Mapping and Orienteering

Learning Goals
1. Students will explore the land of the Huron Tract by using surveying and mapping tools. 2. Students will explain the significance of mapping and surveying as it relates to the Canada Company and how it impacted settlement and led to the erasure and displacement of Indigenous communities. 3. Students will examine historical evidence, artifacts, photographs, documents, and personal stories to better understand the experiences, challenges, and achievements of surveyors, settlers, and Indigenous Nations and communities. 4. Students will reflect on the importance of map reading and its application. 5. Students will absorb cartography terminology and orienteering techniques through mapping activities.

The strongest curriculum matches are in bold.

Kindergarten
A3.3 read and understand simple texts, using background knowledge and beginning knowledge of words, grammar, and sentence structure **C14.1** act and talk with peers and adults by expressing and accepting positive messages **C14.2** show the ability to take turns **C14.4** use problem-solving skills in social situations **C15.2** demonstrate a willingness to try new experiences and to adapt to new situations

Social Studies	
Grade 1	**A2.3** analyse and construct simple maps as part of their investigations into places that are significant to them or to their family **B2.3** analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community **B3.5** demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them

Grade 2	**A2.2** gather and organize information on some of the past and present traditions and celebrations within their family and the community to which they belong, using primary and/or secondary sources that they have gathered themselves or that have been provided to them **B3.3** identify cardinal directions on a map (i.e., N, S, E, W), and use these directions when locating selected communities, countries, and/or continents
Grade 3	**A2.3** analyse and construct print and digital maps, including thematic maps, as part of their investigations into challenges facing various groups and communities, including at least one First Nation, Métis, or Inuit community, in Canada during this period, and measures taken to address these challenges **A3.1** identify various First Nations and some Métis communities in Upper and Lower Canada from 1780 to 1850, including those living in traditional territory and those who moved or were forced to relocate to new areas in response to European settlement, and locate the areas where they lived, using print, digital, and/or interactive maps or a mapping program **B1.3** identify and describe some of the main patterns in population distribution and land use in two or more municipal regions in Ontario, including First Nations communities and/or Métis regions, using mapping and globe skills **B2.3** analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions, including First Nations communities and/or Métis regions **B3.7** construct print and/or digital maps that show some different land uses, landform regions, and/or municipalities in Ontario, including First Nations communities and/or Métis regions, using appropriate elements of a map, including standard units of measurement
Grade 4	**A2.3** analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into interrelationships between the environment and life in a few early societies, including at least one First Nation and one Inuit society **A3.1** identify the location of some early societies, including at least one First Nation and one Inuit society, on a globe or on print, digital, and/or interactive maps, and demonstrate the ability to extract information on early societies' relationship with the environment from thematic map **A3.6** identify and describe some of the major scientific and technological developments in the ancient and medieval world, including some from at least one First Nation and one Inuit society

	B2.3 analyse and construct print and/or digital maps, including thematic maps, as part of their investigations into balancing human needs/wants and activities with environmental stewardship in Canada **B3.7** demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps
Grade 5	**A2.3** analyse and construct maps as part of their investigations into interactions among Indigenous peoples, among Europeans, and between Indigenous and European people in what would eventually become Canada **B2.3** analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental issues
Grade 6	**A2.2** gather and organize information from a variety of primary and secondary sources that present different perspectives on the historical and/or contemporary experience of a few communities, including First Nations, Métis, and/or Inuit communities, in Canada **A2.3** analyse and construct print and digital maps as part of their investigations into different perspectives on the historical and/or contemporary experience of communities, including First Nations, Métis, and/or Inuit communities, in Canada **A3.1** identify the traditional Indigenous and treaty territory or territories on which their community is located **B2.3** analyse and construct different types of maps, both print and digital, as part of their investigations into global issues, their impact, and responses to them **B3.7** identify and locate on a map countries and regions with which Canada has a significant interrelationship, and use longitude and latitude to locate cities in these countries/regions
Geography	
Grade 7	**A2.2** gather and organize data and information from a variety of sources, and using various technologies, on the impact of natural events and/or human activities that change the physical environment, ensuring that their sources reflect more than one perspective

	A2.3 analyse and construct maps as part of their investigations into the impact of natural events and/or human activities that change the physical environment, with a focus on investigating the spatial boundaries of the impact **A3.3** demonstrate the ability to extract information from and analyse topographical maps **B2.3** analyse and construct maps as part of their investigations, with a particular focus on exploring the spatial boundaries of and, where applicable, patterns relating to their topics **B3.6** demonstrate the ability to extract information from, analyse, and construct GIS maps relating to natural resources around the world
Grade 8	**A2.3** analyse and construct various print and digital maps as part of their investigations into issues related to the interrelationship between human settlement and sustainability, with a focus on investigating the spatial boundaries of the issue **B2.2** gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective **B2.2** gather and organize data and information from a variety of sources and using various technologies to investigate issues related to global development and quality of life from a geographic perspective