



### Length

#### 1 hour 30 minutes

Introduction	25 minutes
The Dig	40 minutes
Archeology Conference/ Sharing	20 minutes

### Curriculum Connections

#### Social Studies

Grade Four	4.1.3 / 4.1.4 / 4.2.1 / 4.2.2 / 4.S.1 / 4.S.2 / 4.S.7 / 4.S.8
Grade Five	5.1.1 / 5.1.3 / 5.2.2 / 5.2.7 / 5.S.1 / 5.S.2 / 5.S.3 / 5.S.8

#### Science

Grade Six	Topic D: Evidence and Investigation
-----------	-------------------------------------

## LEARNING OBJECTIVES

1. Students will learn the archaeological process and be able to reproduce that process on their own archaeological dig.
2. Students will be able to identify different types of groups from Alberta's past through an analysis of artifacts found on their archaeological dig.
3. Students will observe through artifact analysis how Alberta's diversity has changed overtime with the immigration of European groups.
4. Students will evaluate, summarize, and defend their conclusions about their archaeological findings to their classmates.

## PROGRAM OVERVIEW

Students will engage in a discussion with the facilitator about the role of archaeologists, the skills required, and the archaeologist's responsibility to the community. They will also discuss what an artifact is and why there are artifacts and sites for archaeologists to dig up. They will participate in a review of the history of Fort Calgary and the surrounding Calgary area (from the Aboriginal people to the excavation of the current Fort) using artifacts and models as cues.

Students will then be sent "on assignment" to do their own excavation. Students will practice scientific illustration with the facilitator, learning how to carefully excavate, measure, and record the artifacts that they find. They will complete a worksheet that asks them to draw conclusions based on recorded observations and measurements. A creative writing assignment will be provided as a bonus activity for extra time or back in class.

After digging for artifacts in a team of two and recording their findings, students will either engage in a show and share "conference" where they have to conclude, based on their observations and artifact evidence, what the artifact is made of and who from Calgary's past would have used it or they will share a story they wrote that was inspired by the artifacts that they found on their dig. Reference material and visual aids are available so they can "research" and come to conclusions on their own.

## PREPARING YOUR CLASS

1. Review the vocabulary words provided below.
2. Have a discussion about what an archaeologist is, where they could work, and what they study.
3. Discuss the definition of First Nations and have the students understand that there are various, separate, and unique First Nations communities living across Canada. You can do so if you compare and contrast the Inuit community with the First Nations/Blackfoot community who lived on the prairies where Calgary is today. Talk about how the geography around these two groups informs the way that they live such as natural resources available, food source, and climate. Discuss with them how are they similar and how they differ. Discuss that the First Nations were here before any European people came, and that when the Europeans arrived they began to impact Indigenous ways of life.
4. Discuss the concept of settling and how the settlers had to make a difficult journey to come to the prairies. Discover where the settlers would have come from originally (France, Britain, Ukraine, etc.) and why they would come all the way to Calgary.
5. Discuss who the NWMP were and what their role on the prairies was. Discuss why they came to the North West Territories and that it was the NWMP that built and help to establish this area for the settlers.

## VOCABULARY

**Aboriginal Peoples** – the descendants of the original inhabitants of North America. First Nations, Inuit, and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs

**Alberta Historical Resources** – an act passed in the Alberta Legislature in 1973 designed to protect Alberta's non-renewable cultural, archaeological, historic, prehistoric, natural and scientific resources by empowering the Minister of Culture to order anyone undertaking land development activities to submit a report on the effect of their development on historical resources, and to undertake any further conservation or preservation measures necessary

**Archaeological Site** – a place where people once lived or worked, where buried objects from the past are uncovered

**Archaeology** – the science concerned with the recovery, analysis, description and explanation of the remains of past human cultures

**Archaeologist** – a person who excavates, identifies and studies artifacts that have been left behind by humans.

Archaeologists do not study dinosaurs

**Artifact** – any object manufactured, modified or deliberately shaped by humans. Includes tools, weapons, ceremonial items, art objects, garbage, clothing and all food remains

**Blackfoot Confederacy** – A First Nations alliance that includes the Kainai (Blood), the Siksika (Blackfoot), and the Piikani (Peigan) tribes

**Decompose** – to break down; to rot. Organic materials will decompose if not preserved in some way

**Excavation** – the careful and systematic digging in the soil to uncover artifacts

**First Nations** – refers to the various governments of the First Nations peoples of Canada. There are over 630 First Nations across Canada with 46 in Alberta

**Fort Calgary** – the birthplace of the city of Calgary, and the original location of the North West Mounted Police fort built at the confluence of the Bow and Elbow Rivers in 1875

**Fossils** – remnants or traces of organisms (plants and animals) of a past geologic age (long long time ago!), such as skeletons embedded and preserved in the Earth's crust. Archaeologists do not normally encounter or utilize fossils as they are almost always from a much older time period than that of modern humans

**Grid System** – a fixed pattern of horizontal and vertical lines, used to divide an archaeological site into units of identical size. Square units make up a grid

## VOCABULARY (CONT.)

**Horizontal** – a word used to describe the position of an object lying flat or parallel to the horizon

**Inorganic** – a word used to describe objects made of mineral-based materials, i.e., metal tools, stone arrowheads. These things will not decompose easily

**North West Mounted Police** – a police force established in 1873 to maintain colonial law and order in the newly acquired North West Territories

**Missionary** – a person who is sent to do religious or charitable work, usually in a foreign country, and attempts to persuade or convert others to their own beliefs. As early as the 1800s, missionaries were active in Rupert's Land. Many of the earliest missionaries were French-speaking and Roman Catholic. Indeed, before 1870, French was more commonly spoken in the Territories than was English. The Oblate missionary Father Albert Lacombe was typical of the missionaries working in the area that would become Alberta

**Obsidian** – a type of rock made out of volcanic glass. Obsidian forms when hot lava from the earth erupts and cools very quickly. It has extremely sharp edges and was therefore used by indigenous peoples around the world to fashion both weapons and everyday tools

**Organic** – A word used to describe objects made of plant or animal material, i.e., furs, woven baskets made of grass. These things usually decompose quickly

**Paleontologist** – the study of life forms from the very distant past. Chief among these life-forms are the dinosaurs, which dominated Earth for a period of more than 100 million years

**Prairie** – a large, mostly flat area of land that has few trees and is covered in grasses

**Stratigraphy** – the study of the Earth's layers. One of the basic principles of stratigraphy is the principle of superposition. The Law of Superposition states that in any sequence of layered rocks, a given layer must be older than any layer on top of it

**Settlers** – a person who has moved to an area and established a permanent residence there

**Trowel** – a triangle shaped flat-bladed tool used by archaeologists for digging

**Vertical** – a term used to describe the position of an object standing straight up and down