

Glenbow Archives NA-3173-9



Colonel Fred Bagley, NWMP, ca. 1880
Photograph
Collection of the Glenbow Museum
NA-3173-9

Glenbow Archives NA-19-2



Samuel Livingston, Pioneer of Calgary, ca. 1890-1897
Photograph
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Our Community, Our People: The Building of Calgary
Teacher's Program Guide

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Teacher's Program Guide for School Visits

Our Community, Our People: The Building of Calgary is a historical program designed for the Kindergarten – Grade 2 Alberta Social Studies curriculum. Students will explore this dramatic time in history through the examination of artifacts, photographs and other items included in Glenbow Museum's permanent *Mavericks: An Incurable History of Alberta* gallery. The program begins in the gallery discussing what makes a person a unique individual and how the students themselves are an important part of their communities. What jobs were important in the area at that time? Are these jobs still important today? Through artifact handling, photographs, and movement, students will learn about these 'Mavericks' and why they were important to the building of the community.

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.

CURRICULUM CONNECTIONS

Social Studies

K.1 – I Am Unique

K.2 – I Belong

1.1 – My World: Home, School and Community

1.2 – Moving Forward with the Past: My Family, My History and My Community

2.1 – Canada’s Dynamic Communities

2.2 – A Community in the Past

3.1 – Communities in the World

3.2 – Global Citizenship

VOCABULARY

Artifact – something created by a human that was used for a particular purpose

Individual - existing as a distinct entity

Unique - being without a like or equal

Community - an interacting population of various kinds of individuals (as species) in a common location; a group of people with a common characteristic or interest living together within a larger society

Rancher - one who owns or works on a ranch

Farmer - a person who cultivates land or crops or raises animals (as livestock or fish)

LESSON PLANS

Materials: Paper, pencil crayons, glue

PRE-VISIT ACTIVITY

This activity will help students understand the concept of being a part of a community. It is designed to help them recognize the part they play in their community, the province, and the country.

INSTRUCTIONS

1. Discuss the terms 'Community' and 'Individual'.
2. Have the students think about what makes them part of their communities. Perhaps they play a sport after school or dance; maybe they volunteer or deliver the newspaper to their neighbours. All of these small daily routines make you an individual as well as help form your community.
3. After brainstorming a few ideas, have the students individually or small groups, make a drawing of something they do in their own community. Add text, backgrounds and colour as well to make the drawings more dynamic.
4. Once all of the students have finished their drawings, have them gather in a large circle.
5. In the space in the middle place all of the drawings in random order and see if this looks like a community. Discuss different people's roles in the community and gather more information about their family members.

6. Cut and paste your newly formed community on a large piece of paper and encourage students to add text and drawings to it.

This visual tool will help the students understand how important their role in the community is as well as develop a sense of the many different individuals, jobs and parts that make up a dynamic city.

POST-VISIT DISCUSSION AND ACTIVITIES

1. Review some of the individuals and jobs in early Calgary the students learned about at the museum. Have a discussion.
 2. Taking the Pre-Activity further, explore what other jobs are important to have in a community? Brainstorm a list and have students pick a job they would like to do or jobs they may find interesting.
3. Tell students they are going to create small clay/plastercine sculptures that will be put together to create one large class diorama of their own community. A piece of cardboard can work well as a base, and students could use materials such as plastercine, paper, cardboard, Lego, pipe cleaners, etc, to create their scene. Explain that a community is constantly growing and changing, perhaps this could be an ongoing project throughout the year and the students could continue adding to the community.
4. Have students find out their parents' jobs. Why are their jobs important to the community? If you want, you could even have a few parents come in and share about what they do and how it helps their community. Is their job important? Why?

RESOURCES

Websites

Mavericks: An Incurable History of Alberta

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

This Glenbow site provides lots of background information for teachers. The student section is designed for grade 4 and up.

Adventurous Albertans

http://www.abheritage.ca/pasttopresent/en/settlement/adventurous_albertans.html

A large list of biographies of people who helped build Alberta's communities.

Historic Calgary

<http://www.glenbow.org/exhibitions/online/historicCalgary/hcmain.htm>

Photos and information from the Glenbow Archives.

Books

Under a Prairie Sky by Anne Laurel Carter

A farm boy imagines being a Mountie one day.

OUR COLLECTIONS

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