



# SURVIVAL AND SETTLEMENT

## IN UPPER CANADA

## LESSON 2: LAND CLAIMS

### LEARNING GOAL

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Through re-enactment, students will explore how early settlers in Upper Canada claimed, settled, and gained official ownership of property under British law.

### CURRICULUM CONNECTIONS

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**A2:** Investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges

**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

### SUPPLIES

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1. Download and print:
  - a. [Belden's Richmond Map](#) x 6 (the larger the better)
  - b. [Game Cards Set](#) x 6
  - c. [Land Grant Applications](#) x # of students
  - d. [Vocabulary Sheet](#) x # of students
  - e. [Measure Up & Settle In Script](#)
  - f. [Measure Up & Settle In Instructions](#)
2. Project on screen:
  - a. [Belden's Richmond Map](#)
  - b. Belden's Richmond [Map Close-Up](#)
3. Additional materials
  - a. Dice: 6-, 12-, and 20-sided dice.
4. **Optional:** YouTube Sound links (provided in script)



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## PREPARATION

1. Before lesson: Hand out and go over vocab with students. Read through script and assign volunteers, if necessary.
2. Set up desks/workstations for 6 small groups (number can be adapted depending on class size, but groups should have a maximum of 4 students).
3. At each station, set up 1 map, 1 set of game cards, 1 set of dice, 1 land title deed for each student, and 1 vocabulary sheet for each student.
4. Have each student draw a slip of paper from a bag with their rank on it.
5. Project the two maps onto the board/screen and prepare the Measure Up & Settle In Script.
6. **Optional:** Open YouTube sound links in script for added effect.

## LESSON OUTLINE



### PRE-LESSON (Optional)

1. Have students research their family origins in Canada: when did their family come to Canada (if not Indigenous), where did they first live, and what were their first jobs?



### REVIEW

1. Review with students why Southern Ontario would be an attractive area to settle for farming.



### HOOK/ACTIVATION: "How do you know?" (10 min)

1. Hand out a few of your personal items - cell phone, car keys, house keys - to some students. Ask them to share what they are with the class.
2. **Guiding Questions:**
  - a. Ask the students "Who owns them?"
  - b. Follow up: Ask the students "How do you know I own them?"
  - c. Follow up: Ask the students "What proof do you have that I own them, that I didn't steal them?"



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- d. Follow up: Ask the students “If I were in court standing before a judge, do you think he/she would accept that “because I said so” was good enough to believe that I own these things?
  - e. Follow up: What if I buy a brand new cell phone, but I never ever use it, and it just sits there. Do I still own it? What if I drop it and smash it and my dog steps on it. Do I still own it?
3. How we define ownership has changed over the years, but whether it’s a cell phone today or a piece of land 200 years ago, it is/was important that owning something is clearly and legally laid out.
  4. Introduce students to today’s **LEARNING GOAL**.



### GROUP ACTIVITY: Richmond Land Title Game (30-40 min)

1. Tell students that today’s lesson will be through a game!
2. They will have to listen closely to their teacher, as there are a lot of instructions, and it will become confusing if they miss one.
3. Play game using the Measure Up & Settle In Script or by following the Measure Up & Settle In Instructions.



### DISCUSSION ACTIVITY: Free-Write Diary Entry (10 min)

1. Write a diary entry from the perspective of the soldier-settler you just played. Include:
  - a. What your Lot and Concession Numbers were
  - b. What happened to your character (i.e. did they survive a bear attack, but couldn’t build their house in time?).
  - c. What happened to one of your neighbours?



### EXTENSION ACTIVITY (Optional)

1. Contrast the [Belden's and Carleton County's Map](#), a general map of Ottawa, and a map of traditional Indigenous territory in Ottawa. Use the maps to explore the territory that Indigenous groups held before contact, and how European settlement impacted these groups.
2. [Native Land Map](#) - an interactive, crowd-sourced map of ancestral Indigenous lands, developed by Vancouver-based web developer Victor Trempano, is one example of a map.
  - a. Consider this [summary of map's development and utility](#).
  - b. Consider the [cons](#) laid out on pg. 11
3. Link into a discussion about how Indigenous peoples have traditionally understood land ownership vs how the Canadian government has understood it, and the problems this has created.