



### Length

#### 1 hour 30 minutes

Introduction	20 minutes
Luggage Examination	50 minutes
Conclusion	10 minutes

### Curriculum Connections

#### Social Studies

Grade Three	3.1.1 / 3.1.2 / 3.2.2 / 3.S.1 / 3.S.2 / 3.S.7 / 3.S.8
Grade Four	4.2.1 / 4.2.2 / 4.3.1 / 4.3.3 / 4.S.1 / 4.S.2 / 4.S.7 / 4.S.8

#### Language Arts

Grade Three	3.2 Select and Process / 3.3 Organize, Record and Evaluate / 3.4 Share and Review
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## LEARNING OBJECTIVES

1. Students will assess how “Quality of Life” has changed from Calgary’s past to its present through analyzing artifacts, letters, photographs, and luggage.
2. Students will be able to describe how different communities from Calgary’s past lived through the investigation of artifacts, letters, photographs, and luggage.
3. Students will use deductive reasoning and hands-on learning to work together as a group and come to their own conclusions through a process rather than being given answers.

## PROGRAM OVERVIEW

Students will engage in a facilitator led discussion about the definition of quality of life. They will then discuss how an object or an artifact can provide insight into a person’s life, including their quality of life. The group will then learn basic artifact-handling skills before being divided into four groups chosen by the teacher. The students will act like history detectives to learn about people from the past.

Each group will be matched with one or two adult chaperones who will help with reading, writing, asking good questions, monitor behavior, and treatment of the artifacts. The facilitator will rotate between groups as each group spends time at each station. Each station contains luggage representing one of the four early communities in Calgary’s Past (NWMP, Missionaries, Settlers and First Nations).

The students will not be told anything about the luggage other than that they belonged to people from Calgary’s past. They are to handle artifacts, look at primary sources such as archival photos and documents and determine what is important to that community. They will visit three of four stations before the facilitator intervenes. At their final station, students will think critically about one factor that determines Quality of Life in the community and what makes that community unique. Each group will share their ideas with the class.

*Note: This program is less kinetic and more of an observational experience. It is designed to introduce critical thinking skills and to promote questioning and discussion around objects, documents and photographs.*

## PREPARING YOUR CLASS

1. Review vocabulary words to prepare students for their visit.
2. Have your students do the Critical Challenge Activity: The Most Important Factors at [http://www.learnalberta.ca/content/ssoc3/html/understandingqualityoflife\\_oci.html](http://www.learnalberta.ca/content/ssoc3/html/understandingqualityoflife_oci.html)
3. Introduce the concept of “Quality of Life” and some of the social, geographic, linguistic and cultural factors that can determine it.
4. Discuss the definition of First Nations and have the students understand that there are various, separate, and unique First Nations communities living across Canada. You can do so if you compare and contrast the Inuit community with the First Nations/Blackfoot community who lived on the prairies where Calgary is today. Talk about how the geography around these two groups informs the way that they live such as natural resources available, food source, and climate. Discuss with them how are they similar and how they different.
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

**Aboriginal 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

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

**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

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

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

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

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

**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. Indeed, before 1870, French was more commonly spoken in the Territories than was English. The Oblate missionary Father Albert Lacombe was typical of the missionaries working in the area that would become Alberta

**Quality of Life** – the sense of safety, comfort, security, health, and happiness that a person has in their life

**Tipi** – the traditional home of First Nations people living on the prairies. It was typically made from lodge-pole pines and buffalo hide. It was constructed so that it was portable so that the First Nations could move their home around the prairies