

## Field Trip Registration Form

Please use one registration form per teacher's class. Home schools welcomed.

### School Information

School Name:

School Address:

School Phone Number:

Contact Name:

Email:

(board email address only)

Best Time to Contact by Phone:

### Class Information

# of Students:

# of Supervisors:

Teachers and parent chaperones are free in accordance with the School Board student to chaperone ratio.

Grade Level(s):

Lead Supervisor:

Date of Field Trip:

\*\*closed Mondays

2<sup>nd</sup> Choice Date:

\*\*closed Mondays

Full day (6 activities)

Half Day (3 activities)

Special Needs/ Additional Comments:

\*\* Allergies/ Accessibility/ Any student who cannot be photographed

-----  
**Please return registration forms by email to [museum@backuspagehouse.ca](mailto:museum@backuspagehouse.ca) or by mail to Tyrconnell Heritage Society, Box 26, Wallacetown, ON, NOL 2M0**

Angela Bobier, Cultural Manager Office: 519-762-3072

Penni Stoddart, Education Coordinator

[www.backuspagehouse.ca](http://www.backuspagehouse.ca) [info@backuspagehouse.ca](mailto:info@backuspagehouse.ca)

A confirmation letter, schedule, and map will be emailed to you prior to your visit.

### Cancellation/Modification Policy

The full cost of your visit as shown on your confirmation will be charged upon arrival unless you notify the museum by email or telephone of **any changes**, by 4pm the week prior to the date of your visit.

Choose 3 activities (half day trip) or 6 activities (full day trip). Please indicate your top choices by numbering them one through six. *Please include 3 extra choices.* We will accommodate your top choices as best we can.

\*\*Not all activities listed below may correspond to your grade level.

	<b>Hygiene/ Laundry</b> > How often pioneers bathed, using the toilet (outhouse/chamber pot) etc. Using a tub of water and students' scrub and wash clothing and bedding etc. in and hang to dry.
	<b>Toys &amp; Games</b> > Using some toy artifacts, students can be hands on try with early toys. Based on how quickly they go through the toys we can also play some group games that are historically period.
	<b>Quill Pen Writing</b> > Students get to try their hand at writing with real feather quill pens and ink. We also talk about letter writing and communication vs now.
	<b>All About Wool</b> > A discussion about shearing sheep and processing the wool to be used to weave, knit or crochet. We have wool carders to card raw wool. Students make and take a sheep using the raw wool.
	<b>One Room Schoolhouse</b> > We talk to students about etiquette and school rules, punishments, and chores/expectations. Using slates and chalk/slate pencils students experience how pioneer children had to learn.
	<b>A Child's Pioneer Life</b> > This program consists of a house tour with discussion on the steps a pioneer child would have taken daily. Morning routines, and age-appropriate chores children would be doing based on gender and age.
	<b>Homesteading/Agricultural Centre</b> > A discussion and scavenger hunt for farming artifacts in the Agricultural Centre paired with modern tools. Students learn about the expectations that were given to new immigrants homesteading in the area.
	<b>Spinning &amp; Weaving/ Lap Looms</b> > Students use lap looms to try weaving. Discussion is about how weaving is then made into clothing.
	<b>Pioneer Cooking/Butter Making</b> > In the kitchen we talk about cooking over a fire and its hazards and difficulties. During the discussion about cooking, we have a couple of jars of cream being passed around and shaken to make butter. At the end everyone gets to have a taste of the butter on crackers.
	<b>Quilt Making</b> > While students work on colouring their own quilt square, they are taught about how and why quilts were made and the source of the materials for quilts. The different patterns and what they mean is also discussed.
	<b>Scavenger Hunt</b> > matching modern to pioneer > In both the house and the Agricultural Centre we have several items with numbers on them that correspond to cards the students get with modern images on them. Their challenge is to match their modern picture to the 1850's item on display at the Museum.
	<b>Bee Keeping</b> > At our honey house we teach about bee keeping. Why and how the pioneers kept bees. We also play a group game if given time after talking about the subject.
	<b>Outdoor Games</b> > croquet, game of graces, ring toss as well as variations of tag are played.
	<b>Biodiversity</b> > Using hula hoops we have the students work in pairs or threes to identify the plants, bugs and any other items within their hoops. They draw the contents of their hoop and identify what they can from a list provided.
	<b>Trail Walk – Nature I Spy</b> > we take a quick walk through the property or on the Spicer trail (depending up scheduling). Each student has a clipboard with I Spy chart for items to find.
	<b>Local Wildlife</b> > In addition to the I Spy trail walk this walk identifies different local wildlife from insects to birds to deer.
	War of 1812 (gr. 7/8)
	Tree Identification/ Scavenger Hunt (gr. 6)
	Colonel Talbot
	St. Peter's Anglican Church
	St. Peter's Cemetery (headstone research)
	Genealogy (upper grades)
	Artifact research (upper grades)
	Primary source research (upper grades)