

FORT CALGARY

Fort Calgary Teacher's Guide - *Citizens Calgary*

Length: 1hr 30min

Curriculum Connections:

-Social Studies- Grade 3- 3.1.2, 3.2.2, 3.S.1, 3.S.2, 3.S.5, 3.S.7 and 3.S.8

Grade 4- 4.2.1, 4.2.2, 4.3.3, 4.S.1, 4.S.2 and 4.S.8

-Language Arts- 3.2: Select and Process, 3.3: Organize, Record and Evaluate and 3.4: Share & Review

Program Overview:

Students will engage in a facilitator led discussion about the things that are important in their own lives. As a class, they will categorize these things into the social, geographic, cultural and linguistic factors that determine Quality of Life using flashcards. The group will then learn basic artifact-handling skills before being divided into four groups chosen by the teacher. *Each group will be matched with an adult chaperones that will help with reading, writing, asking good questions and monitor behavior and treatment of the artifacts.* The teacher and the facilitator will rotate between groups. 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 they belonged to people from Calgary's Past. They are to handle the artifacts, look at primary sources (archival photos and documents) and determine what is important to that community. They will visit each station, and 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 and further discussion will lead to compare and contrast contributions in the past with ideas of how we can make a difference in our community today. There is an opportunity for an art/writing based project, if time allows, or it can be completed in the classroom.

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.

Pre-Visit Lesson Plans:

- Have your students do the *Critical Challenge Activity: The Most Important Factors* at www.onlineguide.learnalberta.ca/content-og/ssoc3/html
- Introduce the concept of Quality of Life and some of the social, geographic, linguistic and cultural factors that can determine it.
- Ensure your students have an understanding of what it means to make a positive difference in a community; discuss social issues rather than just environmental (ie: helping neighbors)

Post-Visit Lesson Plans:

- Complete the "I Can Make a Difference" handout from your field trip if you didn't get an opportunity to. Please mail the drawings in for our display board!
- Read and discuss the book *I Can Make A Difference* by Marion Wright Edelman (Harper Collins Publishers, 2005). Put into action your classroom ideas for making a difference. Research on the internet practical ways to make local change that has a global impact.
- Look at photos of everyday life from each of the four countries that you study (India, Tunisia, Peru and the Ukraine). Determine what is most important in the community? What are the clues that tell you so? Images such as these are available in Fort Calgary's kit (see below)
- Rent *The Four Countries Celebrate Educational Resource Kit* from Fort Calgary for a hands-on, in-classroom opportunity to learn about quality of life in the four countries through costumes, artifacts, music and literature. To book online: www.fortcalgary.com.

Vocabulary Words: Artifact, Quality of Life, Luggage