



**Copper Pail**  
1800's  
P0006902



**Pot**  
Mid-20<sup>th</sup> century  
P0007611

Landers and Builders: Exploring the Impact of  
Cultural Contact  
Teacher's Program Guide

**TeacherResources**  
**AtGlenbow**

# TeacherResources AtGlenbow

## Teacher's Program Guide for School Visits

*Landers and Builders* is a program designed to illustrate the concept of cross-cultural dynamics. The program begins with a discussion about the various aspects of a culture such as food, clothing, shelter, language, religion, values and beliefs. We look to our own cultures for examples. It is then explained that students are now a part of a new culture called the Landers. In order to understand the Landers' culture, students are divided into small groups and are each given two artifacts. Using guiding questions and careful observation, students are to look for evidences about "their" culture using these two artifacts. They are looking for evidence to support their culture's environment, available resources, social structure, values and even religion and spirituality. After closely examining the artifacts, we bring the entire Landers culture together, each group sharing their evidences therefore creating a rich, diverse, thriving cultural landscape. Then contact occurs! The Builders, represented by the educator, have noticed an unused natural resource on the Landers land that is of particular use to the Builders culture. The Builders are willing to trade some of their goods for the natural resource on the land, but do the Landers want to trade? What might happen to their culture if they decide to trade? What might happen to their culture if they don't? Be warned, this program does not end when the time is up. Much discussion can occur back in the classroom.

This program relates to curriculum connections for grades four and up and can be tailored to meet the needs and levels of your students. Whether students are studying First Nations experiences or globalization, *Landers and Builders* gives first-person understanding to historical or distant concepts.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains pre-visit lessons, vocabulary terms as well as follow up activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. Most activities require few materials and can be adjusted to meet the age and needs of your students.

Two levels of activities below:

***Primary Grades***

***Secondary Grades***

## **CURRICULUM CONNECTIONS**

### **Social Studies**

#### ***Grade 4***

- 4.S.1 Develop skills of critical thinking and creative thinking
- 4.S.4 Demonstrate skills of decision making and problem solving
- 4.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- 4.S.8 Demonstrate skills of oral, written and visual literacy

#### ***Grade 5***

- 5.2.1 Appreciate the complexity of identity in the Canadian context
- 5.3.1 Appreciate how changes impact citizenship and identity
- 5.S.1 Develop skills of critical thinking and creative thinking
- 5.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- 5.S.8 Demonstrate skills of oral, written and visual literacy

#### ***Grade 6***

- 6.S.1 Develop skills of critical thinking and creative thinking
- 6.S.2 Develop skills of historical thinking
- 6.S.4 Demonstrate skills of decision making and problem solving
- 6.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- 6.S.8 Demonstrate skills of oral, written and visual literacy

#### ***Grade 7***

- 7.1.2 Appreciate the challenges of co-existence among peoples
- 7.2.3 Appreciate the challenges that individuals and communities face when confronted with rapid change
- 7.S.1 Develop skills of critical thinking and creative thinking
- 7.S.4 Demonstrate skills of decision making and problem solving
- 7.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- 7.S.8 Demonstrate skills of oral, written and visual literacy

**Grade 8**

- 8.1.1 Appreciate the roles of time and geographic location in shaping a society's worldview
- 8.1.2 Appreciate how a society's worldview can foster the choice to remain an isolated society
- 8.1.4 Appreciate how a society's worldview shapes individual citizenship and identity
- 8.2.3 Recognize how beliefs and values are shaped by time, geographic location and societal context
- 8.3.1 Appreciate how a society's worldview influences its choices, decisions and interactions with others
- 8.3.3 Appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge
- 8.S.1 Develop skills of critical thinking and creative thinking
- 8.S.4 Demonstrate skills of decision making and problem solving
- 8.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- 8.S.8 Demonstrate skills of oral, written and visual literacy

**Grade 9**

- 9.S.1 Develop skills of critical thinking and creative thinking
- 9.S.4 Demonstrate skills of decision making and problem solving
- 9.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- 9.S.8 Demonstrate skills of oral, written and visual literacy

**Grade 10**

- S.1 Develop skills of critical thinking and creative thinking
- S.4 Demonstrate skills of decision making and problem solving
- S.5 Demonstrate skills of cooperation, conflict resolution and consensus building
- S.8 Demonstrate skills of oral, written and visual literacy
- 1.4 Explore ways in which individuals and collective express identities
- 1.8 Examine challenges presented by globalization to identities and cultures
- 2.1 Recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies
- 2.6 Examine impacts of cultural contact between indigenous and non-indigenous peoples

## **VOCABULARY**

**Agriculture** – The sector of the economy that deals with farming

**Artifact** - Something created by humans usually for a practical purpose

**Assimilation** – Process by which an individual or minority group loses its original culture when absorbed into another culture; in the context of colonialism, a policy of total integration of colonies into the colonizing country.

**Adaptation** – Changing attitudes and behaviours to suit a new situation

**Cultural Heritage** – The beliefs, customs, knowledge, values and historical experiences shared by a given group

**Contact** – Connection or interaction; communication; association, relationship

**Globalization** – The act of globalizing, the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets

**Natural Resources** – Elements of the natural environment that are of use to humans.

**Society** – Group of persons linked by common activities or interests and sharing public space

**Treaties** – Legal documents between government and a First Nation that confer rights and obligations on both parties.

**Worldview** – A collection of beliefs about life and the universe held by an individual or group. An overall perspective from which one sees and interprets the world.

# LESSON PLANS

**Recommended Grade:** Primary Grades

**Materials** - Choose three or more artifacts representative of a person's identity. These could be items found in a home, photo album, wallet, bedroom, refrigerator, etc.

## PRE-VISIT ACTIVITIES

1. Bring out the artifacts that illustrate a mystery person's identity. Facilitate a discussion using the following questions:

- *Who do you think this person is?*
- *What clues do these artifacts give you?*
- *Is it one person? A whole family?*
- *Where did this person/people come from? How do you know?*

Discuss how these objects begin to tell us a story about this person's identity. Ask students to decide which information about the person's culture. What are aspects that create a culture? (religion, language, clothing, food, shelter, values and beliefs) Let the students know that when they come for their visit to the Glenbow they will be using this skill of looking carefully at artifacts to determine a group's culture and way of life.

2. The books listed here can help provide students with an introduction to thinking about culture and cultural contact.

***Weslandia*** by Paul Fleischman. In this story, a boy creates his own culture and can be a way to introduce this idea to the students before they come to the museum.

***Encounter*** by Jane Yolen. This book tells the story of Christopher Columbus and his encounter with native peoples but from the perspective of a native boy.

## **POST-VISIT DISCUSSION AND ACTIVITY**

### **(Primary Grades)**

The *Landers and Builders* program ends with a discussion about treaties and the influence cultures have on each other. Discuss the influence the Builders had on the Landers culture. How has the Landers culture changed since contact with the Builders?

### **Activities**

1. Create a classroom treaty that meets the needs of both the Landers and the Builders and can be agreed upon by both groups.
  2. Ask students to bring in an artifact that describes an aspect of their culture.  
Allow time for students to share their objects with their classmates, either in small groups or in one large group.

## **PRE-VISIT ACTIVITY**

**Recommended Grade:** Secondary Grades

**Materials-** Old magazines or other collage materials, large pieces of construction or drawing paper, scissors, glue

1. Gather students together as a group. Ask students name key characteristics that shape their identity. List the features on the board. For example; gender, religion, language, clothing, music, hobbies, etc.
2. Separate the characteristics into categories. Discuss with the students the concept of **worldview**. (*A collection of beliefs about life and the universe held by an individual or group. The overall perspective from which one sees and interprets the world.*)
  3. Ask the students if they have a worldview? If so, what is it? If not, how do people come to have a worldview? Do they have

the same view as their friends? Why is it the same or different? (Our identity shapes how we view the world)

4. After discussing these questions, have students create a self- portrait collage, using the above categories, that reflects who they are and how they view the world.

## **POST-VISIT DISCUSSION AND ACTIVITIES**

The *Landers and Builders* program ends with a discussion on how various cultures influence each other. Discuss the influence the Builders had on the Landers culture.

1. Research a world conflict, historical or contemporary, in which one culture has influenced or changed another. You could also focus on Canada's cultural history or contemporary issues.
2. Conflict often comes from our differences. Have students investigate various cultures and then share their findings. Take time to discuss and share cultural similarities. How can focusing on similarities affect change?

## **RESOURCES**

### **OUR COLLECTION**

<http://www.glenbow.org/collections/>