
ST. ANDREWS HERITAGE CENTRE

Located at St. Andrews Rectory National Historic Site of Canada
374 River Road, St. Andrews MB R1A 2Y1



School Tour Package 2018

Website: www.standrewsrectory.ca

Phone: 204-339-6396

Email: standrewsmuseum@hotmail.ca

Orientation

We invite students to learn about the growth of the community of St. Andrews from its early Indigenous inhabitants to present day. Upon arrival students will be given a tour of the Centre where various objects will be examined and explained. Students will take part in a then and now game and be asked, what articles have changed during the years and which have remained the same. Once students have been through the display area they will participate in hands-on activities.

Field trips can be two hours or four hours long and includes a tour of the Rectory, bannock and butter making, and an 'Our Community' workshop. This workshop explores what it means to be part of the community. Participants have the opportunity to explore the history of their community as they get up close with artifacts that tell the story of St. Andrews. These interactive tours will capture the utmost attention of your students through experiential learning.

History

The St. Andrews Rectory was the centre of religious, political and social decisions from the time it was built in 1853-4. It's founder, and first resident, was the rector and builder of St. Andrews Church, Reverend William Cockran. This Georgian Scottish-Manor house was built from local materials including limestone from nearby quarries and pine lumber from across the river at Birds Hill. It became the preferred Red River style for wealthy officers of the Hudson's Bay Company who retired to the Red River Settlement with their Metis families in the 1850's.

Though this house seems too "grand" for an Anglican parish priest, Cockran wanted a house that could become the residence of a bishop. He felt that St. Andrews would become the centre of the Anglican Church missions for the whole of British North America. Although his dream never came to pass, he continued to establish new churches and communities including Portage la Prairie, High Bluff, Poplar Point and St Peters.

The Hudson's Bay Company officers at Lower Fort Garry adopted St. Andrews as their church. They were in the Rectory's salon for many social occasions and for controversial discussions about free trade, the explorations of Captain Kennedy, the first steamboats on the Red and the annexation of Red River Settlement by Canada.

Whether it was honouring Queen Victoria or celebrating religious holidays or just tea after church, the Rectory was the heart of the St. Andrews community. Today it is a Canadian National Historic Site that depicts the way of life in the municipality before electricity, running water and modern transportation.

Early Years (Grades 1, 2 & 3)

Picnic tables are available for lunch if desired.

To book a school tour visit our website www.standrewsrectory.ca

Two Hour Tour Package Includes:

- Tour & Then and Now Game
- Bannock & Butter Making
- Our Community Workshop
- Heritage Games

Cost: \$3.00/student

Teachers are free*

Four Hour Tour Package Includes:

- Tour & Then and Now Game
- Bannock & Butter Making
- Our Community Workshop
- Heritage Games
- Tipi Building & History
- Stories of the Past

Cost: \$5.00/student

Teachers are free*

*Educational Assistants and Parent Volunteers are included

Youth (Grades 4, 5, & 6)

Picnic tables are available for lunch if desired.

To book a school tour visit our website www.standrewsrectory.ca

Two Hour Tour Package Includes:

- Tour & Then and Now Game
- Fur Trader Game
- Our Community Workshop
- Bannock & Butter Making

Cost: \$3.00/student

Teachers are free*

Four Hour Tour Package Includes:

- Tour & Then and Now Game
- Fur Trader Game
- Our Community Workshop
- Bannock & Butter Making
- Cree Syllabics
- Heritage Games

Cost: \$5.00/student

Teachers are free*

*Educational Assistants and Parent Volunteers are included

Activity Descriptions

Then and Now

- Kids will look for the numbered artifacts and match them to what is used in present day.

Social Studies – Grade 4, Cluster 5: History of Manitoba Students will...

- 4-KH-035 Describe ways in which life in Manitoba has changed over time. Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...

Bannock and Butter Making

- Students will have the opportunity to cook bannock over the fire and create their own butter. Tools used to make butter in the past will be examined.

Our Community Workshop

- Participants have the opportunity to explore the history of their community as they get up close with artifacts that tell the story of St. Andrews, from early settlers to present day. At the end of the activity, students can express any thoughts, and opinions about their community.

Social Studies – Grade 2, Cluster 1: Our Local Community Students will...

- KI-004 Identify the defining characteristics of communities.
- KI-005 Describe characteristics of their local communities.
- KH-025 Relate stories of significant events and people in their local community's past.
- KH-025A Relate stories of significant events and people in their local Aboriginal community.
- KI-006 Identify cultural groups in their local communities.
- VC-001 Values the contributions of individuals to their communities.

Social Studies – Grade 2, Cluster 3: The Canadian Community Students will...

- KC-002 Identify significant Canadian and Manitoban symbols, buildings, and monuments. Examples: Red River Cart, York Boat...
- KI-013 Recognize that Aboriginal, francophone, and other cultural communities are part of the Canadian community.

Heritage Games

- A variety of Indigenous games will be played outdoors. The activities featured were used to teach survival skills and had a purpose such as increasing endurance, improving hunting and observation skills, or learning social values.

Social Studies – Grade 1, Cluster 2: My Environment will...

- KI-008 Identify characteristics of communities.
- KL-012 Recognize that people depend on the environment for survival.
- VL-007A Value the special relationships Aboriginal people have with the natural environment.

Tipi Building

- Students will learn the meanings of each of the poles used to construct a tipi and will build their own tipi using wooden skewers.

Social Studies – Grade 1, Cluster 1: I Belong Students will...

- VI-009 Value stories of the past as an important way to learn about the present.

Social Studies – Grade 1, Cluster 3: Connecting with Others will...

- KI-010 Give examples of diverse ways in which people live and express themselves.
- KC-006 Describe various ways in which people depend upon and help one another.
- KE-029 Describe ways in which work may be shared in families, schools, and communities.

Social Studies – Grade 3, Cluster 1: Connecting with Canadians Students will...

- KI-007A Describe personally significant aspects of their Aboriginal community.

Stories of the Past

- Interpreters will tell the students stories about the community.

Social Studies – Grade 2, Cluster 2: Communities in Canada Students will...

- VH-009 Value oral history as a way to learn about the land.
- KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.
- KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.
- KL-019 Describe natural and constructed features of communities studied.

Social Studies – Grade 4, Cluster 5: History of Manitoba Students will...

- 4-KH-033 Relate stories of people and events that shaped Manitoba. Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...
- 4-VH-008 Value oral tradition as an important way to learn history.
- 4-KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.
- 4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba. Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...

Social Studies – Grade 5, Cluster 3: Fur Trade Students will...

- KH-030 Describe the influence of the fur trade on the historical development of Canada. Include: Hudson's Bay and North West Companies; the creation of Rupert's Land and the western expansion of Canada.
- KH-031 Describe factors that led to the development and expansion of the fur trade into the west and north of Canada.

Social Studies – Grade 6, Cluster 1: Building a Nation (1867 to 1914) Students will...

- VH-012 Value the diverse stories and perspectives that comprise the history of Canada.

Fur Trader Game

- In this treasure hunt game children are trappers and head out to ‘Hunt Animals’. The students will look around the yard to find hidden pieces of paper with animals on it. They must hunt only deer and raccoons at first. When they have 3 Deer or 2 Raccoon they can trade them for Beavers. They must go to the Shop keeper and trade. Once they have 8 Beaver pelts they can trade with the shop keeper for a Musket which lets them shoot bears. At the end of the set time or if there are no animals left the shop keeper tally’s up everyone total number of beavers and subtracts the cost of weapons to see who’s the best trapper.

Social Studies – Grade 3, Cluster 3: Communities of the World Students will...

- VL-006 Value the land for what it provides for communities.
- VL-006A Appreciate the sacredness of living on and with the land.
- KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- KI-010 Describe characteristics of daily life in communities studied.

Cree Syllabics

- Students will have a chance to learn the Cree syllabics, learn some sample words and then write them and also learn how to sing the song “Are You Sleeping” in Cree.

Social Studies – Grade 5, Cluster 1: First Peoples Students will...

- VH-008 Value oral tradition as an important source of knowledge about First Peoples.

Curriculum Connections*

*indirect connections

Social Studies – Grade 1, Cluster 1: I Belong Students will...

- VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.

Social Studies – Grade 2, Cluster 2: Communities in Canada Students will...

- KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.
- KH-026 Identify ways in which life in Canadian communities has changed over time.
- VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

Social Studies – Grade 4, Cluster 4: Living in Manitoba Students will...

- 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).
- 4-KI-005 Identify cultural communities in Manitoba.
- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.
- 4-KL-025 Describe places of historic, cultural, or environmental significance in Manitoba.

Social Studies – Grade 5, Cluster 1: First Peoples Students will...

- KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.
- KH-024 Relate First Peoples' stories of their pre-contact and early contact with Europeans.

Social Studies – Grade 5, Cluster 2: Early European Colonization Students will...

- KH-026 Give examples of the impact of interactions between First Peoples and European explorers, colonists, and missionaries. Examples: shared technologies, trade, spread of disease...
- VH-009 Appreciate the contributions of First Peoples to the development of Canada.
- VH-012 Demonstrate empathy for the struggles of the peoples of early Canada.

Social Studies – Grade 5, Cluster 3: Fur Trade Students will...

- KG-044 Identify global factors that influenced the fur trade in Canada. Examples: European fashion, wars in Europe...

- KI-009 Describe daily life and challenges for various groups involved in the fur trade. Examples: coureurs de bois, trappers, trading post employees, voyageurs, factors, women...
- VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.

Social Studies – Grade 5, Cluster 4: From British Colony to Confederation (1763 to 1867)
Students will...

- KG-045 Identify global factors that influenced immigration to Canada. Examples: political and social issues, European famine, increasing European populations...
- VI-005 Value the contributions of First Nations, Inuit, Métis, French, British, and diverse cultural communities to the development of Canada.
- KC-003 Compare what it meant to be a citizen of Canada in 1867 to what it means today.

Social Studies – Grade 6, Cluster 1: Building a Nation (1867 to 1914) Students will...

- KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.
- KI-010 Describe various challenges faced by new immigrants to Canada.
- VL-010 Appreciate the efforts of people in early Canada to overcome environmental hardships.

Social Studies – Grade 6, Cluster 3: Shaping Contemporary Canada (1945 to Present)
Students will...

- VI-007 Value the cultural and linguistic diversity of the Canadian community.
- VI-007A Value their First Nation, Inuit, or Métis language, heritage, and culture.

Please Note

- School tours are only available in the month of June.
- Only one school can be booked per day, so please reserve early to hold your date.
- St. Andrews Heritage Centre can accept a group of approximately 30 students in one tour slot for School Tours. Groups will then be broken into smaller groups.
- Once booked, we will send you a confirmation by email and payment will be requested.
- To ensure all schools have a fair chance to participate in our programs, we will not be able to cancel and refund field trips, but we will gladly change your field trip date as long as dates are still available.