



# CALGARY: A PRAIRIE COMMUNITY

### Length

#### 1 hour 30 minutes

Intro/Map	20-25 minutes
Artifact Handling	40 minutes
Conclusion	15-20 minutes

### Curriculum Connections

#### Social Studies

Grade One	1.1.5 / 1.2.1 / 1.2.2 / 1.S.1 / 1.S.2 / 1.S.3
Grade Two	2.1.1 / 2.1.2 / 2.1.3 / 2.2.1 / 2.2.2 / 2.2.6 / 2.2.7 / 2.S.1 / 2.S.2 / 2.S.3

## LEARNING OBJECTIVES

1. Students will discuss the concept of the past.
2. Students will discover Indigenous people's way of life on the prairies.
3. Students will be introduced to the concept of change and will analyze a topographic map to determine things that have changed and that have remained the same on the prairies.
4. Students will learn about different communities from Calgary's past and understand the concept of community.
5. Students will discover the reasons for the establishment of different communities on the prairies.

## PROGRAM OVERVIEW

Students will use models to build on a giant topographical map of the prairies. These models represent the various communities that lived on the prairies in the past. During this discussion the students will discuss the topography of the Calgary region, and discover more about these different communities (First Nations, NWMP, Missionaries and Settlers). They will watch the prairies change as the different communities arrive and will discuss what those changes might have been. The map will be built on until the train arrives on the prairies. The entire class will wear costumes from one of the four communities discussed, and will partake in the "Hello Game," where they will learn how these different communities said hello. The students will then engage in an artifact and inquiry based learning session, where they will handle, discuss, and observe artifacts from the different communities. In this session the students will discover how these people lived in the past based through discovery of the different artifacts provided. At the end of the program the students will be invited back to the map where they will then continue to build on the map in order to make it look closer to modern day Calgary. The students will be asked to observe the way the prairies have changed since they began the day and how they prairies have stayed the same.

## PREPARING YOUR CLASS

1. Review vocabulary words to prepare students for their visit.
2. Introduce or review mapping skills, particularly the cardinal directions and the idea of topography.

## PREPARING YOUR CLASS

3. Have a discussion about what a community is: living, working, playing, helping, caring and collaboration, based in a discussion of the present community in which the students live.
4. Have a discussion about what a community is: living, working, playing, helping, caring and collaboration, based in a discussion of the present community in which the students live.
5. Discuss the concept of settling and how the settlers had to make a difficult journey to come to the prairies. Discover where the settlers would have come from originally (France, Britain, Ukraine, etc.) and why they would come all the way to Calgary.
6. Discuss who the NWMP were and what their role on the prairies was. Discuss why they came to the North West Territories and that it was the NWMP that built and help to establish this area for the settlers.

## VOCABULARY

**Artifact** – any object manufactured, modified or deliberately shaped by humans. Includes tools, weapons, ceremonial items, art objects, garbage, clothing and all food remains

**Buffalo/Bison** – the North American species, better known as buffalo, has short, black, curved horns; a beard, shoulder hump, short tail; and long, shaggy, and woolly hair on the shoulders

**Blackfoot Confederacy** – a First Nations alliance that includes the Kainai (Blood), the Siksika (Blackfoot), and the Piikani (Peigan) tribes

**Bow and Elbow Rivers** – the two rivers that flow from the mountains and through Calgary. The Elbow river flows into the Bow river and their confluence is at the site of Fort Calgary

**Compass Rose** – the image on a map that is used to display the cardinal directions (North, East, South, West)

**Community** – a group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space

**Confluence** – when two rivers meet to become one river

**First Nations** – refers to the various governments of the First Nations peoples of Canada. There are over 630 First Nations across Canada with 46 in Alberta

**Fort Calgary** – the birthplace of the city of Calgary, and the original location of the North West Mounted Police fort built at the confluence of the Bow and Elbow Rivers in 1875

**Indigenous Peoples** – the descendants of the original inhabitants of North America. First Nations, Inuit, and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs

**Group** – People who are together and connected by shared interests and characteristics

**Missionary** – a person who is sent to do religious or charitable work, usually in a foreign country, and attempts to persuade or convert others to their own beliefs. As early as the 1800s, missionaries were active in Rupert's Land. Many of the earliest missionaries were French-speaking and Roman Catholic

**North West Mounted Police** – a police force established in 1873 to maintain colonial law and order in the newly acquired North West Territories

**Past** – the time before now and today

**Prairie** – a large, mostly flat area of land that has few trees and is covered in grasses

**Rocky Mountains**

**Settlers** – a person who has moved to an area and established a permanent residence there