



Our Community

Nursery/Kindergarten, Gr 1, Gr. 2

Program Description

What does it mean to be part of the community of Transcona? Students have the opportunity to explore the history of their community as they get up close with artifacts that tell the story of Transcona, from early settlers to present day.

Curriculum Connections

a) Social Studies – Kindergarten, Cluster 2: The People Around Me

Students will...

- 0-KI-009 Identify groups in which people live, work, and play together
- 0-KH-019 Recognize that they can learn from stories of the past
- 0-VH-004 Demonstrate interest in stories of the past

b) Social Studies – Grade 1, Cluster 1: I Belong

Students will...

- 1-KI-007 Give examples of groups with which they identify
- 1-KH-018 Identify family connections to previous generations
- 1-VI-005 Value the stories, languages, traditions, and celebrations of their families and communities
- 1-VI-009 Value stories of the past as an important way to learn about the present

c) Social Studies – Grade 2, Cluster 1: Our Local Community

Students will...

- 2-KI-004 Identify the defining characteristics of communities
- 2-KI-005 Describe characteristics of their local communities
Examples: transportation, services, schools
- 2-KH-025 Relate stories of significant events and people in their local community's past
- 2-VH-008 Value personal connections to stories of their community's past
- 2-VC-001 Values the contributions of individuals to their communities
- 2-KP-033 Identify leaders in their communities.
Examples: mayor, reeve, chief, elders, community volunteers...

e) Science – Grade 1, Cluster 3: Characteristics of Objects and Materials

Students will...

- 1-3-01 Use appropriate vocabulary related to their investigations of objects and materials
Include: characteristic, wood, metal, plastic, cloth, waterproof, absorbent, rigid, pliable, join, recycle
- 1-3-02 Explore and describe characteristics of materials using their sensory observations
Examples: steel is hard, shiny and cold, and makes a ringing noise when tapped
- 1-3-08 Evaluate and describe the usefulness of common objects for a specific task



Timeline

1 Hour

1. Introduction – 5 minutes

Students are welcomed to the museum, introduced to the concept of a museum, and the rules of visiting a museum are outlined.

2. Scavenger Hunt – 15 minutes

Students are given the opportunity to explore the exhibit on view through completing an age appropriate scavenger hunt related to the artifacts on display.

3. Artifacts – 30 minutes

Students gather in the back gallery. Together, students and museum educator will brainstorm the function of objects related to the following historical moments using inquiry based learning as a pedagogical model:

1. Pioneers and Early Settlement
2. Railway History
3. Modern Transcona
4. Transcona's Centennial

5. Craft – 10 minutes

Students will then make a community mural they can take back to school made up of individually decorated train cars that combine to make one long train.

Other Information:

Available at the Transcona Museum (max of 30 students) or we can come to your classroom.

To Book or for more information: call 204-222-0423 or email: info@transconamuseum.mb.ca