



Educational School Programs

Grades 1 to 8 | Duration: 1.5 hours
Ontario School Curriculum



Elman W. Campbell
MUSEUM

About Us

The Elman W. Campbell Museum acknowledges that we are situated on the traditional territories of the Wendat, the Haudenosaunee, and the Anishinaabe peoples and the treaty land of the Williams Treaties First Nations.

The Elman W. Campbell Museum is dedicated to preserving, interpreting, and sharing the diverse stories that shape Newmarket's past, present and future. Through lenses from Indigenous roots to settlement, industry, immigration and ongoing community transformation, we offer inclusive, engaging and educational experiences that reflect the town's evolving identity. All exhibitions, programs and outreach are grounded in this commitment to connecting people through time.



Educational School Programs

Grade 1 to Grade 8 | Duration: 1.5 to 2 hours

Programs at the Museum \$60/class

Outreach Programs \$100/class

Minimum 12 to maximum approx. 30 students per class.
Accompanying adults free of charge.

Museum Hours:

Tuesday to Saturday | 10 a.m. to 4 p.m.

We offer a variety of engaging and fun school programs for students and teachers that relate to the Ontario School Curriculum and promote inquisitive learning skills. Students will learn through using primary and secondary sources to engage, explore, investigate, and communicate.

To Book a Program

Email museum@newmarket.ca | **Call** 905-953-5314

The Stage 1 Archaeological Assessment of the Mulock Estate, 16780 Yonge Street, Town of Newmarket, R. M. York, Part 6, Registered Plan 65R-13937 (Part Lot 91, Con. 1 West, Geo. Twp. of King, York County)

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Table 1: General cultural synthesis for south-central Ontario.

Periods, General cultural synthesis for south-central Ontario.			
PERIOD	GROUP	TIME RANGE	COMMENT
Paleo-Indian	Big game hunters; small nomadic groups		
Early	Fluted Point	9500-8500 B.C.	Distinctive lanceolate and fluted points
Late	Hi-I-o	8500-8000 B.C.	
Archaic	Nomadic hunters and gatherers. Territories exploited on yearly round.		
Early	Nettling	7800-6900 B.C.	More varied toolkit.
	Bifurcate Based	6900-6000 B.C.	
Middle	Stanly/Neville	6000-5000 B.C.	Ground and polished stone tool industry; subsistence fishing.
	Otter Creek	5000-3000 B.C.	
	Brewerton	3000-2500 B.C.	
Late	Narrow Point	2500-1800 B.C.	Bipolar lithic reduction as evidence of more extensive woodworking
	Broad Point	1800-1500 B.C.	
	Small Point	1500-800 B.C.	
			Net fishing, nut harvesting, dog burials
			Evidence of mortuary practices; bow and arrow technology.
Woodland	Introduction of pottery and agriculture.		
Early	Meadowood	900-400 B.C.	Earliest pottery; pop-eyed birdstones
Middle	Point Peninsula	400 B.C. -500 A.D.	Long-distance trade networks.
	Princess Point	500-900 A.D.	Incipient horticulture.
Late			Transition to villasus life and maize

Source: Archaeological Assessment of the Mulock Estate, Newmarket

Grades 1 & 2

Our Roots & Stories: Exploring Generational History in Newmarket

1.5 hours | Year-round | Available at the Museum
or as an Outreach presentation

“Has anyone ever heard a story from a grandparent or someone older in your family?”

Every community has a story, and every person is part of that story.

This program introduces students to the concept of generational history through the lens of Newmarket’s local past, using inclusive, hands-on learning activities. The program is intentionally designed to celebrate all family and community structures in the form of a generational tree, ensuring diverse and inclusive practices to cover different lived experiences.

Curriculum Expectations Addressed

Grade 1 - Strand A: Heritage and Identity

Topic: Our Changing Roles and Responsibilities

Expectation Description:

- A1.1** Students explore how roles and relationships change over time, across places and generations — mirrored in how Newmarket’s community roles evolved from Indigenous land stewardship to Quaker settlement to modern civic life.
- A1.5** Students are introduced to how First Nations, Métis, and Inuit individuals and communities are reclaiming identity through language, practices, and community connection — connected to the Wendat and Anishinaabe history of the Newmarket area.

- A3.2** Students identify significant people, places and things in their life and community — connected to the museum’s artifacts and Newmarket landmarks.
- A3.5** Students demonstrate respect for all people and the environment — embedded throughout the program’s inclusive messaging.

Grade 2 - Strand A: Heritage and Identity

Topic: Changing Family and Community Traditions

Expectation Description:

- A3.1** Students identify and describe different types of families — explicitly affirmed through the inclusive Community Tree activity.
- A3.2** Students identify diverse groups in their community — explored through Newmarket’s multicultural settlement history.
- A3.3** Students identify places of personal or familial significance and locate them on a map — connected to the museum’s local maps and heritage geography.
- A3.5** Students demonstrate respect for all people and the environment — embedded throughout the program’s inclusive messaging.
- A3.6** Students identify how heritage is passed on through traditions, ceremonies, and celebrations — explored through the museum’s collection and Newmarket’s cultural history.

Grade 3

Maps, Movement & the Making of Newmarket

1.5 hours | Year-round | Available at the Museum or as an Outreach presentation

“Why do people settle where they do and how did Newmarket become Newmarket?”

This program invites students to think like town planners. Using maps, primary sources, and a hands-on “Build a Settlement” activity, students will explore why people move, what makes a location a good place to live, and how the natural environment shaped the growth of Newmarket between roughly 1800 and 1860

Curriculum Expectations Addressed

Strand A: Heritage and Identity, Communities in Canada, 1780–1850

Expectation Description :

- A1** Compare ways of life among groups in Canada (1780–1850), including First Nations, Métis, and Inuit communities, and describe changes to the present day “Then & Now” comparisons throughout; artifact stations contrasting daily life in early Newmarket with today.
- A3.2** Use the inquiry process to investigate challenges faced by communities and measures taken to address them. The “Settlement Challenge Cards” in the floor activity require students to problem-solve real historical challenges.

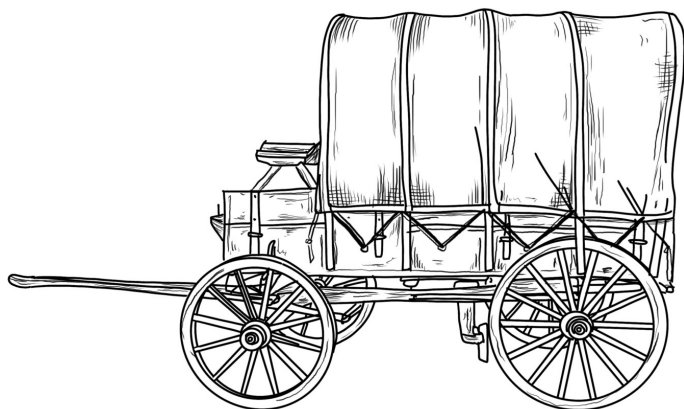
- A3.1** Identify First Nations and Métis communities in Upper and Lower Canada, including those who moved or were forced to relocate due to European settlement, and locate them on maps. Mapping the Anishinaabe (Chippewa/Mississauga) presence in the Lake Simcoe–Holland River region, including the Chippewas of Georgina Island.
- A3.2** Identify settler communities during this period and locate them on maps. Quaker settlement of Newmarket (Timothy Rogers, 1800–1801); Yonge Street settlers; comparison with York (Toronto).
- A3.3** Identify main factors that shaped the development of settlements, and describe how physical features and availability of goods and services facilitated settlement. Core focus of the program, the Holland River, fertile soil, mills, and Yonge Street as the reasons Newmarket exists where it does.
- A3.4** Describe major challenges facing communities, including at least one First Nations, Métis, or Inuit community. Settlement Challenge Cards: isolation, disease, displacement of Indigenous communities, harsh winters, clearing land.
- A3.5** Describe the impact of different kinds of settlements on the natural environment and existing communities. Discussion of how mills, dams, land clearing, and roads changed the Holland River watershed and affected Indigenous land use.
- A3.7** Identify key treaties relevant to Indigenous peoples in the region and explain their effects. Age-appropriate introduction to local land agreements affecting the region (e.g., the Toronto Purchase area and later Williams Treaties lands) and the concept of wampum as agreement.

A3.8 Describe how communities related to each other, conflict and cooperation. Trade, shared knowledge of routes and medicines, and the tensions caused by settlement expansion

Strand B: People and Environments: Living and Working in Ontario

Expectation Description:

- B1.1** Describe connections between natural environment features and land use / type of community established. Why Newmarket grew at a river crossing on fertile land along a major road
- B1.2** Describe connections between the natural environment and employment in two or more Ontario regions. Comparing early Newmarket (milling, farming, market trade) with other Ontario communities (e.g., fishing/harvesting in First Nations communities on Lake Simcoe)
- B1.3** Identify patterns in population distribution and land use using mapping skills. Map-reading stations and the culminating “Plan Your Settlement” mapping activity.



Grade 6

Tracks, Trams, and Transitions

**1.5 hours | Year-round | Available at the Museum
or as an Outreach presentation**

“How did we get here?”

Communities are built through connection and change. In this program, we will investigate how technology (railroads/streetcars) and diverse migration stories such as Paddytown, and the Underground Railroad shaped Newmarket’s identity and growth.

Curriculum Expectations Addressed

**Strand A: Heritage and Identity:
Communities in Canada, 1780–1850**

Expectation Description:

- A1.1** Built Features: Students analyze how the Metropolitan Radial Railway functioned not just as transit, but as a “built feature” that created a “commuter” identity for early Newmarket.
- A1.2** Perspective Taking: Students evaluate the impact of technological change on different groups (e.g., how streetcars benefited shopkeepers but might have displaced traditional horse-carriage businesses).
- A3.1** Indigenous Rights: Address the history of the Holland River region; discuss how railway expansion often bypassed or ignored existing Indigenous land stewardship.

- A3.2** Migration Factors: Compare push/pull factors: Irish immigrants fleeing the Great Famine (“Paddytown”) vs. Black settlers moving via the Underground Railroad to escape enslavement.
- A3.6** Significant Developments: Analyze how the arrival of the railway accelerated industrialization, shifting Newmarket from a rural agrarian village to a connected commercial hub.

Strand B: People and Environments: Canada’s Interactions with the Global Community

Expectation Description:

- B1.3** Patterns of Development: Students map the “Radial Railway” route and identify the specific neighborhoods or businesses that clustered around stops, proving transportation dictates settlement patterns.



Grade 7 & 8

Resilience & Roots: Black History in Newmarket & East Gwillimbury

1.5 hours | Year-round | Available at the Museum or as an Outreach presentation

“Why is it important to have a sense of belonging?”

Through investigating the history of Black individuals and settlements in the Newmarket/East Gwillimbury area, students will analyze the courage, community-building, and systemic challenges faced by figures like William Allen and Henry Hisson, and the broader Black community between 1800 and 1914.

Curriculum Expectations Addressed

Grade 7 - Strand B:

Canada, 1800–1850: Conflict and Challenges

Focuses on political and social changes, including early settlement and the fight for rights.

Expectation Description:

- B1.1** Historical Perspectives: Students analyze the life of William Allen and Henry Hisson. How did their arrival challenge the social norms of the time? What obstacles did they face as Black settlers in a mostly white agrarian society?
- B2.1** Primary Source Analysis: Use period newspapers (e.g., The Emancipator or local gazettes if available), land deeds showing property ownership by Black settlers, and census records to prove their presence and contributions.

B3.5 Contributions of Individuals: Students research how Black settlers formed the community of East Gwillimbury. Did they establish schools, churches, or mutual aid societies? How did this create a “community within a community”?

Grade 8 - Strand A: **Creating Canada, 1850–1890**

Focuses on the consolidation of Canada and the ongoing struggle for social justice.

Expectation Description:

A2.3 Historical Significance: Have students create a “Legacy Scorecard” for Henry Hisson. Did he own property? Was he a community leader? How does his life counter the narrative that Black Canadians were passive during this era?

A3.8 Social Justice: Discuss the “Freedom Seeker” experience. Connect the local Newmarket experience to the wider Canadian narrative of the Underground Railroad and the legal/social challenges of remaining free.

Grade 8 - Strand B: **Canada, 1890–1914: A Changing Society**

Focuses on the transformation of society, including technology and diverse immigration.

Expectation Description:

B2.2 Differing Perspectives: Students compare the experience of William Allen (as a person of prominence/impact) against the broader, often anonymous experience of other Black settlers. How do we ensure “hidden” figures are included in our museum narrative?

B3.2 Immigration and Diversity: Analyze why immigrants (including Black Americans) were drawn to Newmarket during this era. What specific opportunities (jobs, land, legal safety) were they seeking?



William Allen. Courtesy of Journal of the Canadian Friends Historical Association.

Frequently Asked Questions

Are there designated areas for lunch at the museum?

There are no available areas for group lunch inside the museum. However, if booked programming in tandem with the Visual Arts Program then available space at the Old Town Hall will be made for student's lunch space, or feel free to utilise the historic main street for many options for eateries.

How many students can attend per session?

Our programs are designed for groups of up to 32 students. Larger classes may be split into two sessions or require an additional facilitator.

How many adult chaperones are required?

We recommend a ratio of 1 adult per 8-10 students, particularly for the rotation/station-based activities.

Is the museum wheelchair/stroller accessible?

Yes, the museum is fully wheelchair and stroller accessible through our ramp on the South side of the Museum.

Is there parking for school buses?

Bus drop-off/pick-up locations can be arranged for Old Town Hall at 460 Botsford, a 3- minute walk to the Museum on 134 Main Street South.

How far in advance do we need to book?

We recommend booking at least 2–4 weeks in advance, especially during peak field trip seasons (fall and spring).

What is your cancellation/rescheduling policy?

We do not offer refund for a cancellation, we will try our best to work with your schedule to find the best option including for weather-related rescheduling.

Can programs be adapted for students with special needs or IEPs?

Yes, please let us know in advance so we can modify pacing, materials, or activities as needed.

What should students bring/wear?

Comfortable clothing for hands-on activities; please bring indoor shoes during the winter months to reduce slippery floors. We ask there is no food or drink in exhibit areas.

Do you offer this program for other grade levels?

Yes, we have tailored programs for other grade curriculums not currently offered in the package. Let us know your grade level and we can recommend the best fit.

Is there a curriculum connections document we can share with our school board?

Yes, we can provide a one-page curriculum alignment sheet upon request for each grade-specific program.



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