



# THE LIFE & TIMES OF CAPTAIN DEANE

Teacher's Guide

## Length

**1 hour 30 minutes**

Introduction	20 minutes
Discovery Session	30 minutes
Ranks & Recruitment	30 minutes
Conclusion	10 minutes

## Curriculum Connections

### Social Studies

Grade Four	4.2.1 / 4.3.1 / 4.S.2
Grade Five	5.2.1 / 5.2.7 / 5.S.1 / 5.S.2

## LEARNING OBJECTIVES

1. Students will discuss how Calgary was culturally, economically and socially during the life of Captain Deane (1848-1930), Commanding Officer of the RNWMP at Fort Calgary.
2. Students will discover, through artifacts and costumes, different occupations that existed while Captain Deane lived in Calgary and the quality life these different occupations might create for people.
3. Students will demonstrate skills of cooperation, conflict resolution and consensus building by working together as a group of "RNWMP" to search for and apprehend "a wanted man" based on artifact evidence throughout the museum.

## PROGRAM OVERVIEW

Students will be introduced to the story of Captain Deane and his various roles in Calgary's early community. They will look at comic book style storyboards and archival photos to illustrate the stories of his life and the history of the Deane House. Teacher will then divide students into two groups; with roughly even distribution of girls and boys in each group. One group will try on costumes from the early 1900's and handle an artifact that is associated with their costume. They will then determine which occupation they represent and discuss the various roles and economic/social differences between the people in Calgary during Captain Deane's life. The second group will practice the ranks and recruitment drills of the RNWMP. They will then work together to hunt for a "wanted man" throughout the museum, searching for evidence and eventually putting him in jail. The two groups will switch so they each get to do each activity.

## PREPARING YOUR CLASS

1. Review vocabulary words to prepare students for their visit.
2. 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 different. 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.

## PREPARING YOUR CLASS (CONT.)

3. 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.
4. 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

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

**Boarding School** – a school where students live and sleep

**Evidence** – material that is presented to a court of law to help find the truth about something

**Guilty** – responsible for breaking a law. The judge or jury decides in a court of law whether a person is guilty or innocent

**Immigration** – movement of people intending to establish a home and gain citizenship in a country which is not their native country

**Innocent** – not guilty of committing a particular crime. The judge or jury decides in a court of law whether a person is guilty or innocent

**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

**Mounted** – riding an animal, typically a horse, especially for military or other duty

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

**Oath** – a statement or promise

**Occupation** – a person's job

**Police** - the official organization that is responsible for protecting people and property, making people obey the law, finding out about and solving crime, and catching people who have committed a crime

**Presumption of Innocence** – the democratic right of every Canadian citizen that a person or suspect is to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal

**Socioeconomic Status** – related to the differences between groups of people caused mainly by their financial situation

**Recruit** – a person newly enlisted into an organization, such as a police force, and not yet fully trained

**Recruitment** – selecting suitable candidates for jobs within an organization

**Retirement** – the point where a person stops employment completely