

Length

1 hour 30 minutes

Introduction	5 minutes
Ranks & Recruitments	20 minutes
Train Story	30 minutes
Scavenger Hunt	35 minutes

Curriculum Connections

Social Studies

Grade One	1.2.1 / 1.2.2 / 1.S.1 / 1.S.2
Grade Two	2.1.1 / 2.1.3 / 2.2.1 / 2.S.1 / 2.S.2
Grade Three	3.S.1 / 3.S.2
Grade Four	4.2.1 / 4.2.2 / 4.S.2
Grade Five	5.1.1 / 5.1.3 / 5.2.2 / 5.2.7 / 5.S.1 / 5.S.2 / 5.S.3 / 5.S.8

LEARNING OBJECTIVES

1. Students will be introduced to the museum as a place of learning and exploration filled with artifacts, exhibits, and specific behavioral expectations.
2. Students will be introduced the historical timeline of Fort Calgary: NWMP (1875) - Calgary's Settlement (1914) by completing a scavenger hunt that lets them explore the museum in groups.
3. Students will learn through fun role-playing activities, observation, reading, writing, kinetic learning and listening.

PROGRAM OVERVIEW

After an introduction to museum behavior, your class will travel into the museum with the facilitator and participate in the ranks and recruitment drills of a NWMP officer. They will learn to stand at ease and at attention, how to salute, and march as well as take their oath of allegiance in order to. This is a kinetic activity that gives students a taste for the discipline required by NWMP in 1875 and allows them to try on a part of the official uniform: a pillbox hat.

The class will then travel to the CP Rail exhibit where they will receive costumes/props and become real-life characters from Calgary's past as part of a reader's theatre. The story is about Ernest Cashel's escape from a moving train while in custody of the City of Calgary Police. The story is very interactive and involves the entire class. It is written in such a way that even the shyest child can participate without feeling put on the spot.

After the story portion, the class will be given an age-appropriate scavenger hunt to work on in groups, led by their adult leaders and the teachers. The scavenger hunt is engaging and develops reading, problem-solving, listening, and observation skills. Students will use the exhibits to search for answers and clues to questions, riddles and puzzles. The scavenger hunt allows for time to explore some of the more interactive exhibits (such as the jail cell and the Ford Model-A car) and makes for great photo opportunities! Museum behavior is expected during this self-guided portion including the use of inside voices no running and appropriate looking/touching in the exhibits.

PREPARING YOUR CLASS

1. Review vocabulary words to prepare students for their visit.
2. Discuss general behavioral expectation for museum visitors. Examples include, using an indoor voice, not touching certain exhibits, and walking rather than running through the space. Talk about what a museum space it like and why visitors are asked to behave in a respectful manner.
3. 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

Drill – to train or exercise in a military style drill

Exhibit – a public showing of a piece or a collection of objects

Mounted – riding an animal, typically a horse, especially for military or other duty

Museum – a building dedicated to the care, study, and display of objects of lasting interest and value

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

Oath – a statement or promise

Recruit – a person who has recently joined an organization

Recruitment – selecting suitable candidates for jobs within an organization

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