



# SURVIVAL AND SETTLEMENT

## IN UPPER CANADA

## LESSON 1: LAND AND RESOURCES

### LEARNING GOAL

---

Students will explain and demonstrate how Southern Ontario's natural environment impacts the kinds of jobs, foods, and homes people have.

### CURRICULUM CONNECTIONS

---

**B1:** Demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario

**B3:** Describe major landform regions and types of land use in Ontario and one of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs

### SUPPLIES

---

1. [Geographic Regions Slide](#)
2. [Geographic Regions Matching Activity Cards](#)
3. [Canadian Encyclopedia Excerpts](#)
4. [Survival Guide Assignment](#)
5. [Poster Template](#)
6. Art supplies
7. **Optional Extension Activity Supplies:** containers, labels, summaries of geographic regions, modified/different soil types, seeds

### PREPARATION

---

1. Project the Geographic Regions pictures onto a whiteboard or screen.  
**Alternative:** Print and laminate 1 set per group of Geographic Regions pictures and distribute.
2. Print 1 set per group of Matching Activity cards.
3. Divide learning space into small groups of 4 and distribute 1 Matching Activity card set to each group.



# SURVIVAL AND SETTLEMENT

## IN UPPER CANADA

### LESSON OUTLINE



#### HOOK/ACTIVATION: Geographic Regions Activity (10 min)

1. Have each group start at one of the prepared learning spaces.
2. Introduce students to the Geographic Regions projected on the board.  
**Alternative:** Introduce students to the Geographic Regions printouts on their group desk.
3. Going in rounds, identify the Clothing-themed Matching Activity card, and instruct students to decide as a group which Geographic Region the card matches with. Have each group send a runner to pin/tape/magnet the card to the correct geographic region. Repeat for each card theme and send a different runner each time (four times in total).  
**Example:** “Look for the picture with clothing on it. In which Geographic Region would people wear clothing like this?”
4. **Guiding Questions:** *Intention is to encourage students to identify features of Ontario geography*
  - a. Which region is most like Southern Ontario, or Ottawa? What makes you think this?
  - b. Why do you think CLOTHING X would be a better choice for Southern Ontario than X region?
  - c. Why do you think FARMING would work better in the Southern Ontario region than X region?



#### LECTURE/READING: Canadian Encyclopedia Excerpt (10 min)

1. Have students remain in their small groups.
2. As a class (or however instructor deems best), read through Southern Ontario’s Geography excerpts from the Canadian Encyclopedia. Be sure to identify where Ottawa/Goulbourn falls on the map.
3. On the board as a class, write down:
  - a. Where best farming land is
  - b. Some of Ontario’s top kinds of crops
  - c. Some features of the climate .
4. **Guiding Questions:**
  - a. Why do you think people 200 years ago would have wanted to settle in areas like Southern Ontario?
  - b. What are some challenges they might have faced?



# SURVIVAL AND SETTLEMENT

## IN UPPER CANADA



### GROUP ACTIVITY: Survival Guide (20 min)

1. Have each group make a 5-point Survival Guide for Southern Ontario 200 years ago. See Assignment for details.

**Optional:** Use the Survival Guide Template.

2. Ask one person from each group to share their Survival Plan. Identify any similarities.



### EXTENSION ACTIVITY: Seeds and Soils (Optional)

1. Create containers with different soil types based on geographic regions. Include a mini description of the region, a description of the soil, and its suitability for different types of vegetation. You can also use the same type of soil but in different “climates” ( i.e. dry soil for summer, moist soil for spring/fall).
2. Provide each student with a single seed. Tell them that their seed represents an entire year’s harvest, and that they have to choose which soil they think will be the best.
3. Have them privately record which soil they planted their “harvest” in, and why (this way students will not base their selections on what other students chose).
4. Lead into a discussion about the different geographic regions and impacts on agriculture and therefore settlement.
5. **Optional:** Allow seeds to grow over the course of the unit/Social Studies course. Students can track which seeds are performing better and why.