



# SURVIVAL AND SETTLEMENT

## IN UPPER CANADA

## LESSON 4: PEOPLE OF GOULBOURN

### LEARNING GOAL

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Students will learn about historical figures who settled in the Goulbourn area between 1818 and 1850, and will explore the settlement experience through their eyes.

### CURRICULUM CONNECTIONS

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**A1:** compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day.

**A2:** use the social studies inquiry process to 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. [Survival & Settlement Review Game](#)
2. [Goulbourn Identity Cards](#)
3. [Identity Card Vocabulary Sheet](#)
4. [Historic Figure Assignment](#)

### PREPARATION

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1. Print (optional: laminate) 1 copy of the Goulbourn Identity Cards. As there are only 14 cards, you will need to pair students up.
2. Print out Vocabulary Sheets (1 per student pair).
3. **Option 1:** Set up Exhibit Supplies for students to access
4. **Option 2:** Provide each pair of students 1 large piece of paper, and rulers and colouring supplies.



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## LESSON OUTLINE



### REVIEW

1. Back-stitching: Play the Review Game to refresh content from the past 3 lessons.
2. Popcorn Questions: Ask students to call out answers to the following 2 questions:
  - a. Why do you think people 200 years ago wanted to settle in an area like Southern Ontario/Goulbourn?
  - b. What were some of the challenges they faced?



### LECTURE/READING (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?



### 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?



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### GROUP ACTIVITY: Identity Cards (30 min)

1. Divide students into pairs and hand out Identity Cards and Vocabulary Sheets.
2. Have students read through the Identity Card, using the Vocabulary Sheet to help with unfamiliar words.
3. Have students complete the People of Goulbourn Info Assignment up to Question 6. Leave the “My Artefacts” section for Lesson 5.
4. If time permits, group 2 pairs together and have Pair A share about the person in their Identity Card, and have Pair B do the same. Pair A should be able to tell the class about Pair B’s person, and vice versa.



### DISCUSSION (10 min)

1. **Closing Question:** In Popcorn-style, have students call out answers to the following questions:
  - a. What are some things all of these people had in common?
  - b. What were some differences between them?