

*Leduc #1 well ca. 1947*  
Photograph  
Collection of Glenbow Museum  
NA 555-5



*Samuel Livingston*  
*Pioneer of Calgary, Alberta*  
ca. 1890-1897,  
Collection of Glenbow Museum  
NA-19-2

A Resourceful People:  
Albertans and their Natural Resources  
Teacher's Program Guide

**TeacherResources**  
**AtGlenbow**

# TeacherResources AtGlenbow

## Teacher's Program Guide for School Visits

*Resourceful People* is a program designed to examine the diverse values of enterprising mavericks and their varied perspectives of Alberta's natural resources. The program begins with a discussion about the terms **natural resources**, **renewable resources**, and **non-renewable resources**, and how communities use them. Students then search through two galleries to find natural resources available in Alberta. Carefully examining pictures and artifacts from three to five mavericks, students use inquiry-based learning to discover some of the benefits and challenges of using various natural resources. After sharing information with their classroom community, students discuss issues of land and resource use and how they can care for the resources and the future of Alberta.

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**

### ***Grade 4***

**4.1.1 Value Alberta's physical geography and natural environment:**

**4.1.2 Examine, critically, the physical geography of Alberta by exploring and reflecting upon the following questions and issues:**

- What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)?

**4.1.4 Analyze how Albertans interact with their environment**

**4.3.1 Appreciate the factors contributing to quality of life in Alberta:**

- appreciate the influence of the natural environment and resources on the growth and development of Alberta
- value and respect their relationships with the environment

**4.S.1 Develop skills of critical thinking and creative thinking**

**4.S.2 Develop skills of historical 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**

## **VOCABULARY**

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

**Community** – A group of people with commonalities that many include culture, language, values and beliefs, interests, practices, and ways of life, history and/or geographically defined shared space.

**Geology** – The study of the origin, history and structure of the Earth

**Natural Resources** – Elements of the natural environment that are of use to humans. They include non-renewable and renewable resources.

**Non-renewable resource**, such as oil, natural gas and minerals, are limited in quantity.

**Renewable resources**, such as forests, water, and fish, can be regenerated and can last indefinitely, if used carefully.

**Sustainability** – The ability of land to maintain life and/or provide necessities or nourishment on a continued and renewed basis for the organisms interacting with and depending on it

# LESSON PLANS

## PRE-VISIT ACTIVITY

**Materials:** Paper/notebooks/journals, pencils, and pencil crayons. Archive photos below. (Optional)

### Activity

1. If possible, take students outside and find a large tree. Start a discussion by asking students how old they guess the tree is. (Another option is to use the photos below or search them in the Glenbow collections online to have the same sort of discussion.)
  - *What does a tree do? (it gives us oxygen, prevents soil erosion, blocks wind, adds to the landscape, etc.)*
  - *How would you feel if someone came and cut down that tree? What would happen?*
  - *What could they use the tree for if it was cut down? (wood to build things, burn for fire/energy, used to make paper)*
2. Discuss the pros and cons of cutting down one tree.
  - *What happens if all the trees in one area are cut down? What will happen to the environment and the wildlife?*
  - *Can we plant more trees? How long would it take for these trees to grow?*
  - *What if we didn't cut any trees down?*
3. Ask the students why trees are an important part of the community? (Buildings, jobs, air, etc...)
  - Do they have trees where they live? Do they have a favorite?
4. End the discussion by asking the students if they have added to their knowledge of trees and if they feel differently about them?

5. Have the students pick a tree to study carefully and sketch. The sketch can be of the whole tree or a detail such as a bark rubbing. The site below is very detailed and great for helping with the details of drawing trees.

***Guide to Tree Sketching*** by Claire Walker Leslie

[http://www.lessonsforhope.org/pdf/Guide\\_To\\_Tree\\_Sketching\\_PDF.pdf](http://www.lessonsforhope.org/pdf/Guide_To_Tree_Sketching_PDF.pdf)

## **POST-VISIT ACTIVITIES**

1. Take action! Encourage students to make changes around their home and school to help preserve our natural resources. Check out the websites listed below for ideas.
  2. Research the history of a town based on a natural resource (ex. Turner Valley, Fort McMurray, Leduc, Taber, etc. and how the community grew based on the resource. Also find out the meaning of the name of the community, as they can often have a significant historical meaning. Investigate what will happen to a community if a resource runs out or is not in high demand anymore.

## Glenbow Archives Forestry Images

These images can be accessed through the Glenbow Museum's website under Collections & Research at [www.glenbow.org/collections](http://www.glenbow.org/collections). From there, select Archives or Photographs to search using either the call number or title. The online Archives and Collections can also be used to search for many other topics.



**Clair W. Dawson clearing his homestead**

Fort Smith area, Northwest Territories (NWT), ca. 1914-1917

Photograph

Collection of Glenbow Museum

NB-6-1



**Partially cleared homestead land near Rosealea, Alberta. 1922**

Photograph

Collection of Glenbow Museum

NA-690-7

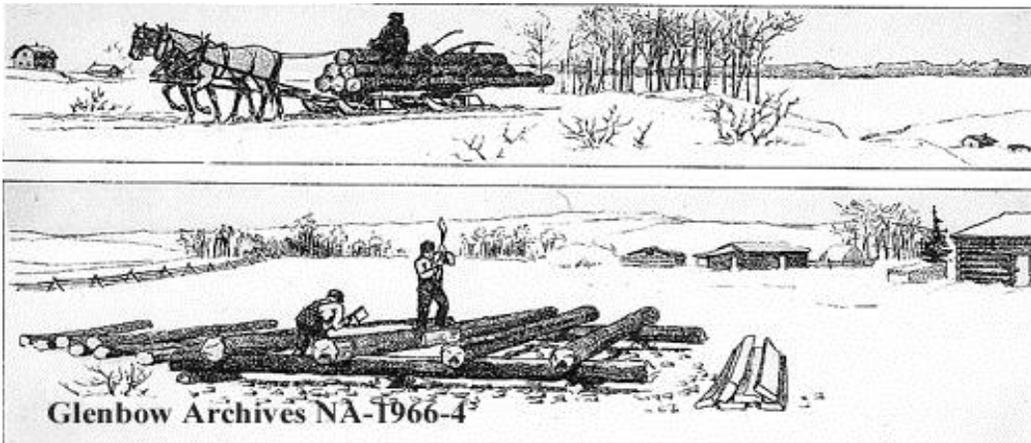


**Logging on Spray River, Alberta. Winter 1889-1890.**

Photograph

Collection of Glenbow Museum

NA-3535-211



**Preparing to build a log house for Arthur A. Brooke, Didsbury area, Alberta. 1901.**

Photograph

Collection of Glenbow Museum

NA-1966-4



**Jumping Pound ranger station, Bow River forest, Alberta, ca.1913**

Photograph

Collection of Glenbow Museum

PA-3430-14



**Tourists in woods, Waterton Lakes National Park, Alberta. 1928**

Photograph

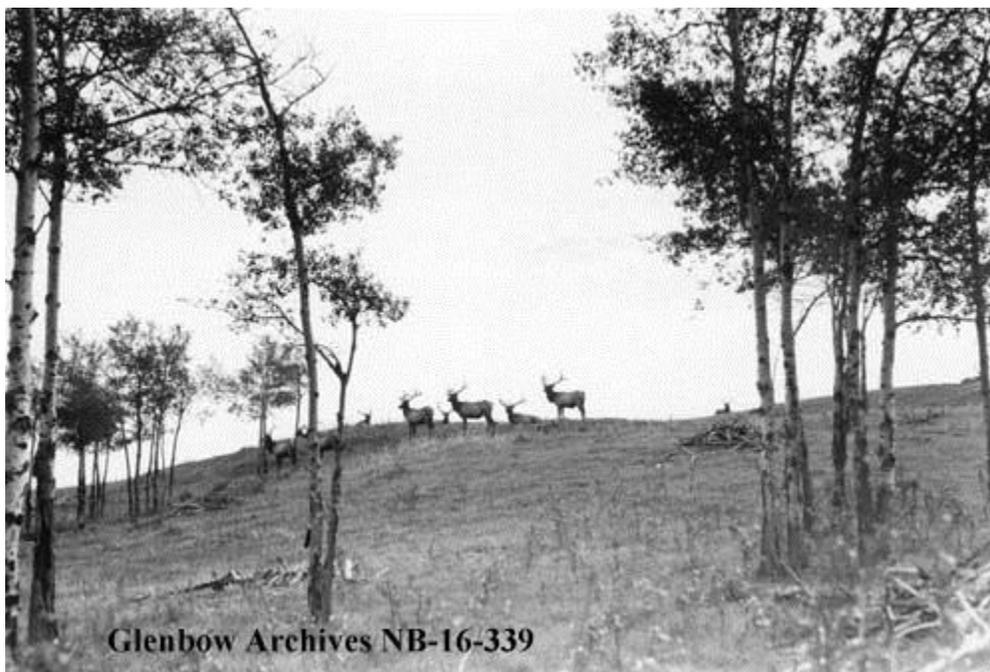
Collection of Glenbow Museum

Na-4868-123

**Glenbow Archives NA-4538-8**



Tree planting to avoid soil drifting, Drumheller, Alberta. ca. 1970s.  
Photograph  
Collection of Glenbow Museum  
NA-4538-8



**Glenbow Archives NB-16-339**

Elk herds in Wainwright Park, Canada. Ca. 1930s  
Photograph  
Collection of Glenbow Museum  
NB-16-339

## RESOURCES

### Websites

#### *Kids Club*

<http://oee.nrcan.gc.ca/calendarclub/index.cfm?attr=0>

An interactive website with information about energy, games, and an energy action list of things kids can do to save energy. Teacher's resources and student booklet.

#### *Natural Resources Defense Council: The Green Squad.*

<http://www.nrdc.org/greensquad/>

Find out what kids can do around their school to keep them and the environment safe.

#### *Oil Sands Discovery Centre.*

<http://www.oilsandsdiscovery.com/>

Has information about the oil sands, including a Kid's Centre with top 10 questions answered by Professor Nositall.

#### *Mavericks: An Incurable History of Alberta*

<http://www.glenbow.org/mavericks/english/menu.html>

Check out the Ranching and Oil and Gas sections to find out more about the people you met in the program. There are also links to other online resources.

### OUR COLLECTION:

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