

Teachers, thank you for visiting the *Teacher's Corner*!

SydenhamDiscovery.ca was designed with an eye to the following elements of the Ontario curriculum:

- Grades 6, 7, and 8 Science and Technology
- Grade 6 Social Studies
- Grades 7 and 8 History
- Grades 7 and 8 Geography

This guide is broken down into grade and subject. Each link lists applicable curriculum expectations and the relevant vignettes. Also included here are the bibliography and links used in the development of this site.

The Great Upper Canadian Adventure is an interactive game that will enhance your students' understanding and enjoyment of these subjects.

Enjoy your tour, and happy learning!

GRADE 6
SOCIAL STUDIES

Heritage and Citizenship: Grade 6 – Aboriginal Peoples and European Explorers

APPLICABLE EXPECTATIONS

By the end of Grade 6, students will:

- demonstrate an understanding of the theories related to the origin of the Aboriginal peoples (e.g. migration and settlement);
- describe the relationship between Aboriginal peoples and their environment (e.g., with respect to food, shelter, cultural practices);
- describe how the Iroquoian nation contributed to the development of Canada
- identify early explorers (e.g., Viking, French, English) who established settlements in Canada and explain the reasons for their exploration, resulting in the establishment of the Hudson’s Bay Company);
- identify some of the consequences of Aboriginal and European interactions
- describe the challenges of present-day explorers and compare them to the challenges of early explorers

The following vignettes address these expectations:

The Alvinston Maple Sugar Festival
The Ancient Peoples of the Sydenham River
To Stake a Claim
The Changing Landscape

Canada and World Connections: Grade 6 – Canada and its Trading Partners

APPLICABLE EXPECTATIONS

By the end of Grade 6, students will:

- identify products that Canada imports and exports
- identify the countries to which Canada exports goods
- identify Canada’s connections to the United States through trade, immigration, culture, technology, tourism, history, and geography

The following vignettes address these expectations:

Amazing Maize
Tobacco Farming
Capt. Steinhoff and Shipbuilding in Wallaceburg
Strathroy Furniture
Something’s Fishy
World War Two and the Home Front
Black Gold! The Beginnings of the Oil Industry

GRADE 6
SCIENCE AND TECHNOLOGY

Life Systems: Grade 6 – Diversity of Living Things

APPLICABLE EXPECTATIONS:

By the end of Grade 6, students will:

- explain why formal classification systems are usually based on structural characteristics (e.g., type of skeleton, circulatory system, reproductive system) rather than on physical appearance or behavioural characteristics
- identify and describe the characteristics of vertebrates, and use these characteristics to classify vertebrates as mammals, birds, amphibians, reptiles, and fish (the five main classes)
- identify and describe the characteristics of invertebrates, and classify invertebrates into phyla (e.g., sponges, worms, mollusks, arthropods)
- identify various kinds of plant or animal organisms in a given plot using commercially produced biological or classification keys (e.g. organisms observed in a pond study, in the school yard, in wildlife centres)
- describe specific characteristics or adaptations that enable each group of vertebrates to live in its particular habitat (e.g. fish in water), and explain the importance of maintaining that habitat for the survival of the species
- explain how fossils provide evidence of changes in animals over geological time

The following vignettes address these expectations:

The American Badger

Birds of Prey

Secretive Creatures of the Sydenham

The Eastern Spiny Softshell Turtle

Something's Fishy

The Sydenham Has a Lot of "Mussel!"

River Bottom Critters

Rare Trees of the Sydenham River

The Drooping Trillium

Carolinian Canada

**GRADE 7
HISTORY**

British North America

APPLICABLE EXPECTATIONS

By the end of Grade 7, students will:

- describe the origin and development of English settlement in Canada in the late eighteenth century;
- demonstrate an understanding of the strategies used by early settlers to adapt to the challenges of their new land;
- demonstrate an understanding of the significance of the War of 1812 for Canadian/American relations.
- demonstrate an understanding of the reasons for the early settlement of English Canada (e.g., the American Revolution);
- describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Aboriginal Loyalists, Maritime Loyalists) who took part in the Loyalists' migration and identify their areas of settlement;
- explain Canada's involvement in the "underground railway";
- demonstrate an understanding of life in English Canada (e.g., early pioneer experiences, family life, economic and social life, growth and development of early institutions, transportation, and emergence of towns);
- describe the major causes and personalities of the War of 1812;
- describe the impact of the War of 1812 on the development of Canada (e.g., the building of fortifications, the Rideau Canal, and Kingston Road; movement of the capital to Bytown [Ottawa]);
- identify the achievements and contributions of Sir John Graves Simcoe.
- trace the historical development of their own community

The following vignettes address these expectations:

The Alvinston Maple Syrup Festival

Slavery and the Sydenham River

The Oldest Church in Middlesex County

Settlement on the Sydenham

To Stake a Claim

Americans Invade

Conflict and Change

APPLICABLE EXPECTATIONS

By the end of Grade 7, students will:

- demonstrate an understanding of the nature of change and conflict, methods of creating change, and methods of resolving conflicts;

- describe the causes, personalities, and results of the rebellions of 1837 in Upper and Lower Canada;
- evaluate the social, economic, political, and legal changes that occurred as a result of the rebellions;
- demonstrate an understanding of the nature of change and conflict, identify types of conflict
- demonstrate an awareness of the major sources of conflict that led to the rebellions of 1837 in Upper and Lower Canada (e.g., land, transportation, government, culture);
- describe the role of key personalities (e.g., MacKenzie, Papineau, Baldwin) involved in the rebellions and the methods they used to bring about change;
- describe the rebellions of 1837 in Upper and Lower Canada and their impact on ordinary people;
- explain the major political change that resulted from the rebellions and their impact on the Canadas

The following vignettes address these expectations:

The Family Compact and Strife in Upper Canada

World War Two and the Home Front

The Changing Landscape

Americans Invade

The One Room School House

**GRADE 7
GEOGRAPHY**

The Themes of Geographic Inquiry

APPLICABLE EXPECTATIONS

By the end of Grade 7, students will:

- identify themes that geographers use to organize their inquiries: location/place, environment, region, interaction, and movement;
- demonstrate an understanding of the place/location theme (i.e., a “place” is defined by unique physical and human characteristics; “location” means where a place is and where it is relative to other places);
- demonstrate an understanding of the environment theme (e.g., in the system of non-living and living elements, people are part of the living elements);
- demonstrate an understanding of the region theme (i.e., a region is a part of the earth’s surface that has similar characteristics; the concept of “region” helps to simplify complex ideas);
- demonstrate an understanding of the interaction theme (e.g. the environment provides opportunities and challenges; people change the environment as they use it);
- demonstrate an understanding of the movement theme (e.g. the flow of people, goods, and information and the factors that affect this flow).
- communicate an understanding that various individuals and groups have different opinions on environmental issues (e.g., interactions: loggers, versus wilderness conservationists):
- identify and describe regions where natural hazards exist (e.g., region: regions with earthquake activity, or with tornadoes)

The following vignettes address these expectations:

Woo! Woo! All Aboard!

Capt. Steinhoff and Shipbuilding in Wallaceburg

Onthaal aan Canada!

Groundwater; isn't it grand?

The Sydenham Has a Lot of "Mussel!"

Big Wheels, Keep on Turning

Vanishing Tall Grass Prairies

Boa Vinda a Canada

When Waters Run High...

To Stake a Claim

A.W. Campbell Conservation Area

The McKeough Floodplain

River Bottom Critters

Nature's Highway

The Great Enniskillen Swamp

Patterns in Physical Geography

APPLICABLE EXPECTATIONS

By the end of Grade 7, students will:

- identify and explain how land forms are used to delineate regions;
- identify and describe world land-form patterns (e.g., location of fold mountains along the west coast of North and South America);
- identify and describe world climate patterns;
- demonstrate an understanding that climate patterns result from the interaction of several factors; latitude, altitude, global wind systems, air masses, proximity to large bodies of water, ocean currents);
- identify, through investigation, the effects of natural phenomena (e.g., tornadoes, earthquakes, hurricanes) on people and the environment;
- demonstrate an understanding that natural vegetation patterns result from the interaction of several factors; temperature, precipitation, soil types, competition for available nutrients;
- describe the correlation between physical patterns and types of crops
- investigate and describe how specialized forms of agriculture (e.g., sheep, beef, dairy farming) relate to world patterns of land-forms, climate, and vegetation

The following vignettes address these expectations:

Amazing Maize

Tobacco Farming

Capt. Steinhoff and Shipbuilding in Wallaceburg

Glaciers, Dirt, and the Sydenham River

Groundwater; isn't it grand?

The Alvinston Maple Syrup Festival

Vanishing Tall Grass Prairies

Settlement on the Sydenham

When Waters Run High...

A.W. Campbell Conservation Area

The McKeough Floodplain

Nature's Highway

The Changing Landscape

The Great Enniskillen Swamp

Rocky Teapots

Black Gold! The Beginnings of the Oil Industry

Natural Resources

APPLICABLE EXPECTATIONS

By the end of Grade 7, students will:

- demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs;
- demonstrate an understanding of how technology has affected natural resources
- describe the influence of natural resources on any country (e.g., the development of the fishing industry along Canada's coasts).
- produce a report on the factors that affect the availability of natural resources in the future;
- present and defend a point of view on how a resource should be used.

The following vignettes address these expectations:

Species at Risk

Rare Trees of the Sydenham River

The American Badger

Glaciers, Dirt, and the Sydenham River

Birds of Prey

Groundwater; isn't it grand?

Lager, Ale and Mathew Bixel

The Alvinston Maple Syrup Festival

Bounce on a Bog

Something's Fishy

Settlement on the Sydenham

A.W. Campbell Conservation Area

Carolinian Canada

River Bottom Critters

Nature's Highway

The Changing Landscape

Black Gold! The Beginnings of the Oil Industry

**GRADE 7
SCIENCE AND TECHNOLOGY**

Life Systems: Grade 7 – Interactions Within Ecosystems

APPLICABLE EXPECTATIONS:

By the end of Grade 7, students will:

- identify living (biotic) and non-living (abiotic) elements in an ecosystem;
- identify populations of organisms within an ecosystem and the factors that contribute to their survival in that ecosystem;
- explain the importance of micro-organisms in recycling organic matter (e.g., as decomposers);
- investigate ways in which natural communities within ecosystems can change, and explain how such changes can affect animal and plant populations (e.g., changes affecting their life span, their gestation periods, or their ability to compete successfully);
- investigate the impact of the use of technology on the environment (e.g., the “greenhouse effect”; redirection of water flow for human needs; use of pesticides);
- investigate the bio-economical costs and benefits of the recycling and waste-disposal industries;
- explain the importance of plants as sources of energy (e.g. food, fossil fuels), as producers of carbohydrates and oxygen (e.g., phytoplankton), and as habitats for wildlife;
- describe the conditions in an ecosystem that are essential to the growth and reproduction of plants and micro-organisms, and show the connection between these conditions and various aspects of the food supply for humans;
- identify the importance of plants in the Canadian economy (e.g., in farming, forestry, drug manufacturing, the nursery industry) and describe the impact of the industrial use of plants on the environment;
- explain the long-term effects of the loss of natural habitats and the extinction of species (e.g., loss of diversity of genetic material, both plant and animal);
- identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g., the need for recycling; the need for people to have employment)

The following vignettes address these expectations:

Species at Risk

Rare Trees of the Sydenham River

The Drooping Trillium

The Sydenham Has a Lot of “Mussel!”

River Bottom Critters

The Great Enniskillen Swamp

Amazing Maize
The American Badger
Vanishing Tall Grass Prairies
The Eastern Spiny Softshell Turtle
Bounce on a Bog
Carolinian Canada
Nature's Highway
The Changing Landscape

Earth and Space Systems: Grade 7 - The Earth's Crust

APPLICABLE EXPECTATIONS

By the End of Grade 7, students will:

- describe the composition of the earth's crust;
- classify rocks and minerals, using their observations, according to their characteristics and method of formation;
- analyze, through observation, evidence of geological change (e.g., fossils, strata)
- investigate some of the ways in which humans have altered the landscape to meet their needs (e.g., farming, urban development, roads) and assess the environmental and economic consequences;
- identify earth resources used by humans to manufacture products and discuss what happens to the products when they are no longer useful
- explain how the characteristics of soil determine its use
- recognize and explain the importance of knowledge of the different types and characteristics of soil in determining its suitability for specific uses
- assess the importance of soil conservation
- describe how humans are affected by natural events and how technology has helped humans adapt to the events
- identify past and present day applications of technologies that have contributed to the study of geology

The following vignettes address these expectations:

Amazing Maize
Tobacco Farming
The McKeough Floodplain
Glaciers, Dirt and the Sydenham River
Groundwater; isn't it grand?
Ontario's Glass Company
Bounce on a Bog
The Changing Landscape
The Great Enniskillen Swamp
Black Gold! The Beginnings of the Oil Industry
Rocky Teapots

**GRADE 8
HISTORY**

Canada: A Changing Society

APPLICABLE EXPECTATIONS

By the end of Grade 8, students will:

- demonstrate an understanding of factors contributing to change in a society
- demonstrate an understanding of how the industrial revolution changed Canadian society;
- identify and describe the achievements of Canadians who have contributed significantly to the development of Canada and the world;
- identify features of Canada's immigration policy in the nineteenth century
- demonstrate an understanding of Canada's participation in World War I
- demonstrate an understanding of the impact of the war on veterans, their families, Canada as whole, specific groups within the country, and the world.
- describe and evaluate the effects of technology on Canadian society;
- interview new Canadians to determine their attitudes towards their new home and towards Canada's immigration policies.

The following vignettes address these expectations:

Woo! Woo! All Aboard!

Amazing Maize

Tobacco Farming

Capt. Steinhoff and Shipbuilding in Wallaceburg

Onthaal aan Canada!

Lager, Ale and Mathew Bixel

The Alvinston Maple Syrup Festival

Big Wheels, Keep on Turning

Boa Vinda a Canada

Ontario's Glass Company

Currie and the Battle of Vimy Ridge

The Changing Landscapes

Newspapers, Political Opinions and Entertainment

Black Gold! The Beginnings of the Oil Industry

Neither Rain Nor Sleet or Snow

**GRADE 8
GEOGRAPHY**

Patterns in Human Geography

APPLICABLE EXPECTATIONS

By the end of Grade 8, students will:

- demonstrate an understanding of the factors affecting population distribution (e.g. history, natural environment, technological development);
- identify and describe the characteristics common to places of high population density and the characteristics common to places of low population density;
- demonstrate an understanding of how site and situation influence settlement;
- identify and describe the types of land use (e.g., residential, recreational, institutional, commercial, industrial, agricultural; for transportation, communication, utilities; open spaces);
- demonstrate an understanding of the terms describing population characteristics (e.g. birth and death rates, literacy rate);
- demonstrate an understanding of the correlation between population characteristics;
- demonstrate an understanding of the factors affecting urbanization, industrialization, transportation, and improvements in agriculture.

The following vignettes address these expectations:

Woo! Woo! All Aboard

Capt. Steinhoff and Shipbuilding in Wallaceburg

Boa Vinda a Canada

The Underground Railroad and the Sydenham River

Ontario's Glass Company

The Oldest Church in Middlesex County

Settlement on the Sydenham

The Changing Landscape

The Great Enniskillen Swamp

Black Gold! The Beginnings of the Oil Industry

Neither Rain Nor Sleet or Snow

Americans Invade

Economic Systems

APPLICABLE EXPECTATIONS:

By the end of Grade 8, students will:

- demonstrate an awareness of the fundamental elements of an economic system; what goods are produced; how they are produced; for whom they are produced; and how they are distributed;
- demonstrate an awareness of the characteristics of basic economic systems (e.g., subsistence, traditional, command, market), as well as recognition that most countries like Canada have a mixed economy that includes features from more than one system;
- demonstrate an understanding of how economic resources (e.g., land, labour, capital, entrepreneurial ability) influence the economic success of a region;
- identify and give examples of the three major types of industries (i.e., primary/resource, secondary/manufacturing, tertiary/service), and describe how the distribution of these industries has changed;
- demonstrate an understanding of the manufacturing system (e.g., input, process, output, feedback), and describe how mechanization and technology have changed the Canadian economy.
- describe the impact of a new industry on the economy of a region

The following vignettes address these expectations:

Woo! Woo! All Aboard!

Amazing Maize

Tobacco Farming

Glaciers, Dirt, and the Sydenham River

Big Wheels, Keep on Turning

Boa Vinda a Canada

Lager, Ale and Mathew Bixel

Strathroy Furniture

Ontario's Glass Company

The McKeough Floodplain

The Changing Landscape

Black Gold! The Beginnings of the Oil Industry

Neither Rain Nor Sleet or Snow

Migration

APPLICABLE EXPECTATIONS

By the end of Grade 8, students will:

- demonstrate an understanding that migration results from decisions people make about conditions and events around them;
- identify factors that influence people to move away from a place (e.g., drought, war);
- identify factors that influence people to move to another place (e.g., plenty of employment opportunities, security);
- identify barriers to migration (e.g., physical, financial, legal, emotional);
- identify the components of culture that can be affected by Migration (e.g., language, social organization, educational systems, beliefs and customs);
- identify global distribution patterns of various cultures;
- demonstrate an understanding of the effects that migration has had on the development of Canada (e.g., immigration from Asia)
- describe how technology has improved mobility

The following vignettes address these expectations:

Onthaal aan Canada!

Boa Vinda a Canada

Slavery and the Sydenham River

Neither Rain No Sleet or Snow

**GRADE 8
SCIENCE AND TECHNOLOGY**

Earth and Space Systems: Grade 8 – Water Systems

APPLICABLE EXPECTATIONS:

By the end of Grade 8, students will:

- *investigate the major features of the earth's water resources (e.g., oceans, rivers, lakes, glaciers, ice-caps, snowfall, clouds) and the effects of large bodies of water on global climate and ecosystems;*
- *identify the various states of water on the earth's surface and the conditions under which they exist (e.g., glaciers, snow on mountains, and polar ice-caps are solid states of water; oceans, lakes, rivers and groundwater are liquid states of water; the atmosphere contains water in its gaseous state);*
- *describe the distribution and circulation of water on the earth (e.g., oceans, glaciers, rivers, groundwater, the atmosphere);*
- *compare the formation of geological features on the ocean floor (e.g., sea mounts, continental shelves, trenches) and the formation of lakes and rivers;*
- *investigate how large bodies of water affect the weather and climate of an area (e.g., lakes affect snow precipitation);*
- *describe factors that affect glaciers and polar ice-caps, and describe the effects of glaciers and polar ice-caps on the environment (e.g., annual precipitation, temperature)*
- *evaluate human use of water and the economic and environmental effects of that use (e.g. filtration plants, tourism, industrial applications, control of water flow);*
- *evaluate the positive and negative effects on the earth's water supply of the development of natural resources (e.g., use of oil rigs, pulp and paper mills);*
- *identify ways in which humans have tried to contain damage caused by water (e.g., flood control, dune vegetation, coastline reconfiguration);*
- *explain how changes in the water table (e.g. changes in the water level in wells) relate to the water cycle;*
- *discuss the technologies used to extract and secure oil and natural gas from the ocean floor and the possible economic and environmental costs and benefits.*

The following vignettes address these expectations:

- Glaciers, Dirt, and the Sydenham River
- Groundwater; isn't it grand?
- Bounce on a Bog
- Carolinian Canada

- The McKeough Floodplain
 - Amazing Maize
- Capt. Steinhoff and Shipbuilding in Wallaceburg*
Lager, Ale and Mathew Bixel
Big Wheels, Keep on Turning
Ontario's Glass Company
When Waters Run High...
The Changing Landscape
The Great Enniskillen Swamp
Black Gold! The Beginnings of the Oil Industry

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LINKS

The following sites were referenced in the writing of this site.

Biology

<http://sydenhamriver.on.ca> - Aquatic Species at Risk in the Sydenham River Watershed

<http://www.carolinian.org> - Carolinian Canada

<http://www.scrca.on.ca> - St. Clair Region Conservation Authority

<http://animaldiversity.ummz.umich.edu> - University of Michigan Museum of Zoology
Animal Diversity Web

<http://biology.wsc.ma.edu> - Westfield State College Biology Department

<http://www.dnr.state.wi.us> - Wisconsin State Department of Natural Resources

Agriculture

<http://www.clover.okstate.edu> - Agricultural Communications Services Unit, Oklahoma State University

Numerous lesson plans dealing with agriculture, posted by Oklahoma 4-H

<http://www.agr.gc.ca> - Agriculture and Agri-Food Canada / Agriculture et Agroalimentaire Canada

<http://www.history.rochester.edu/appleton/index.html> - Appleton's Cyclopedia of Applied Mechanics

Guide to early machinery

<http://www.forestry.iastate.edu> - Iowa State University College of Agriculture, Department of Forestry

Excellent Guide to Maple Syrup production methods

<http://www.lsc.org> - Liberty Science Center

Online exhibit; The Science Behind Tobacco

<http://www.mi-maplesyrup.com> - Michigan Maple Syrup Association

<http://www.lib.ncsu.edu> - North Carolina State University Libraries

Bright Leaves exhibit deals with tobacco materials

<http://www.ofa.on.ca> - Ontario Federation of Agriculture

<http://www.paynesvillearea.com> - Paynesville Area Online
Paynesville Historical Society has posted an excellent guide to early settlers' harvesting techniques

<http://www.smithsonianmag.si.edu> - Smithsonian Magazine
September 1998 article on steam tractors available in the archives

World War One and Two:

http://www.ku.edu/~kansite/ww_one/imagarch.html - World War One Image Archive

<http://www.kingandempire.com> - For King and Empire: Canada's Soldiers In the Great War

<http://www.vac-acc.gc.ca> - Veterans Affairs / Ancien Combattants Canada

Miscellaneous:

<http://www.africanhertour.org> - The African Heritage Tour, African-Canadian Heritage Network

<http://www.angelfire.com/journal/millrestoration/> - The Index Page of Mill Restoration

<http://www.uwo.ca/museum> - London Museum of Archaeology

<http://www.jeaniejohnston.ie> - Official Website of the Jeanie Johnston
The Jeanie Johnston was an emigrant ship that brought thousands of emigrants to Canada between 1848 and 1855

<http://www.greensleevesbooks.com> - Ontario Architecture Index Page

<http://www.globalserve.net/~robkath/index.htm> - Ontario Railway History Page

<http://www.sleeman.com> - Sleeman Brewing and Malting Company / La Brasserie Sleeman.

Historic brewing techniques

<http://www.uppercanadavillage.com> - Upper Canada Village
Pioneer life

<http://www.uncletomscabin.org> - Uncle Tom's Cabin

<http://www.kent.net/wallaceburg-museum/flashindex.html> - Wallaceburg and District Museum