

# FORT CALGARY

## Buffalo: A Way of Life Resource kit

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There are a variety of lessons and activities included in this kit, and you may not have time to complete them all, or they may not be appropriate for your class. They vary in terms of content, learning styles, supplies needed, and time required to complete them. **We recommend skimming through all of the activities in the binder first, so that you can choose the ones most appropriate for your class.** Please feel free to photocopy any of the lesson plans or resources for your future use.

**Vocabulary** and **'What's the Bigger Picture?'** words are highlighted in **red** throughout the guide and the definitions and discussions can be found at the back of the binder in the **Teacher Resources** section.

**Sources** (both internet and paper) are highlighted in **blue** for your convenience.

**Note:** *While most of the activities are aimed at grades 1-6, there are a few web links and suggested activities included in this guide that contain lesson plans for older or more advanced students (grades 6+), particularly in the "Thinking Further" sections at the end of the activities.*

## SAMPLE ACTIVITY

### V. BUFFALO TRAILS (grades 4 – 6)

Photocopy the contemporary map of North America (*in the Teacher Resources section*) for each participant. Using the map of the historic range of the bison (*in the Teacher Resources section*), have your students superimpose the historic range of the bison over the modern map using pencil crayons to shade areas. They can make drawings of bison, natural resources local to the area and **First Nations** Camps. Create a legend to accompany their map. Provide a contemporary political map and ask them what major North American cities would be affected if the bison still ranged in their original habitat.

#### **Thinking Further:**

Encourage the students to imagine what it would have looked like in Calgary during the era of the bison. What would a bison herd have sounded like? What would it have smelled like?

What are the best places on the map for bison to migrate or find food? Bring natural resources into the discussion, as well as concepts of adaptation, survival, interaction, interdependence, continuity and change for both people and wildlife.

Ask the students to record these thoughts in words, or sketch them in a journal.