



SURVIVAL AND SETTLEMENT

IN UPPER CANADA

LESSON 3: DAILY LIFE THEN AND NOW – CANADA IN 1820 AND 2020

LEARNING GOAL

Students will explore daily activities in Ontario in both early Upper Canada and 2020, and will compare how people lived differently then and now.

CURRICULUM CONNECTIONS

A1: Compare ways of life among some specific groups in Canada around the beginning of the 19th century, and describe some of the changes between that era and the present day

A3: 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

SUPPLIES

1. [Make a Sandwich Images](#)
2. [Predict, Apply, Know Images](#)
3. [Predict, Know, Apply Worksheet](#)
4. Pencils
5. Extension Activity Supplies (optional): baby food jars and lids, heavy cream, sieve, salt.

PREPARATION

1. Print, laminate (optional), and pin 1 set of “Make a Sandwich” printouts on the border in random order.
2. Print and laminate (optional) 1 set of Predict-See-Do Daily Activities Photos. Display around the room in clearly marked stations. Display each Predict image with the corresponding Know image underneath it, so students do not see the Know image until required.
3. Students will require pencils and writing surfaces while moving around the room.
4. **Optional:** Before Lesson 3, assign or deliver a short reading on life for early settlers in Upper Canada.



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LESSON OUTLINE



HOOK/ACTIVATION: Make a Sandwich (10 min)

1. On the board, pin up the Make a Sandwich photographs.
2. Ask for a volunteer to come up and demonstrate how to make a sandwich, using the photographs.
 - a. Make sure to tell them they do NOT have to use every picture.
 - b. They will probably assemble a sandwich using the ingredient pictures.
3. Next, ask for a volunteer to come up and make a sandwich like they would have 200 years ago, before electricity or modern grocery stores.
 - a. If no volunteer, ask them to coach YOU through how to make a sandwich.
 - b. If they need prompting, start with the “seed” picture and see how long it takes them to catch on.
4. **Guiding Questions:**
 - a. How long does it take to make a sandwich today? How long do you think it took to make a sandwich in 1820?
5. Introduce students to today's **LEARNING GOAL**.



GROUP ACTIVITY: Predict, Know Apply (20 min)

1. Hand out **Predict-Know-Apply** worksheet, and divide students into small groups.
2. At each station around the room, instruct each group to answer the **Predict** questions on their worksheet.

Example: What do you think they are doing in this picture/what do you think this was used for?
3. After they have answered the **Predict** question, flip over the image for the actual answer. Have them answer the **Know** questions. Repeat for every station.

Example: What is actually happening?
4. Have the small groups return to their desks together, and answer the **Apply** questions for each item. Encourage them to write or draw.

Example: How do we do that today/what do we use today?



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DISCUSSION (10 min)

1. Discuss with small group first, then as a class.
2. **Guiding Questions:**
 - a. Which picture was the hardest to guess?
 - b. Now that you have seen some of the tasks people did back in X date, what do you think were some challenges they faced?
 - c. What do you think would have helped them overcome some of these challenges?
 - d. What are some comparable challenges we face today when carrying out the same tasks?



EXTENSION ACTIVITY: Make Butter the Old-Fashioned Way (Optional)

**Ideal for double block or combined with other curricular objectives, such as Science or PE.*

1. In small, sealable baby food or mason jars, pour approximately 30 mls of heavy cream and tightly secure lid.
2. Put on some tunes and get your students dancing and shaking their jars, until the cream turns to whipped cream! Keep shaking until a ball of butter forms (approx 10-15 minutes).
3. Have 3-4 students at a time pour their butter into a sieve (lined with a thin cloth) over the sink and run ice-cold water over butter until water runs clear (teacher supervision recommended).
4. Add a pinch of salt if desired, spread it on crackers, and enjoy butter the old-fashioned way!