

FORT CALGARY

FORT CALGARY TEACHER'S GUIDE - *SETTLING THE WEST*

Updated July 2010

Approx. Length: 2 hours

Introduction	~ 20 min
Research	40 min
Prep time	10 min
Presentations	~ 40 min

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.

As noted in the program brochure/online, this program takes place primarily in the Learning Centre. If you want to explore the museum, please book our Museum Tour program.

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

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

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 "bonus" museum exhibit research question for each character. Under parent chaperone supervision, groups will visit the museum to answer their question **if time allows**.

After the research portion, students will have approx 10 minutes to prepare for the interview section. During the interview they will only be required to share their answer to the question: *Hero or Rogue?* Students will be encouraged to put on period costumes for the interview, and to bring up supporting 'evidence' from their character box to help support their conclusion.

Students share their conclusion with the class in a small presentation, with the guidance of the facilitator. They can be the 'historians' who have researched this character, they can be the character himself/herself, they can be a 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 provide a specific answer)
- 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:

1. 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.
2. 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.
3. 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.
4. 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.
5. 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

Note: Canadian Dictionaries will be available during the program for students (and parents!) to reference unfamiliar words.

Settling the West Character Choices, 2012:

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