

**Manitoba Crafts Museum and Library**  
C2 Centre for Craft  
1-329 Cumberland Ave, R3B 1T2  
204-615-3951



## Junior Curators Information Sheet

### Program Overview

Have you ever wondered what goes on behind the scenes at a museum? The Junior Curators program provides students with the opportunity to explore various aspects of Manitoba's material heritage through fun hands-on activities while also engaging them in the basics of museum practice like collections management. This program has four presentation topics to choose from: *Life on a Quarter Section*, *Natural Inspirations*, *Fun with Textiles*, and *Indigenous Textiles*. Each presentation topic features a series of unique artifacts from the museum's collection which students will learn how to handle, care for, and catalogue.



### Duration

2 hours

### Grades

This program is suitable for grades 2-6, 8, and 11.

### Presentation Topics

#### 1. *Life on a Quarter Section*

*Life on a Quarter Section* explores what life was like on a homestead in nineteenth century Manitoba. Students will gain a greater understanding of life on a homestead, the crafts associated with homesteads, immigration, and the Dominion Lands Act. In addition, this program explores the basics of museum practice and students will learn how to handle, care for, and catalogue historical artifacts.

#### 2. *Natural Inspirations*

*Natural Inspiration* explores craft practices that are inspired by nature as well as a variety of craft practices that use natural materials. Students will also investigate topics about sustainability in craft, such as the reuse of materials and how craft can be beneficial to the environment. In addition, this program explores the basics of museum practice and students will learn how to handle, care for, and catalogue historical artifacts.

### 3. *Fun with Textiles*

Fun with Textiles explores the history of textiles, such as wool, linen, and silk, the ancient societies that developed these textiles (Mesopotamia, Egypt, China), and how they are produced and used today. Students will gain a greater understanding of the differences between natural and synthetic materials and will be able to handle examples of both. In addition, this program explores the basics of museum practice and students will learn how to handle, care for, and catalogue historical artifacts.

### 4. *Indigenous Textiles*

Indigenous Textiles explores traditional Indigenous craft practices such as hide preparation, beading, quillwork, and sewing from a variety of Indigenous groups, mainly from Manitoba. Students will also gain a greater understanding of how European settlers and the exchange between the cultures influenced Indigenous craft practices. In addition, this program explores the basics of museum practice and students will learn how to handle, care for, and catalogue historical artifacts.

#### **Learning Objectives:**

- To recognize the value of craft practices as important components of cultural heritage, both past and present.
- To understand that curators and museums play a vital role in the maintenance, preservation, and exhibition of our material culture.
- To learn to care for and appreciate the value of historic artifacts as important resources for learning about the past.
- To become familiar with different historical themes and topics.

#### **Activities**

Catalogue an Artifact: Students will be tasked with making a catalogue entry for a new artifact at the Manitoba Crafts Museum and Library. Students will observe and document the physical properties of the artifact, unique markings, and information about the maker.

#### **Contact Us!**

For more information or to book a school program please contact [mcml@c2centreforcrafft.ca](mailto:mcml@c2centreforcrafft.ca) or call 204-615-3951.

**Curriculum Links**

<b>GRADE 2</b>	
<u><b>Social Studies</b></u>	<u><b>Indigenous Education</b></u>
<p><b><u>Cluster 1:</u></b></p> <p><b>KH-025</b> Relate stories of significant events and people in the local community’s past.</p> <p><b>VH-008</b> Value connections to stories of their community’s past.</p> <p><b><u>Cluster 2:</u></b></p> <p><b>KH-028</b> Recognize that many people came to Canada from other parts of the world.</p> <p><b>KE-037</b> Describe different types of work in Canadian communities studied.</p> <p><b>KH-026</b> Identify ways in which life in Canadian communities has changed over time.</p>	<p><b>4.1.3 A-2</b> Identify types of Aboriginal arts and craft.</p>

<b>GRADE 3</b>	
<u><b>Social Studies</b></u>	<u><b>Indigenous Education</b></u>
<p><b><u>Cluster 3:</u></b></p> <p><b>3-VE-012</b> Value the contributions individuals make to their communities.</p> <p><b><u>Cluster 4:</u></b></p> <p><b>KH-023</b> Describe characteristics of daily life in an ancient society.</p> <p><b>VH-007</b> Express interest in and curiosity about people, events, and ways of life in the past.</p> <p><b>KH-024</b> Give examples of customs, stories, and traditions of an ancient society.</p> <p><b>KH-026</b> Give examples of enduring contributions of an ancient society.</p> <p><b>KH-021</b> Recognize the continuity of cultures, traditions, and practices over time.</p>	<p><b>4.2.3 E-4</b> Identify how various Aboriginal cultures in Manitoba use Earth’s materials (e.g. Plant parts for food and medicine, clay for pots)</p> <p><b>4.3.1 E-4</b> Compare cultural expressions (e.g. language, stories, art, music, dance, architecture, traditions, clothing) in several communities studied.</p>

<b>GRADE 4</b>	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p><b><u>Cluster 3:</u></b></p> <p><b>KL-023</b> Identify issues related to environmental stewardship and sustainability in Manitoba.</p> <p><b>KL-006</b> Give examples of diverse artistic and cultural achievements of Manitobans.</p> <p><b>VI-004</b> Value the artistic and cultural achievements of Manitobans.</p> <p><b><u>Cluster 4:</u></b></p> <p><b>KI-010</b> Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.</p> <p><b>KH-035</b> Describe ways in which life in Manitoba has changed over time.</p> <p><b>VH-009</b> Appreciate the significance of history in their lives.</p> <p><b><u>Cluster 5:</u></b></p> <p><b>KH-038</b> Describe changes in ways of life in the last century in the northern territory studied.</p>	<p><b>4.2.3 E-4</b> Identify how various Aboriginal cultures in Manitoba use Earth's natural materials. (E.g. plant parts for food and medicine, clay for pots)</p> <p><b>4.3.1 E-4</b> Compare cultural expressions (e.g. languages, stories, art, music, dance, architecture, traditions, clothing) in several communities studied</p>

<b>GRADE 5</b>	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p><b>S-202</b> Distinguish between primary and secondary information sources for research.</p> <p><b>S-300</b> Plan topics and goals for historical inquiry.</p> <p><b>S-305</b> Observe and analyze material or visual evidence for research.</p> <p><b>S-309</b> Interpret information and ideas in a variety of media.</p> <p><b><u>Cluster 2:</u></b></p> <p><b>KE-051</b> Compare First Peoples' and European approaches to natural resource use in early Canada.</p>	<p><b>4.1.3 D-6</b> Describe an innovation, traditionally used by Aboriginal peoples of Manitoba, from one of the following categories: transportation, shelter, hunting, gathering and preparing food, and making garments.</p> <p><b>4.3.1 F-6</b> Give examples of contributions of diverse ethnic and cultural communities to the history of Manitoba.</p>

<p><b>Cluster 3:</b></p> <p><b>KH-036</b> Give examples of the impact of interactions between First Peoples and European traders and settlers.</p>	
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<b>GRADE 6</b>	
<b><u>Social Studies</u></b>	<b><u>Indigenous Education</u></b>
<p><b>S-202</b> Distinguish between primary and secondary information sources for research.</p> <p><b>Cluster 1:</b></p> <p><b>KI-008</b> Identify various groups that immigrated to Canada in the late nineteenth and twentieth centuries and give reasons for their emigration.</p> <p><b>KI-009</b> Describe ways in which immigrations was encouraged by and important to the Canadian government from 1867 to 1914.</p> <p><b>KI-010</b> Describe various challenges faced by new immigrants to Canada.</p> <p><b>KI-011</b> Describe daily life on a prairie homestead between 1890 and 1914.</p>	<p><b>4.1.3 D-6</b> Describe an innovation, traditionally used by Aboriginal peoples of Manitoba, from one of the following categories: transportation, shelter, hunting, gathering and preparing food, and making garments.</p>

<b>GRADE 8</b>	
<b><u>Social Studies</u></b>	<b><u>Indigenous Education</u></b>
<p><b>Cluster 1:</b></p> <p><b>VL-008</b> Appreciate the importance of sustaining the natural environment for future societies.</p> <p><b>KH-027</b> Identify various sources of historical evidence and information and explain how each enhances understanding of the past.</p> <p><b>Cluster 2:</b></p> <p><b>KL-024</b> Give examples of the influence of the natural environment on ways of life in an early society of Mesopotamia, Egypt, or the Indus Valley.</p>	<p><b>4.1.1 E-8</b> Give examples of traditional aboriginal products (e.g. foods, medicine) still used today.</p> <p><b>4.1.2 E-8</b> Give examples of art (e.g. literature, music) that expresses aboriginal teachings.</p> <p><b>4.1.3 E-8</b> Research and analyze traditional Aboriginal technologies (e.g. canoe, kayak, bow and arrow, travois, snowshoes, Red River cart) still in use today</p>

<p><b>KE-054</b> Describe technologies and tools in an early society of Mesopotamia, Egypt, or the Indus Valley.</p> <p><b>Cluster 4:</b></p> <p><b>KI-019</b> Explain why China may be regarded as one of the most advanced civilizations of the fifth to fifteenth centuries.</p> <p><b>Cluster 5:</b></p> <p><b>KE-059</b> Describe the impact of advances in science and technology on societies from the fifteenth to nineteenth centuries.</p>	
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## GRADE 11

### Enduring Understandings:

- Immigration has helped shape Canada’s history and continues to shape Canadian society and identity.
- First Nations, Metis, and Inuit peoples have a long history in North America and their diverse and complex cultures continue to adapt to changing conditions.

### Essential Questions:

11.1.0: What is history and why do we study it?

- Develop awareness of Canada’s global interconnectedness
- Understand the diversity and range of human experience
- Understand how the discipline of history is constructed

11.3.2: How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

- Canada’s vision for nation building: CPR, settlement, agricultural and industrial development, and displacement of Metis
- Dominion Lands Act (1872) (homesteading)
- Clifford Sifton’s immigration policies and other immigration policies
- Arrival in the west of Ukrainian, Mennonites, Doukhobors, Icelanders, Ontario settlers...

### Historical Thinking Concepts:

- Establishing significance
- Use primary sources
- Take historical perspectives