

Animating the John Rowswell Hub Trail

Early Learning

Curriculum Provocations

June 2015

www.hubtrail.com



Animating the John Rowswell Hub Trail

Community organizations have partnered with NORDIK Institute and the City of Sault Ste. Marie Planning Department in the *Animating the John Roswell Hub Trail*, providing information regarding the rich historical, cultural and environmental ecosystems adjacent to the Hub Trail. The information, including healthy active living, is widely accessible through a web portal, mobile devices, a printed Trail Guide and an Audio Tour. The Trail Guide and Audio tour are trilingual, English, French and Anishinaabemowin, the traditional language of this region.

The project aims to engage citizens and tourists alike in exploring, discovering and learning about Sault Ste. Marie, one of Canada's oldest settlements. Its goals include creating learning opportunities for all ages, strengthening community identity and attachment to place; and, contributing to creating a place-based economy by reclaiming, developing and celebrating the city's history and natural environment along the Hub Trail corridor.

The Trail is a 22.5 km non-motorized route around the community. The *Animating* project has created an interactive experience for users as they travel it. The information is organized around the trail markers the City has erected at every 0.5 km. Some key points of interest occur between marker locations and/or on nearby streets. In these cases, a few have been included in the project and are noted as being 'On route' or 'Side route.'

Three educational resources have been developed to assist educators in linking the content that appears at specific locations in the Trail Guide and web portal to the Ontario Curriculum documents. The resources are: i) Early Years Programming ii) Full-Day Early Learning-Kindergarten Program to Grade 8; and, iii) Curriculum Applications, Grade 9-12, They are available to download from the web portal (www.hubtrail.com) The resources will assist you in exploring the community through the Hub Trail by taking students outside and walking sections or by utilizing the website.

How to use this resource

Quality early learning programs follow children's interests to provide the most meaningful learning experiences. They actively engage children, encouraging them to be involved in a number of different ways. The John Roswell Hub Trail provides unlimited possibilities for this type of learning. It is fully accessible and a number of early learning programs are located in close proximity.

The key to successfully using this document, as well as the other content developed for the Animating the John Roswell Hub Trail project, is to explore the Hub Trail with your children. Take your time and follow the children's lead. If needed, you can use the provocations listed in this document to begin your inquiries. Activities found in the Trail Guide, Hub Trail Activity Booklet for Full-Day Early Learning Program to Grade 12 and on the Hub Trail web portal (www.hubtrail.com) may also provide inspiration to explore the trail from different perspectives. Tailor the questions / experiences to meet the needs of the age group you are working with.

To foster the principles of Ontario's Early Learning Framework refer to the following two documents for guidance:

ELECT Continuum of Development <http://www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf>)

How Does Learning Happen? <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

Remember that the provocations are offered as a starting point and are not meant to limit your explorations. As such, you are invited to share your and your children's learning experiences. **As a living document you will be able to add your learning experiences to provoke and inspire other educators. This can be done by emailing your unique ideas to elhubwelz@gmail.com. Updates will be done once a year.**

Trail Sections

There are seven sections of the John Rowswell Hub Trail and this resource is divided similarly.

The seven sections of the Trail

1. Downtown Waterfront
2. Historic District
3. East Neighbourhood
4. Finn Hill
5. Northern Corridor
6. Fort Creek
7. Carmen's Way



Accessibility note

Two areas of the Trail are too steep to be accessed by wheelchair: the incline at Finn Hill (9.5-10.5 km), and the exit of Fort Creek onto Second Line (18.0 km).



Downtown Waterfront

Roberta Bondar (0.0 km)

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| <p>PROVOCATIONS: These are suggestions to begin your explorations. Remember to follow the children's lead</p> | |
| <p>Points of Interest: Roberta Bondar Sculpture (0.0 km)</p> | |
| <ul style="list-style-type: none"> • Consider exploring the sculpture. What does it feel like? Does it feel different in varying types of weather? • Consider exploring other sculptures along the boardwalk. How are they different? How are they the same? • Consider the many different ways you can collect information about the sculpture(s) (photographs, texture rubbings, measurements, sound recordings, drawings)? • Consider exploring light and shadows. Make prints of the shadows cast by sculptures at different times of the day. • Consider reading the inscription about Roberta Bondar. Make links to the written and spoken words • Extensions • Bring in different types of sculpting material. Explore with different investigation tools (weigh scales, magnifying tools...) • Contact a local sculptor to demonstrate/talk about sculpting | |
| <p><i>Emergent Learning</i></p> | |
| <p><i>How Does Learning Happen? Supporting foundations</i> How were you able to foster goals for children/program expectations during your explorations?</p> | <p style="text-align: center;"><i>ELECT – Continuum of Development</i> What skills were fostered during your explorations?</p> |
| <p>Belonging</p> <p>Well-Being</p> <p>Engagement</p> <p>Expression</p> | |

Historic District

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| PROVOCATIONS: These are suggestions to begin your explorations. Remember to follow the children's lead | |
| Points of Interest: | |
| | |
| <i>Emergent Learning</i> | |
| <i>How Does Learning Happen? Supporting foundations</i> How were you able to foster goals for children/program expectations during your explorations? | <i>ELECT – Continuum of Development</i> What skills were fostered during your explorations? |
| Belonging Well-Being Engagement Expression | |

East Neighbourhood

Anna McCrea Public School (4.5 km) or Holy Cross School (6.0 km)

PROVOCATIONS:

These are suggestions to begin your explorations. Remember to follow the children's lead

Points of Interest: Forest by Anna McCrea school (4.5 km) or The Forest between Holy Cross School and Eastview School (6.0km)

- Consider adopting a tree (this could be a group or each individual). Visit the tree at different times of the year / different weather.
 - Spend time sitting under the tree – try sitting quietly and use all the senses to engage in the moment. Make sure to look up and down.
 - Document
 - create a book of the children's experiences.
- Consider looking for signs of animals (bird calls, tracks, scat, insects). Bring along identification books or apps
- If you find a sugar maple tree you could try tapping the tree to collect maple sap
 - Explore different things that can be made from maple sap
 - Visit a sugar shack
- Consider experimenting with different kinds of plants to see if you can create pigments to paint with.
- Consider collecting materials (in an ecologically sound manner) to bring back to your program. Use as loose parts. Explore.
- Consider inviting the children to name the plants they see in the forest. Document. (You can always discuss the common/Latin names later)
- Environment and Outdoor Education program / Great Lake Forest Research Centre / Ontario Forest Research Institute as possible field trips and/or guest speakers

Note: Make sure you can identify any toxic plants and manage other hazards

Emergent Learning

How Does Learning Happen? Supporting foundations

How were you able to foster goals for children/program expectations during your explorations?

Belonging

Well-Being

Engagement

Expression

ELECT – Continuum of Development

What skills were fostered during your explorations?

Finn Hill

Erosion (9.5 km)

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| PROVOCATIONS: These are suggestions to begin your explorations. Remember to follow the children’s lead | |
| Points of Interest: | |
| <ul style="list-style-type: none"> • Consider looking for the spot where one edge of the trail is cracked and sinking. Explore. Ask questions; <ul style="list-style-type: none"> ○ How is this part of the trail different from the other side? ○ Why do you think this part of the trail is cracked and sinking? ○ How could we stop this from happening? (explore and experiment with different ways) Extensions | |
| <ul style="list-style-type: none"> • Consider setting up your indoor/outdoor sand play area so that children can explore the impact water can have on soil (hoses, funnels, spray bottles...) | |
| <i>Emergent Learning</i> | |
| <i>How Does Learning Happen? Supporting foundations</i> How were you able to foster goals for children/program expectations during your explorations? | <i>ELECT – Continuum of Development</i> What skills were fostered during your explorations? |
| Belonging Well-Being Engagement Expression | |

Forest Area

(See East Neighbourhood: Anna McCrea Public School 4.5 km)

Northern Corridor

Sault Area Hospital (13.0km)

PROVOCATIONS:

These are suggestions to begin your explorations. Remember to follow the children's lead

Points of Interest:

- Consider watching for helicopters. Wonder with the children;
 - Why do helicopters make so much noise?
 - How do they fly?
 - How are they the same / different from planes?
 - What does a pilot do?
 - Why do helicopters fly to the hospital?
 - What in nature can move like a helicopter?
- Consider asking if it might be possible to visit the helicopter pad
- Consider inviting different medical professionals to speak with the children
- Consider visiting the hospital
- Consider contacting the Sault College aviation program for a possible field trip or guest speaker.
- Ask to visit the gardens at the hospital. Wonder why they are included in the hospital site.

Emergent Learning

How Does Learning Happen? Supporting foundations

How were you able to foster goals for children/program expectations during your explorations?

ELECT – Continuum of Development

What skills were fostered during your explorations?

Belonging

Well-Being

Engagement

Expression

Fort Creek

Beavers and birch trees (16.0)

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| PROVOCATIONS: These are suggestions to begin your explorations. Remember to follow the children's lead | |
| Points of Interest: The long bridge | |
| <ul style="list-style-type: none"> • Consider exploring the bridges. There are several bridges in this area. Walk over the bridges. <ul style="list-style-type: none"> ○ What are the differences between the bridges? ○ Wonder with the children how the bridges were constructed. • Consider exploring the shadows the bridges cast at different times of the day. • Explore natural bridges in nature. Wonder how animals cross streams (ants, squirrels, foxes....) | |
| Extensions | |
| <ul style="list-style-type: none"> • Consider inviting school-aged children who were involved in Sault College's bridge competition to visit your programs and share their building tips and experiences. Consider contacting the Sault College Civil Engineering Technician program | |
| <i>Emergent Learning</i> | |
| <i>How Does Learning Happen?</i> Supporting foundations How were you able to foster goals for children/program expectations during your explorations? | <i>ELECT – Continuum of Development</i> What skills were fostered during your explorations? |
| Belonging Well-Being Engagement Expression | |

Forest, Pond, stream and meadow areas

(See East Neighbourhood: Anna McCrea Public School, 4.5 km)

Carmen's Way

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| PROVOCATIONS: These are suggestions to begin your explorations. Remember to follow the children's lead | |
| Points of Interest: | |
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| <i>Emergent Learning</i> | |
| <i>How Does Learning Happen? Supporting foundations</i> How were you able to foster goals for children/program expectations during your explorations? | <i>ELECT – Continuum of Development</i> What skills were fostered during your explorations? |
| Belonging Well-Being Engagement Expression | |

Community Partners

Algoma District School Board

Algoma Farmers' Market

Algoma Public Health

Algoma University

Andrea Welz

Art Gallery of Algoma

Arts Council of Sault Ste. Marie and District

Batchewana First Nation members

Canadian Bushplane Heritage Centre

Centre Francophone de Sault Ste. Marie

City of Sault Ste. Marie Accessibility Office

City of Sault Ste. Marie Municipal Heritage

Committee

City of Sault Ste. Marie Planning

Department

City of Sault Ste. Marie Recreation and

Culture Department

Conseil scolaire catholique du Nouvel-

Ontario

Conseil scolaire public du Grand Nord de
l'Ontario

Corridors for Life

Ermatinger-Clergue National Historic Site
of Canada

Garden River First Nation members

Great Lakes Forestry Centre

Huron-Superior Catholic District School
Board

Invasive Species Centre Canada

Invasive Species Research Institute

Metis Nation of Ontario

Mill Square

Missinabie Cree First Nation

Museum Ship Norgoma

NORDIK Institute

Ontario Forest Research Institute

Sault College

Sault College Natural Environment and
Outdoor Studies

Sault Naturalists

Sault Ste. Marie Canal National Historic
Site of Canada

Sault Ste. Marie Economic Development
Corporation

Sault Ste. Marie Indian Friendship Centre

Sault Ste. Marie Innovation Centre

Sault Ste. Marie Museum

Sault Ste. Marie Public Library

Sault Ste. Marie Region Conservation
Authority

Sault Trails Advocacy Committee

Shingwauk Kinooomaage Gamig

Shingwauk Residential Schools Centre

Tourism Sault Ste. Marie

Voyageur Trail Association

Workiva

Acknowledgements

This educational resource was created as part of the *Animating the John Rowswell Hub Trail* Project. The project was made possible through generous support from the following funders:



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