



SURVIVAL AND SETTLEMENT

IN UPPER CANADA

LESSON 5: PEOPLE OF GOULBOURN EXHIBIT

LEARNING GOAL

Students will explore the purpose of museums and artefacts. Students will demonstrate and communicate their learning from the unit by designing a museum exhibit to represent individual historical figures from 1818-1850.

CURRICULUM CONNECTIONS

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

1. Completed [Historic Figure Assignment](#) from previous class.
2. [Goulbourn Identity Cards](#)
3. [What is an Artefact? Video](#)
4. [People of Goulbourn Exhibit Assignment](#)
5. [Sample Exhibits](#)
6. [Exhibit Panel Template](#)
7. **Option 1:** Exhibit Supplies (cloth, clothing items, utensils, toys, greenery, kitchenware, tools, boxes, rocks etc). You can encourage students to bring supplies from home that they do not mind sharing with other students.
8. **Option 2:** Exhibit Draft Supplies - large pieces of paper, rulers, colouring supplies



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PREPARATION

1. Divide students into the same pairings from previous class.
2. **Option 1:** Set up Exhibit Supplies for students to access.
3. **Option 2:** Provide each pair of students 1 large piece of paper, and rulers and colouring supplies.

LESSON OUTLINE



HOOK/ACTIVIATION: Make a Sandwich (10 min)

1. In the same groups as yesterday, ask students to answer the questions:
 - a. What is a museum?
 - b. What kinds of things do museums do?
 - c. What kinds of things do you find inside a Museum?
2. After they discuss the questions, have the groups share their answers and record them on the board. Fill in the gaps:
 - a. Museums are places that tell us about the past, and they usually use objects or artefacts to help tell those stories.
3. Play the What is an Artefact Video.
4. Introduce them to the Exhibit Assignment. **This will likely take a couple of lessons to complete.** Show them the Sample Exhibits slideshow.



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: Design an Exhibit (30 min)

1. Circulate around the room while students are working on their Exhibit Assignment. Help them to select their artefacts and articulate why they have chosen them. Help them get creative with display/designing their exhibit. This will likely be an activity that can carry on into the next class.



CLOSING ACTIVITY: Exhibit Opening (10 min)

1. When they are done (at the teacher's discretion), have an exhibit opening! Have half the class circulate to look at the other exhibit designs and encourage them to ask questions about each other's character. Repeat with the other half of the class.