



SETTLING THE WEST: THEATRE OPTION

Length

1 hour 30 minutes

Introduction 30 minutes
Morning Research 60 minutes

Lunch 60 minutes

1 hour 30 minutes

Afternoon Research 15 minutes
Create Presentations 30 minutes
Presentations 45 minutes

Curriculum Connections

Social Studies

Grade Five 5.2.1 / 5.2.2 / 5.2.3 / 5.2.7 / 5.3.1 / 5.3.2 / 5.S.1 / 5.S.2 / 5.S.7 / 5.S.8
Grade Six 6.S.1 / 6.S.2 / 6.S.3 / 6.S.7 / 6.S.8

Language Arts

Grade Five 1.1 / 1.2 / 2.1 / 2.2 / 3.1 / 3.2 / 3.3 / 3.4
Grade Six 1.1 / 1.2 / 2.1 / 2.2 / 3.1 / 3.2 / 3.3 / 3.4

Elementary Drama Play Making/Group Drama

PURPOSE

To help students understand the events that led to the settlement of Western Canada and how the exploration and settlement of the East influenced Western development. To give students a choice over how they want to learn and research. In the program, students will learn about the people from Southern Alberta and Calgary's past, and decide if they had a significant impact on our history. To accomplish these objectives students will interact with primary and secondary sources of historical information, artifacts, and museum exhibits. These sources include letters, photos, films, journals, sound recordings, art, newspaper clippings, artifacts, museum exhibits and costumes. To give students a space to dramatically and creatively present their findings.

LEARNING OBJECTIVES

1. Students will understand the events that led to the settlement of Western Canada and how the exploration and settlement of the East influenced Western development.
2. Students will conduct their own research about the people from Southern Alberta and Calgary's past, and decide whether they had a significant impact on our history or not. To accomplish these objectives students will interact with primary and secondary sources of historical information, and artifacts. These sources include letters, photos, films, journals, sound recordings, art, newspaper clippings, artifacts, and costumes.
3. Students will synthesize their research in order to create a play that will in turn teach their classmates about the historic person they researched.

PROGRAM OVERVIEW

The facilitator will provide an introduction using a mapping activity that will review the major events in the history of Canada. The purpose is to show how the settlement of the East affected the settlement of the West.

After the mapping activity, students will be divided into groups and be given their “character box”, which is full of various materials. Throughout the research portion students will work towards completing a worksheet as well as planning their play. These characters can be chosen in advance; see the Settling the West Character Choices.

**During the research portion, parents and teachers are encouraged to provide help with reading or writing but to let students lead the research. It is important that students come to their own conclusions based on their findings.

After the research portion, students will have time to prepare for their play. Students will be encouraged to put on period costumes for their play, and to use creativity in order to share important information about their character with the rest of their class.

Once students have finished developing their plays and chosen props and costumes the class will move into our re-creation Palace Theatre. Students share their conclusion with the class in dramatic and creative ways on our theatre stage.

PREPARING YOUR CLASS

1. Review the vocabulary words provided below.
2. This program has a strong reading, research and comprehension component and is often a challenge for ESL students. Please consider pairing strong readers with those that are challenged in those areas.
3. If students chose characters prior to visiting, have them go to http://www.fortcalgary.com/popups/EP_CC_settling-research.pdf for background research on their characters. While not necessary, this is helpful since students will not be focusing on information such as ‘date of birth’, but rather will be contemplating deeper issues surrounding their character.
4. Teach research techniques (e.g. looking for key words in text that will help provide an answer).
5. Discuss and have your class try some dramatic play - tableaux’s, mimicking animals, short skits, improv etc. Review good audience behavior.
6. Introduce the basic concepts and key players of early exploration, fur trade and Canadian settlement from East to West. Check out the great student-friendly, web resources available at <http://www.fortcalgary.com/programs/teachers/>

CHARACTER CHOICES

- Father Lacombe
- Jerry Potts
- David Thompson
- John & Mildred Ware
- Chief Crowfoot
- Pat Burns
- Richard B. Nevitt
- Jean McWilliam
- Sam & Jane Livingson
- Marion Moodie
- Fred Bagley
- DW Davis

VOCABULARY

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

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

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

Canadian Pacific Railway – founded in 1881 to link Canada's populated centres with the vast potential of its relatively unpopulated West. This incredible engineering feat was completed on Nov.7, 1885.

Confederation – Canada became a nation, the Dominion of Canada, on July 1st, 1867. Before that, British North America was made up of a few provinces, the vast area of Rupert's Land (privately owned by the Hudson's Bay Company), and the North-Western Territory

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

Fur Trade – one of the earliest and most important industries in North America. The fur trading industry played a major role in the development of Canada for more than 300 years

Immigration – Movement of people intending to establish a home and gain citizenship in a country which is not their native country

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

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

Métis – refers to a collective of cultures and ethnic identities that resulted from unions between Aboriginal and European people in what is now Canada. Métis stems from the Latin verb *miscere*, "to mix." The word initially referred to the children of these relationships, but over generations it came to refer to the distinct cultural identities these communities developed

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. 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

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

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

Voyageur – French word for traveler, refers to the contracted employees who worked as canoe paddlers, bundle carriers, and general laborers for fur trading firms from the 1690s until the 1850s

Whiskey Trade – many American traders made whisky the focus of trade between them and the First Nations. Their poisonous drink had a strong alcohol base that was amplified with pepper, gunpowder and even strychnine. Alcohol consumption was accompanied by increased violence and, before long, Canada's North West Territories became a violent and lawless place