) Imagine that these objects are going to be transported to a new land by ship or wagon. Invent a means for packing these objects so that they will not break. Consider what packing materials may have been available to a family in the 19th Century on a farm or in a city.

c) Write a story to explain the history of how the family acquired the object. Perhaps the story could be substituted by a family member's monologue by the object itself.

5) Better Homes and Hearths

a) Identify those details in the pioneer bedroom which suggest that the family tried to make their home more decorative. What skills are represented by these details? How much time would they dedicate to home decoration? What resources were available to them for adding fine touches to the home?

b) Identify the colours, patterns and images used in the needlework of this pioneer family. Why were they chosen? Are they reflective of the time or of the individual family? [Tour the museum to identify the prevalence of certain colours, patterns and images]

Quilts

Resource: Various quilts on display throughout the Museum.

1) The Function of Quilts

Identify as many quilts around the Museum as possible. Do the quilts represent specific events or organizations? Are they for decorative purposes or do they serve a more utilitarian purpose? How might the more decorative quilts be used to a common or important goal? [Consider quilt raffles and fund raisers]

2) A Quilt Is Worth A Thousand Words

How does a quilt tell a story or document a history? What designs, colours and images have been used to reflect something about an individual, an event or an organization?

3) A Quilt In Time

Produce an outline for a quilt which would communicate a story, your family or school's history, or an important event in your life. Describe the process of determining the layout of the quilt and choosing the appropriate colours and images for your quilt.

4) A Buzz Of Activity

Quilting bees often brought many women together with the common goal of producing a quilt. Write a dialogue to describe the conversation during a quilting bee.

b) Suggest various topics that might be discussed at a quilting bee in the 1800s, the 1940s, today and one hundred years from now. Would the subject matters change drastically through time? Provide reasons to support your hypothesis.

5) Log Cabin Quilts

The log cabin design for quilts was very popular in the 1800s especially with pioneer families. At the centre of the design was usually placed a red square to represent the hearth or the heart of the home. If someone were to make a log cabin quilt today, what might they place at the heart of the cabin?

Toys Through Time

Resource: Toy Display Area

1) Toy Classifications

Pick a display case or area within the display. Classify the toys in that area according to their play function, for example: games, playing house, playing trucks etc.

Choose one of these categories of toys. Develop a set of criteria to determine which toys are the oldest and/or which toys are home made.

2) Toys Through Time

Based on your original classifications in #1, identify those toys which are similar to the ones you played with. How are they similar? How have they changed? What makes these toys popular through time?

b) Make a list of the toys which you play with today but that are not represented in the display. How are these toys similar or different from the toys in the display? Have these toys changed in the last fifteen years?



Toy Store Interior c. 1900

Huronina Museum, National Archives Collection 1991.0001.0014

c) Develop a set of criteria which identifies what makes toys fun.

3) The Stories Toys Tell

Write a dialogue for the toys in the display cases. What changes have they seen through time? How do they feel about all of the changes which they have seen?

4) Nursery Rhymes and Songs

Research old nursery rhymes and songs. How many do you recognize? How old are they and where do they come from? How has the meaning of the rhymes or songs changed through time?

b) Compose your own nursery rhyme or song for a younger child. Use the rhyme or song to describe something which you remember or learned when you were younger.

School Days

Resource:

- Toy Display Area
- Midland-Penetanguishene Photographic Display

1) Tools Of The Trade

Identify all of the object in the toy display which have the same function as those objects which you use at school today. How have these objects changed and/or remained the same through time? Why?

2) The One Room School House

Find out what a one room school house was like. Why did one room school houses exist? What are the advantages/disadvantages of a one room school house? How would children learn before a school house was built in an area?



One room school house S.S. No.5, Tay Township
Huron Museum, Wallace Collection 1993.0024.0001

3) School Pictures

Using the photographs in the photographic display identify those buildings which are still being used as schools today. How have the schools and the area around the school changed? Try and find the corner stone on the building to determine the age of the school. Use old school yearbooks to find out more about the history of the school

If the building is no longer being used as a school, identify its current use and location. How has the building changed?

4) School Songs

Does your school song tell anything about the history of the school or what makes it special? If not, write one of your own using the information which you have gathered in your research.

b) Research the meaning and importance of the school's colours and mascot. Why were they chosen?



Vasey Post Office and General Store c. 1900
Huronian Museum, Archer Collection 1996.0002.0217

Changing Technologies

Resource:

- Computer and Typewriter Display
- Dentist's Chair Display
- Sewing Machine and Spinning Wheel Display
- Musical Instruments In Parlour Display Area
- Old Catalogues



1) The Importance Of Technology Through Time

Pick one of the display areas listed under Resource. Identify the model, year and function of one of the objects in the display, for example, the computer. Who would have used this model of computer? How important would the computer have been in daily living?

Compare your analysis with the modern day equivalent to your chosen object. For example, what kind of computers are found in your school today? How are computers used in your school today [for homework, games, research etc.]? How important is the computer in daily living today? How important will it be in one hundred years. Compare your findings for the two models. How has the importance of this form of technology changed through time? Develop an hypothesis to explain why.

Evaluating Changes In Technology

Using your research from # 1, indicate what technological modifications have been made to your object. How have these modifications improved the efficiency of the model? What are some of the negative aspects to advancements in technology [consider the environment, loss of jobs etc]? Predict how your object will continue to change through time.

b) Sketch the object which you have found in the Museum. Using catalogues or by visiting stores or businesses, sketch its modern day equivalent. Using your predictions for the future, sketch what the object will look like one hundred years from now.

3) The Language Of Technology

Research the language associated with that particular technology. For example, define a modem, disk drive etc. Can any of these expressions or terms be used in another context? How?

Research the origin of certain expressions or terms, for example, "mind your own bee's wax". What form of technology is the expression associated with? Has the meaning of the expression changed? How?

4) The Price of Technology

Using old catalogues, outline how the price for your object has changed through time. Compare these prices with those of other objects from the same time period in order to determine its relative value. Has the object's relative value changed through time? Why or why not?

Hands Of Time

Resource: Hands Of Time Clock Display

1) Changes Through Time

What features of the clocks on display are similar to the clocks in our homes today? How have clocks changed through time [consider materials, design, construction]?

b) Research the role of the clock maker one hundred years ago. How did the clockmaker learn his trade? Would the clock maker have been able to make a living from his trade?

c) Do clock makers exist today? If so, interview a clock maker to find out how they learned their trade. If not, what has replaced the clock maker? What technology is used today in making clocks? How does this compare with that of the clock maker?

2) The Art Of Time

What are some of the images or details found on the clock? Why are these images there? Compare your findings with those for Quilts and Architecture. Are styles in one area related to those in another?

3) The Face Of Time

How are the numbers on the clock face different from those which we use today? Research when Roman Numerals were used and why they were replaced. Who made these decisions?

Taking Care Of Baby

Resource: Cradles of History

1) A Practical Invention

Identify the rocker with the railing in front. Why is the railing there? Describe the process which led to the addition of the railing on the rocker. What problem did it solve? Suggest what activities someone would be able to do now that the railing was there.

2) A Splash Of Colour

Many of the rockers, high chairs and cribs have been painted or stained. Today, many people who buy antiques like to strip the stain or paint off. Suggest why the pioneers would have painted their belongings in the first place. Compare their reasons with our reasons to strip furniture today.

NOTE: Many pioneers stained or painted their furniture in order to increase its aesthetic value. Since most of their belongings were made with wood, colouring or darkening the wood made the furniture seem less crude and distinguished the wealth of the family. Today, since many pieces of furniture are made with plywood or plastic, stripping furniture increases the quality of the object as it reveals the use of real wood.

Packaging and Parcelling

Resource: Weights and Balance Display
Display Case With Tins and Measuring Instruments

1) Measuring Tools

Identify all of the tools used for measuring and weighing in the various display cases. Suggest what would be weighed or measured with these tools.

b) Many scales and measures would be used in stores much as they are used in bulk food stores today. As a consumer, how would you know if the scales or measurers were accurate? How could you find out?

c) One hundred years ago, what kinds of stores would have to use weights and measures?

d) How big is a pint, quart and gallon? What measurements have replaced them? Why? Who decided to make this change? Compare your findings with #3 in **Hands Of Time**.



A.A Osborne Departmental Store, Midland c. 1900
Huronian Museum, National Archives Collection 1991.0001.0007

2) Packaging Goods

Identify all of the ways in which goods were packaged in the past based on what is on display. Are the containers reusable? Hypothesize other means of packaging that were used in the past. Why aren't these methods represented in the Museum?

3) The Cost To The Environment

Evaluate the advantages and disadvantages of using weights and measures as well as the various forms of packaging which you have identified. Consider the effect on the environment, hygienic concerns with bulk food, the cost of the product and the quality of service which would be available in the store.

Spinning Wheels And Wool Winders

Resource: Spinning Wheel Display
Tool Display Area

1) Changes In Technology

Research and compare the process of spinning wool in the past with that of today. What are the advantages and disadvantages of each form of technology? Hypothesize which technology would be cheaper considering the resources used by a pioneer and those used in the production of factory made wool.

b) Compare natural wool with synthetic wool. Why might someone prefer natural wool instead of synthetic wool and vice versa? Which lasts longer? Which is more valued today? Why?

2) Finding The Tree Source

Look closely at the wool winders. What parts of a tree can you identify in the construction of the wool winder? Suggest the inventive process which the farmer used in making the wool winder. Suggest any modifications you would make.

b) Determine which wool winder would be the most effective. In your opinion, why is its design superior? What criteria did you use to make your conclusion?

c) Identify those tools in the Tool Display which you think would be used in the construction of the wool winder.

3) Drop Spindles and Spinning Wheels

Research what a drop spindle is and how it works. Compare its component parts with that of the larger spinning wheels. How are the two models similar or different?

Rocks, Minerals and Fossils From Around The World

Resource: Rocks, Minerals and Fossils Display Area

1) Where In The World Did It Come From?

Research where you would find the various rocks, minerals and fossils on display. Use a map of the world to identify the various regions where they could be found.

b) If a rock mineral or fossil can be found in several different regions, identify how the geography or geology of the regions are similar. What conditions or geological history must exist in order for the rock mineral or fossil to be found?

c) Research the difference between a rock, mineral and fossil. How are they similar or different?

2) Halite Into Salt

Find the halite example in the display. Describe the process for turning halite into regular table salt.

3) Birthstones

List the various birthstones identified with each month of the year. Determine how these stones were chosen, by whom and why.

4) Tools Of Geology

What tools does a geologist or mineralogist use while in the field? What other equipment would you need?

b) Consider where a geologist or mineralogist would be working. List some of the on the job hazards.

c) Invent a journal to describe the journeys of a geologist or mineralogist in search of a rare stone.

d) Research the life accomplishments of a famous geologist such as Hugh Miller.

5) Bringing The Fossils Back To Life

Research how fossils are formed and where they can be found. Link this information with that in #1 so that you have a world map of minerals and petroglyphs. Is there any relationship between the two? Why or why not?

b) Sketch the fossils found in the Museum. Produce a second sketch to show what the fossil might look like if it were alive.

Bicycles From The Past

Resource: Penny Farthing Bicycle in Toy Display

1) How Did They Get Up There?

Invent a contraption which would help people get up on their Penny Farthing Bicycle. Keep in mind that ladies would be wearing long dresses and that men would be wearing suits.

b) How do you think they really got up on the bicycle?

c) What Is a penny? What is a Farthing? Suggest how the Penny Farthing Bicycle got its name.

2) Speed And Distance

Would people be able to travel faster and/or farther with a bicycle of this design? Invent a process for testing your hypothesis.

b) Would it be more work to use a bicycle of this design? Invent a process for testing your hypothesis.

3) Clothing Considerations

Research how women's clothing styles changed with the introduction of the bicycle.

b) Would these changes in clothing style allow a woman more freedom of movement? Why or why not?

c) Compare "acceptable" activities for women in the early 1800s with those of the 1900s. Have they changed? Suggest why or why not?

Parlour Life

Resource: Parlour Display Area

1) Prized Possessions

Develop a set of criteria to determine which possessions in the parlour would be of particular value to a family. Would you find these possessions in a pioneer home? Why or why not?

b) Compare what is considered valuable in a home today with that which was valued in the past. Did you have to change your criteria from #1? Why or why not?

2) Seasonal Traditions

Describe how the parlour setting might change with each season. Research which traditions were practiced around different seasons of the year. Create a mural to show how the parlour changed throughout the year.

b) Compare these traditions with those which might exist in your home.

3) Parlour Pastimes

Research the games which would have been appropriate for the parlour. Which games still exist and/or have been modified?

Pioneer Kitchens

Resource: Pioneer Kitchen Display Area

1) Kitchens Through Time

Using the example of the washing machines or irons on display, hypothesize which objects are older. What criteria did you use when developing your hypothesis?

2) Technological Modifications

Using the information from # 1, identify the adaptations made to washing machines and irons. How might these changes make life easier? What disadvantages might exist with these changes in technology?

3) Soap Considerations

Research the process of soap making used in the pioneer home. How has the process changed?

b) Brainstorm as to how a pioneer could make coloured soap or a soap with fragrance. Research the methods which the pioneers actually used.

c) Evaluate the advantages/disadvantages of the pioneer method of soap making and present day methods.