

# Early Settlers in Upper Canada

## Grades 2-4

### About this book:

Students will be able to investigate the various communities of early settlers and the First Nation peoples in Upper Canada during the 1800's using the 29 Lesson Plans in this resource. They will understand how the interaction between the new settlers and the First Nation peoples helped to shape the development of the various communities in Upper Canada. Students will be able to compare the lifestyle shared by communities of the past with those of present day.

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**Illustrated by On The Mark Press**



### About the author:

Ruth Solski was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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Printed in Canada.

Published in Canada by:

On The Mark Press

15 Dairy Avenue, Napanee, Ontario, K7R 1M4

[www.onthemarkpress.com](http://www.onthemarkpress.com)

Funded by the  
Government  
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SSJ189 ISBN: 9781770789166



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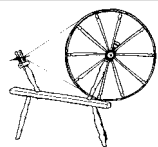
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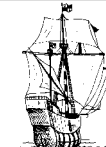


# At Glance

Learning Expectations	Lessons 1-3: New Settlers	Lessons 4-7: Early Settler Homes	Lessons 8-14: Early Settler Farming	Lesson 15: Way of Life	Lesson 16: Settler Travel	Lesson 17: Settler Villages	Lesson 18: Schools	Lessons 19-21: Settler Food	Lessons 22-23: Clothing	Lesson 24: Settler Children	Lessons 25-26: Health Care	Lesson 27: Settler Pastimes	Lesson 28: Early Black Settlers	Lesson 29: Aboriginal Peoples
	<b>Knowledge and Understanding</b>													
• Identify the countries early settlers came from	•													
• Identify the areas of settlement in Upper Canada	•													
• Identify the First Nation peoples in Upper Canada														•
• Identify factors that helped shape the development of early settlements					•									
• Identify how early settlers valued, used, and looked after natural resources			•											
• Describe what early settlers learned from the First Nation peoples			•		•			•		•	•			•
• Describe the major components of an early settlement						•	•							
• Recognize the various roles of male and female settlers		•		•		•								
<b>Inquiry / Research and Communication Skills</b>														
• Use primary and secondary sources to locate key information about settler communities	•	•	•	•	•	•	•	•	•	•	•	•	•	•
• Find out how the settlers and the environment interacted			•		•			•						
• Make and read a variety of graphs, charts, diagrams, maps to understand and share their findings about early settlements	•								•			•	•	•
<b>Application</b>														
• Compare early settler life in Upper Canada to people in Ontario today			•		•									
• Classifying information about early settlers to present day							•	•		•		•	•	
• Ordering events that took place in early settlers' lives		•	•					•						
• Recalling details								•						•



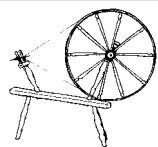
# Early Settlers of Upper Canada



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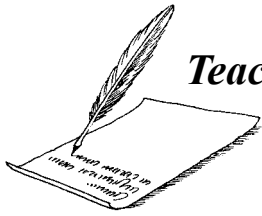


## Early Settlers of Upper Canada

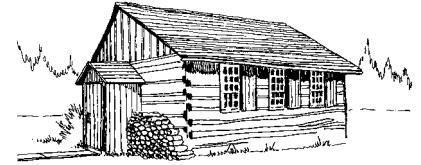


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# Teacher Notes



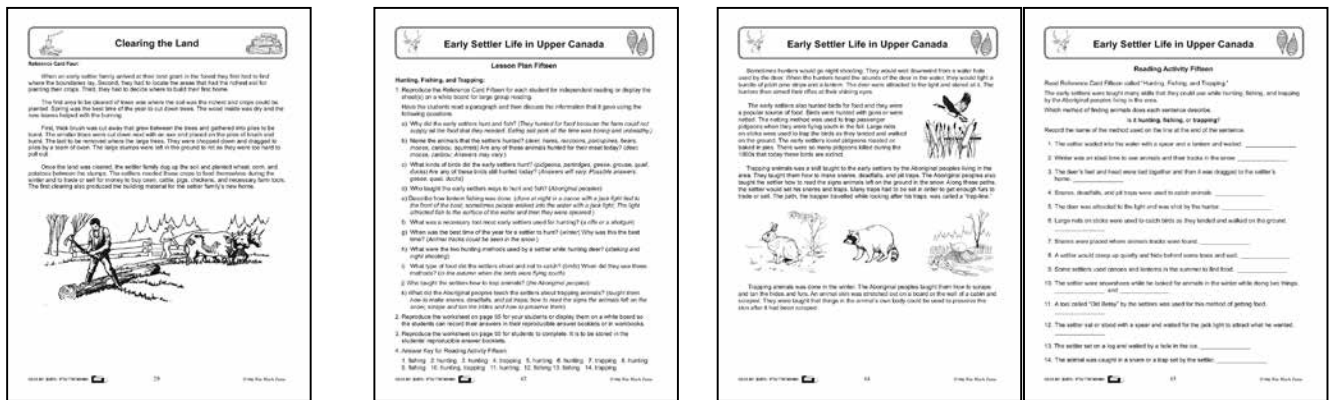
The information and activities found in this book may be used in a variety of ways to suit the needs of your students. The contents of the book includes 29 Reference Cards and 29 follow-up activities.

## Suggestions for Teacher and Student Usage

### A. 1. Research Information Cards:

Reproduce copies of the Reference Cards. Mount the sheets on construction paper or file folders to strengthen them for student usage. Both sides of the construction paper could be used if there is more than one page of text. Legal size file folders are good if there is more than two pages of text. If you use file folders, the worksheet may be added to the back for the student to complete in his/her "Reproducible Early Settler Booklet."

Example:



Single Reference Card Front of Reference File

Middle of Reference File Folder

2. Store the Reference Cards or Folders in a box at a Reading/Research Centre along with other books on Early Settlers and Aboriginal Peoples of Upper Canada or stand the folders on a ledge for students to use.

### B. Informal Research Learning Approach:

Divide your class into groups or pairs to work as a research team. Each team will choose a leader or captain and a recorder. Together they will read and discuss the information on a Reference Card. Each team member will read aloud a paragraph to the team or group. The paragraph will be discussed and important information noted.

Once the Reference Card has been read the members will discuss the important facts that they discovered. The recorder will record the facts on the reproducible fact sheet found on page 16. During a reporting session to the class, one team will relay information that they have discovered about The Life of Early Settlers in Upper Canada.

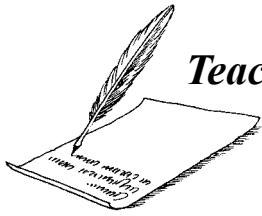
### C. Formal Research Approach:

Select the Lesson Plans that have the topics that you want the students to research as a class.

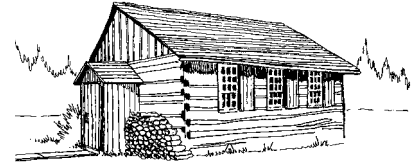
The students should complete one aspect of early settler life during each session.

Show the Reference Card, on the topic to be discussed, on a white board. Brainstorm with the students for information they already know and want to learn about the title on the card.





## Teacher Notes



Select students to read each paragraph aloud to the class. Use the questions located in each section's lesson plan to discuss the various paragraphs.

### Note:

Reading the paragraphs aloud as a group provides good practice to strengthen oral reading in students with reading problems. Unusual words or new vocabulary could also be discussed and sounded out phonetically.

When the reading has been completed and discussed, the students may complete the reproducible worksheet located in the lesson plan or record important facts they found out about the topic in their reproducible booklets. (See pages 15 and 16)

### Note:

The reproducible worksheet located in the lesson plan may also be shown on the white board and completed together as a class effort if students cannot do it independently or students can record the answers in workbooks.

## D. Learning Centres:

### Preparations:

- Decide how many learning centres you wish to establish in your classroom.
- Divide your students into groups of three or four.
- Have the team choose a leader, speaker, recorder and an illustrator.
- Students will use books, the computer, and the Reference Cards to research a topic on Early Life in Upper Canada.

### Procedure:

- Each student will read aloud a paragraph on the Reference Card and discuss it. This process will be used until all the information has been read.
- The group will discuss the important facts that they have found out
- The recorder will record the information given in good sentences by the group on a large sheet of lined paper.
- Each team member will read the information to check for good sentences, accurate information and spelling errors.
- Once all errors have been corrected by the recorder, the sentences could be typed into the computer, spell checked, and then printed off and attached to a large sheet of paper.
- The illustrator will assign an illustration to be done by each member of the team.
- The illustrations are to be placed on the paper beside the written information.

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Information

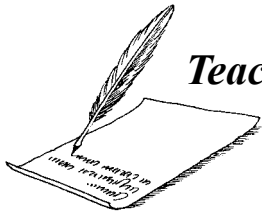
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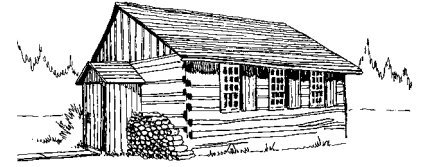
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## Teacher Notes



### E. On-going Information Chart:

Post a large chart(s) somewhere in the classroom where students can record facts they find during their researching about how Aboriginal peoples helped the early settlers. Make note of these facts often and share them with the class.

### F. Preliminary Preparations:

#### Collect the Following Items

- reference books on Early Settlers in Upper Canada; Early Black Settlers in Upper Canada; Mennonites; Quakers; Pennsylvania Deutsch
- fiction books on early settlers
- videos, CDs that pertain to early settlers in Upper Canada
- artifacts, photos, slates, quill pens, horn books, etc

#### Guest Speakers:

- Contact your local historical society for speakers to come and relate information about the settlement that was in or near the area in which your students live.
- Make arrangements to visit a local museum or early settler village in the area.
- Invite a local quilter to your classroom to show and demonstrate the art of making quilts.

### G. Vocabulary Charts:

Vocabulary charts could be made after each lesson and posted somewhere in the classroom for student access. Chart topics could be any of the following.

- |                                     |                          |                             |
|-------------------------------------|--------------------------|-----------------------------|
| • Early Settlers in Upper Canada    | • Early Settler Foods    | • Early Settler Farming     |
| • Clearing and Preparing the Land   | • Early Settler Homes    | • Early Settler Cooking     |
| • Early Settler Transportation      | • Early Settler Clothing | • Early Settler Schools     |
| • Early Settler Health and Medicine | • Early Settler Villages | • Early Settler Cleanliness |

### H. Suggested Chartwork:

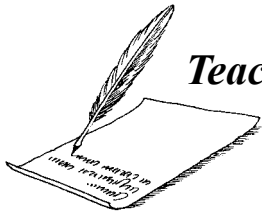
Many charts may be brainstormed to reinforce the recall of steps taken by the early settlers in the making of various things. The sentences should be sequenced in the same order.

- |  |  |
|--|--|
| • The Settler's Trip to a New Land         | • How the Settlers Cleared their Land  |
| • How the Settlers Built their First Homes | • How the Settlers Planted their Crops |
| • Making Settler Butter                    | • Making Maple Syrup                   |
| • Making Settler Cheese                    | • Making Settler Soap or Candles       |
| • From Sheep to Loom                       | • Settler Laundry Day                  |

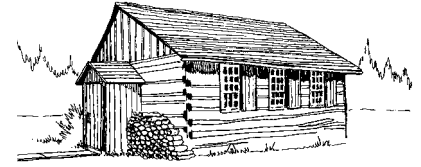
### I. Comparison Charts:

1. Compare an Early Settler Home to a Modern Home: Number of Rooms, Size of Rooms, Walls, Floors, Windows, Doors, Heating, Cooking, Furniture, Size, etc.
2. Surveying to see which handicrafts are still practiced at home.  
knitting, quilting, embroidery, crocheting, tatting, sewing, spinning, weaving, hooking, braiding





## Teacher Notes



3. Chart the early settler craftsmen to products produced.  
blacksmith, cooper, wheelright, wainwright, miller, cabinet maker, carpenter, weaver, tinsmith, shoemaker, dressmaker, weaver
4. Chart early settler travel on land and on water.
5. Compare Food Preparation in Early Settler Times to Modern Times such as butter, milk, bread, eggs, vegetables, meat, fruit.
6. Compare the seasonal activities of an early settler farmer to a modern day farmer

### J. Lesson Plans:

This topic has been divided into twenty-nine Lesson Plans. Each Lesson Plan contains the following:

- A Reproducible Reference Card or Cards
- Reading questions for discussions with answers.
- A Reproducible Worksheet
- An Answer Key for the Worksheet

The teacher may use all or some of each Lesson Plan to suit the needs of the students. Many suggestions on how to use them has been previously mentioned in the section that has “Suggestions for the Teacher/Student Usage” on page 7.

### K. Reproducible Booklet Pages:

The reproducible cover page for an early settler booklet is located on page 15. It may be reproduced and used as a cover for a booklet that contains the teacher selected Reference Cards and the accompanying worksheet activities.

The reproducible blank worksheet may be reproduced and used by the students to record their answers and their research findings.

### L. Background Information For the Teacher on Upper Canada Settlements

#### The Talbot Country

Upper Canada, known now as Ontario, was settled in various areas. One settlement was located in south-western Ontario and was called the “The Talbot Country.”

Thomas Talbot was a young man who came from an upper class family in Ireland. When he was twenty-one, he was a private secretary for Lieutenant Governor John Graves Simcoe who was in charge of the province called Upper Canada. He knew Upper Canada quite well as he had travelled all over it with the Governor for two years. He returned to England and convinced the government to grant him the land along the shore of Lake Erie to establish a new settlement. He was granted his request and returned to Upper Canada. His land grant was the farthest one for settlers to travel to, so they chose to settle in areas that didn't require as much travelling. To encourage immigrants to come to his settlement Talbot had sawmills and gristmills built. Still only





# Lesson Plan One

## Who Came to Live in Upper Canada



1. Reproduce the Reference Card One for each student for independent reading or display the sheet on a white board for large group reading.

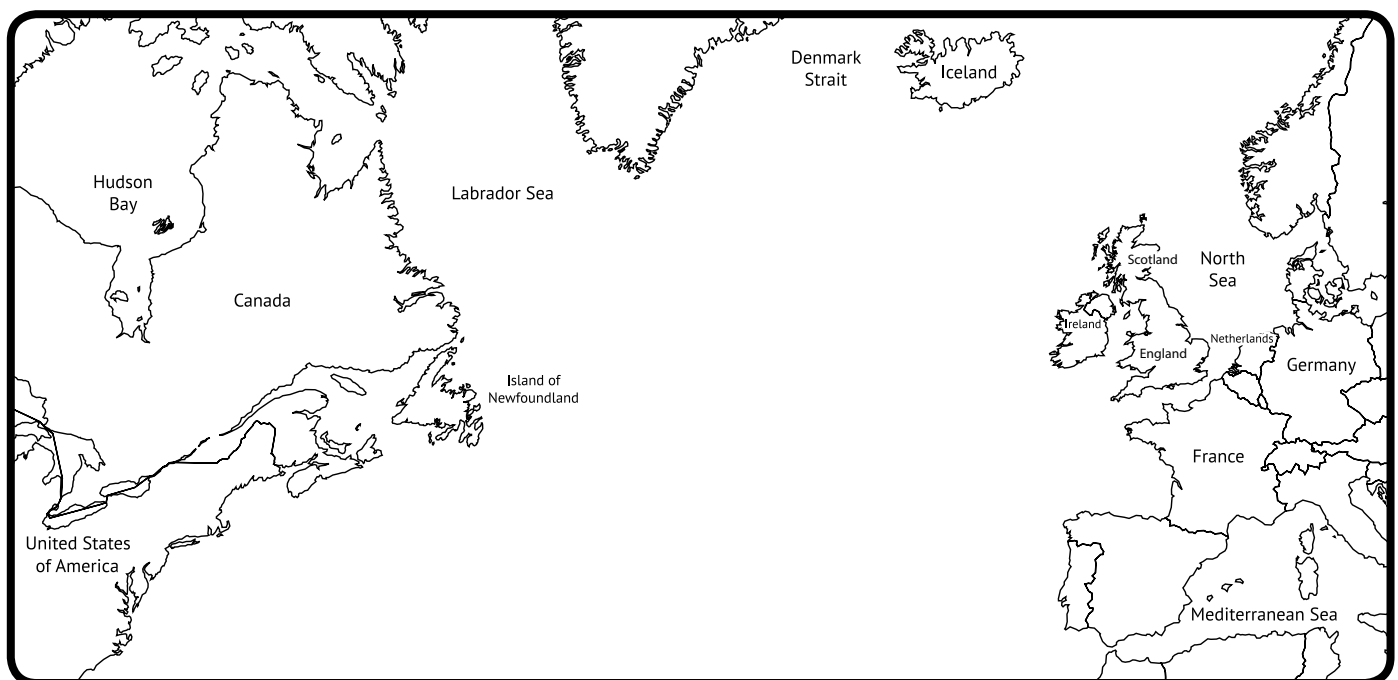
Have the students read each paragraph and then discuss the information that it gave using the questions.

- a) What is an immigrant? (*a person who leaves his/her homeland to live in a new country*)
  - b) What were the names of the countries that immigrants were leaving? (*England, Scotland, Ireland, France, Germany, The Netherlands*)
  - c) Locate each country on a map of the world. Discuss the distance the immigrants would travel, the time it would take, and the type of journey they may have.
  - d) Why were many of the immigrants leaving their countries? (*could not worship in their own faith; their country's government controlled their way of life; men were made to serve in the army; low-paying jobs or no jobs; people were poor and found it difficult to survive; many wanted to own their own land; cities were overcrowded, dirty, and polluted; Canada's government was giving free land and there were plenty of jobs.*)
2. Reproduce the worksheet on page 19 for your students or display it on a white board so the students can record their answers in their reproducible booklet or in a workbook.
  3. Reproduce the worksheet on page 19 for your students to complete. It is to be stored in the reproducible answer booklet.

4. Answer Key for Worksheet.

**A.** 1. England, Scotland, Ireland, France, Germany, The Netherlands

**B.** Map of the World



**C.** The following sentences should have checkmarks. 1, 3, 5, 6, 7



## Who Came to Live in Upper Canada



Many of the new settlers who came to Canada left from different countries in the British Isles and Europe. They came from such countries as England, Scotland, Ireland, France, Germany, and the Netherlands. People who came from their homeland to live in another country are called “immigrants.” In order to live in a new country they had to pass a medical examination and obtain a passport.

In the 1800s, there were many reasons why immigrants decided to leave their homeland to come and live in a new, strange, unsettled country. During this time period, many people were not allowed to worship their own religion freely. In some countries the government had control over their way of life. In other countries, men were forced to serve in the army. In most countries, jobs were low-paying or there were no jobs at all. Many of the people were very poor and found it difficult to survive. Many farmers wanted to own their own land instead of working as a tenant farmer. Most large cities, in the various countries, were overcrowded, dirty, and polluted.

The government of Canada was giving free land to those who were willing to clear the land, build new homes, and plant crops. The new settlers were also told that there were plenty of jobs available and opportunities to set up businesses.





## Lesson Plan One

# Who Came to Live in Upper Canada



Read Reference Card One called “Who Came to Live in Upper Canada?”

Complete the following activities.

**A.** 1. List the names of the countries immigrants left to come to Canada.

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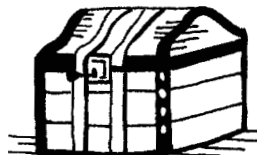
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**B.** On a map of the world locate and label the following places:

England	Ireland	Germany	America	Scotland
Upper Canada	Lower Canada			

**C.** Put a checkmark beside the reasons why immigrants wanted to settle in Canada.

1. \_\_\_ Canada was clean and had lots of space.
2. \_\_\_ They could not choose any church to go to.
3. \_\_\_ They were free to live their own lives any way they wanted.
4. \_\_\_ The cities and towns were full of people who had no place to live.
5. \_\_\_ People were given free land by the government of Canada.
6. \_\_\_ Men were not made to go in the army in Canada.
7. \_\_\_ There were lots of jobs and you could buy or own your own land.
8. \_\_\_ Farmers were forced to work for rich land owners.





# Lesson Plan One

## Who Came to Live in Upper Canada



1. Label the countries and colour each one

- |                             |                             |                            |
|-----------------------------|-----------------------------|----------------------------|
| a) England - red            | b) Scotland - blue          | c) Ireland - green         |
| d) America - brown          | e) Lower Canada - blue dots | f) France - orange         |
| g) The Netherlands - yellow | h) Germany - purple         | i) Upper Canada - red dots |

