

FORT CALGARY

Fort Calgary Teacher's Guide— SETTLING THE WEST with “THEATRE OPTION”

Updated April 2011

Length: Full day (4 hours plus 1 hour lunch)

Introduction:	25min
AM Research:	50min
Lunch:	1hr
PM Research/museum visit	15min
Create presentation	20min
Presentations (in two rounds)	45min

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.

Curriculum Connections:

- Social Studies: 5.2 all, 5.3.1, 5.3.2, 5.S.1, S.2, S.7 and S.8; 6.S.1, 6.S.2, 6.S.3, 6.S.7, 6.S.8
- Language Arts: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, and 3.4
- Elementary Drama

Program Overview:

An introduction using a mapping activity will take place to review major events in the history of Canada and to show how the settlement of the East affected the settlement of the West. Canada's own settlement patterns and links to other countries will be addressed through the character research.

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

- Students are allowed to work alone, in pairs or in groups of up to 4 to research a single character. Characters can be chosen in advance; see **Pre-Visit Lesson Plans**. After the mapping activity, students will be given their “character box”, which is full of various materials.
- Students will research their character, trying to answer **3 critical questions**:
 1. What if <character> had never come to Southern AB/ Calgary? How would our history be different?
 2. What was the most significant contribution/difference that <character> made to Southern AB/Calgary's history?
 3. How should <character> be remembered? As a Hero or a Rogue? Why?

Note: There is also a museum exhibit research question for each character. Under parent chaperone supervision, groups will visit the museum either in the AM if finished early or in the afternoon during the “museum visit”.

- After lunch, students will move into our re-creation Palace Theatre. They will have an additional 15 min to complete their questions and/or visit the museum before preparing their presentation. Artifacts (props) and costumes (wear over street clothes) will be available for the students for their presentation. The facilitator will assist students in making good choices for their character.
- Students share their conclusion with the class in dramatic and creative ways on our theatre

stage. There will be two rounds of presentations to ensure props/costumes are shared fairly. Students are encouraged to have the control in their presentations, however, *assistance should be provided by the teacher and chaperones* to ensure students are on task and have a cohesive plan. Ideas for presentations include: Students as the 'historians' who have researched this character, the character himself/herself talking in first person, another person in the character's life etc.

Pre-Visit Lesson Plans:

- 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.
- If students chose characters prior to visiting, have them go to <http://www.fortcalgary.com/programs/students/> 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.
- Teach research techniques (ie: looking for key words in text that will help provide an answer)
- Discuss and have your class try some dramatic play- tableaux's, mimicking animals, short skits, improv etc. Review good audience behavior.
- 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 www.fortcalgary.com.

Post-Visit Lesson Plans/Thinking Further:

- Have students share their other conclusions based on the research from Fort Calgary. Create a debate/discussion about which character had the greatest impact on our history.
- Visit www.canadianmysteries.ca, an interactive, instructional website developed by the Department of Canadian Heritage. Students learn Canadian history and archival research through the enticement of solving historical cold crimes.
- Visit www.ataoc.ca/archives/main.html "Letters from the Trunk", an interactive, virtual exploration of the train station and luggage of three early Alberta immigrants. Developed by the Archives Society of Alberta and the Alberta Online Consortium, this website introduces students to historical and critical thinking through primary sources (ie: archival photos and newspaper articles). "Letters from the Trunk" is in both English and French, has teacher support and an online journal where students can record their observations, save them and return to the site at a later date.
- Visit http://www.ourheritage.net/julien_pages to read the diary of Henri Julien, NWMP artist on the trek west to Fort McLeod and Fort Calgary.
- Read the book *Coming to Canada* by Susan Hughes (Toronto: Maple Tree Press 2005) to learn about post-confederation immigration and settlement across Canada. This book is also available in the Fort Calgary Children's library to look at during your lunch break.

Vocabulary: Aboriginal/First Nations, resource, voyageur, Mounted Police, Confederation, fur trade, whiskey trade, CPR, Hero/Rogue, significant

Settling the West Character Choices, Fall 2011:

- DAVID THOMPSON
- CHIEF CROWFOOT
- SAM & JANE LIVINGSTON
- JERRY POTTS
- RICHARD B. NEVITT
- JOHN & MILDRED WARE
- PADDY NOLAN
- BOB EDWARDS
- MARION MOODIE
- JEAN MCWILLIAM
- PAT BURNS