

TEACHER'S GUIDE-CANADIAN COMMUNITIES CELEBRATE: Presented by Fort Calgary & Cantos Music Foundation

Length: 1.5 hrs (at Fort Calgary OR Cantos) + 1 hr lunch/travel time + 1.5 hrs (at Cantos OR Fort Calgary) = 4 hrs (full day)

Program Overview

At Fort Calgary:

Students will start by helping the facilitator to build a giant topographical map of the Calgary prairies using props to represent the various communities that settled and the landforms/natural resources that were already present. The entire class will wear and/or hold costumes and accessories from one of the founding communities of Calgary's Past (First Nations, NWMP, Missionaries and Settlers). The class will then divide into two groups and will learn how to say "hello" in at least two languages common to the early people of Calgary. Each group will handle artifacts to learn about the unique cultural characteristics of the four communities with a focus on celebrations. The facilitator will guide the students in a group discussion based on inquiry and critical thinking. They will discuss similarities and differences in cultural characteristics based on their own observations and will discover ideas of continuity and change through history. The students will then switch activities so each group gets a chance to experience both. The conclusion consists of a review and a discussion about Calgary today by returning to the map.

Curriculum Connections:

- 2.1.1 acknowledge, explore and respect historic sites and monuments; appreciate how a country's physical geography shapes identity
- 2.1.3 investigate the cultural and linguistic characteristics of a prairie community in Canada
- 2.2.1 appreciate how stories of the past connect individuals and communities to the present
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
- 2.2.3 appreciate the importance of collaboration and living in harmony
- 2.2.6 analyze how the community being studied emerged
- 2.2.7 examine how the community being studied has changed

Pre-Visit Lesson Plans

For Fort Calgary:

- Introduce or review mapping skills, particularly the cardinal directions and the idea of topography
- Orient children to the concept of the past and the recent past ie: related to the story of your family
- 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
- What is a celebration? Brainstorm with your students all the celebrations that they have participated in (ie: Birthday, Weddings, Easter, Hanukkah, Ramadan). Discuss what it is that makes it a celebration (food, music, fancy clothes, etc...)
- Discuss the detailed and vibrant picture book *Home* by Jeannie Baker (Greenwillow Books: 2004) How does Tracy's community change as she grows up? What stays the same? What was the best change that happened? The worst? How does change in our community make a difference in our lives? Have you noticed any changes in your community from when you were little to now? Family life? School? This book is also available at the Fort Calgary Children's Library to read at lunchtime or may be purchased in our gift shop
- Compare and contrast the Inuit community with the First Nations/Blackfoot community who lived on the prairies where Calgary is today? How does the geography around these two groups inform the way that they live? How are they similar? How are they different?

Post-Visit Lesson Plans:

- Greetings in various languages – Practice simple phrases from the Mother Tongues of your own unique students
- Discover the different homelands of your class, some of the celebrations observed, and the ways they are celebrated. Are there food recipes that can be prepared and served for the class? Have a diversity celebration!
- Discuss the similarities and differences between the Aboriginal and the European way of life to expand on concepts of cultural diversity and identity in Calgary's past.

Vocabulary:

NWMP/Mountie, First Nations/Blackfoot, Missionary, Settlers, a celebration, the past, church, tipi, buffalo, Bow and Elbow rivers

Program Overview

At Cantos:

NEW & IMPROVED!: Students will be divided into two groups. One group will start in the Discovery Room and review Canadian geography before taking part in an object-based learning activity using provincial images, artifacts, symbols etc. They will compare & contrast traditional music from the Inuit, Acadians and Southern Alberta prairie cowboys. The second group will head into the gallery where they will sing, dance and play instruments to discover Canada's unique musical heritage. After both groups have switched, everyone meets up at the Theatre Organ for the singing of our national anthem.

Curriculum Connections:

Social Studies:

- 2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and especially reflecting on the following questions for inquiry:
 - Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
 - How are the geographic regions different from where we live? (LPP)
 - What are the main differences in climate among these communities? (LPP)
 - How does the physical geography of each community shape its identity? (CC, I)
 - 2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:
 - What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
 - What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
 - How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
 - How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
 - 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
 - 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of Canada (C, CC, I)
 - 2.2.4 appreciate how connections to a community contribute to one's identity (I)
 - 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

Pre-Visit and Post Visit Lesson Plans

For Cantos:

- Please visit www.cantos.ca/educate to download a.pdf of your teacher's package for this portion of the program.
- Optional: download and learn the Acadian folksong "Dos a Dos" before your visit!

Vocabulary:

Inuit, Acadian, Canada, prairie, cowboy, province, territory

