



Glenbow Archives NA-984-2  
Colorado settlers arriving by special train in Bassano, Alberta. March 1914  
Photograph  
Collection of Glenbow Museum  
NA-984-2

The Big Picture:  
Alberta's People and Confederation  
Teacher's Program Guide

**Glenbow Museum**

# Glenbow Museum

## Teacher's Program Guide for School Visits

*The Big Picture: Alberta's People and Confederation* is a program designed for the Grade 7 Social Studies curriculum. In this program students will explore artifacts and archival documents in Glenbow Museum's permanent *Uninvited Guests* and *Newcomers* galleries. Join us for a walk through history as we discover the people who came to Alberta and made it their home. Students will discover the challenges and hardships these newcomers faced and the roles they played in making Canada the wonderfully diverse and multicultural nation that it is today. The program begins with a discussion about immigration and settlement as we examine the first people to come to the area now known as Calgary. Using the stories of actual immigrants, students will interpret why they think these people decided to make Canada their new home. Moving through the train to the *Newcomers* gallery, we discuss Clifford Sifton and his advertising campaign to persuade people to settle in the west. The program culminates in students becoming immigration officers, they are given information about real settlers and decide if they will accept or deny them into the country.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains curriculum connections, vocabulary terms, and pre & post visit 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 needs of your students.

## **CURRICULUM CONNECTIONS**

### **Grade 7**

**7.1.2** Appreciate the challenges of co-existence among peoples

**7.2.1** Recognize the positive and negative aspects of immigration and migration

**7.2.2** Recognize the positive and negative consequences of political decisions

**7.2.5** Evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting on issues.

## **VOCABULARY**

**Immigration** - Movement of people intending to establish a home and gain citizenship in a country that is not their native country.

**Migration** - The movement of people from one region of a country to another.

**National Policy** - A policy put in place by the government of John A. Macdonald, consisting of three major elements:

- a) The implementation of a series of tariffs to protect Canadian producers and products
- b) The launching of the Canadian Pacific Railway to connect the central provinces to the Pacific coast by railroad
- c) The establishment of immigration policies aimed specifically at populating western Canada.

**Settlement** - Establishment of people in a newly colonized region.

# LESSON PLANS

## PRE-VISIT ACTIVITY

Have a discussion with the students about the hardships of being not only the first settlers, but also leaving everything that you know to go somewhere completely unfamiliar. Possible questions:

- *Have you ever moved? What thoughts and feelings did you have about moving?*
- *Have you ever gone to a foreign country where no one speaks your language? How did it feel to be an outsider?*
- *Is there anyone in your class or in the school that has recently come from a foreign country where the English language is not spoken? Can you put yourself in his/her shoes on the first day of class?*

Ask the students to think about moving one hundred years ago and could only bring a few items.

- *What is essential?*
- *What do you value?*

Make a list of the items. Ask the students to note what objects they see during their museum visit that the newcomers brought with them.

## POST-VISIT DISCUSSIONS AND ACTIVITIES

1. Once you have returned from the museum, have a discussion with the students about the objects they noticed the newcomers brought with them. You may wish to make a list of these objects and compare them to the list of items the class made before your visit.
2. At the museum, they learned Immigration Officers have to make tough decisions every day. We also make personal decisions about the people around us. Have a class discussion about what makes a great neighbour vs. a difficult neighbor (OR great friend vs. difficult friend.)

Possible questions:

- *Who would you like living next to you?*
- *What attributes would you like that person/people to have?*
- *What type of profession would you like your ideal neighbour to have?*
- *Is it important to you that your neighbours are a family, or is a single person okay as a neighbour?*
- *What if the person has 15 people in his/her family? Is there a limit on how many people you want living next to you?*
- *What if the person has a criminal past, but it was long ago, can you forgive that? Why or why not?*
- *Are there characteristics a person could have that would help you make your decision easier? (i.e. celebrity status, an athlete, a member of government.)*

As a class, discuss the positive and negative attributes of neighbours. Write down their answers. Have the students vote to choose which attributes they believe are most important. Discuss **why** they value these certain attributes, traits, characteristics and criteria.

Ask the students if this list will influence their future thinking and choices regarding the people they have around them or have as friends?

3. Researching a person's lineage is a long process, however, it is a great way for the students to understand their heritage if it is not already known.

A starting point would be genealogy websites in order to gather information and streamline the process.

Two fantastic websites that will help the students start their journey:

<http://genealogy.about.com>

<http://www.ancestry.ca/>

## **RESOURCES**

### **Websites**

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

*Mavericks: An Incurable History of Alberta* is Glenbow's online exhibition details some of the people that were discussed in the program. Photographs accompany interesting information about the first immigrants to settle out west.

<http://www.pier21.ca/>

A website dedicated to "celebrating the Canadian immigration experience by honouring the unique stories of immigration throughout history. We also pay tribute to 1.5 million immigrants, war brides, displaced people, evacuee children and Canadian military personnel who passed through Pier 21 between 1928 and 1971."

<http://canadianhistory.suite101.com/>

This site contains articles and information from a diverse collection of writers and contributors that gives a fresh spin on history and the beginnings of the 'last best west'.

### **OUR COLLECTION**

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