Social Studies
Grade Four

Our Alberta

Part B

Revised
Chapter Five

The Parkland Region
| Lesson One     | The Parkland Region: Location, Landforms, Bodies of Water | 3 |
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Directions: Draw a compass rose.

Label these communities:

Edmonton  Provost
Black Diamond  Okotoks
Red Deer  Beaumont
Legal  Vegreville
Camrose
Directions: Draw a compass rose.

Label these communities:

Edmonton
Black Diamond
Red Deer
Legal
Camrose

Provost
Okotoks
Beaumont
Vegreville
Lesson One

Concept: The Parkland Region: Location, Landforms, Bodies of Water

Resources/Materials: Our Alberta, Book 1, pages 78 – 82
Map of Alberta or Canada
Picture of Parkland Region
Worksheet #4.5.1a (student copies)
Worksheet #4.5.1b (student copies)
BLM 43 (student copies)

Introduction: Review with students the regions covered to date and some of their geography. Hold up the Parkland region picture and have students describe what they see. Tell students that Edmonton is in this region, and it is called Parkland. The Parkland region is generally identified by the mixed forests growing in large clusters surrounded by grassland. Point out the region on the map. Note its location in the southeast central part of the province.

Procedure:
1. Have students use the map inside the front cover of the textbook to locate the Parkland region. Have them note the relative location and the shape. Go over some of the municipalities in the region.

2. Distribute Worksheet #4.5.1a. Have students add a compass rose. Then have them draw in and colour lightly the Parkland Region. Finally have them label some of the communities.

3. Have students turn to textbook pate 78 and guide the reading of pages 78 and 79.

4. Landforms. Next have students turn to textbook page 80. Examine the photograph at the bottom of the page and note the tree clustering typical of the region. Guide the reading of pages 80 and 81 to get an idea of the landforms of the region – small hills (moraines) and the occasional glacial erratic.

5. Note the two views (geological and First Nations) of how the Okotoks erratic came into existence.

6. Distribute BLM 43 which has to do with the Okotoks erratic. Go over the first part and tell students to complete the rest independently.

7. Bodies of Water. Have students use the map on the inside cover of the textbook. Note that a few major rivers traverse the Parkland region. The rivers have their origins in the mountains, so river flow is highly dependent on the mountain snow pack. Label the rivers that traverse the region.

8. Guide the reading of page 82. Note the bodies of water mentioned: streams, rivers, lakes, wetlands. Distribute Worksheet #4.5.1b. Have student complete the location, landforms, and bodies of water sections.

Assignments:
1. Read Our Alberta, Book 1, pages 78 – 82.
2. Do Worksheets #4.5.1a and #4.5.1b
3. Finish BLM 43.
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<th>Description</th>
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<td>Location</td>
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<tr>
<td>Location</td>
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<tr>
<td>southeast central Alberta</td>
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<td>Landforms</td>
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<td>Lesson One</td>
<td></td>
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<tr>
<td>mixture of flat and hilly areas</td>
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<tr>
<td>glacial erratics</td>
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<tr>
<td>Bodies of Water</td>
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<td>rivers</td>
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<tr>
<td>lakes</td>
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<tr>
<td>wetlands</td>
<td></td>
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<tr>
<td>Climate</td>
<td></td>
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<tr>
<td>variety changes frequently</td>
<td></td>
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<tr>
<td>usually warm summers/cool winters</td>
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<td>Lesson Two</td>
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<tr>
<td>clusters of woodlands surrounded by grassy areas</td>
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<tr>
<td>Animal Life</td>
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<tr>
<td>elk, moose, deer, coyote, pheasant, birds, beaver</td>
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<td>Natural Resources</td>
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<td>Lesson Three</td>
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<tr>
<td>soil</td>
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<td>oil and gas</td>
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First Nations Names for the Big Rock

1. Various First Nations on the plains needed river crossings.
   - A good river crossing was near Okotoks.
   - The Okotoks Big Rock was near the river crossing. It could be easily seen, so it was a landmark.

2. The First Nations have different names for the landmark.
   - The Tsuu T’ina people call the place Chachosika meaning “valley of the big rock.”
   - The Nakoda people call the place Ipabitunga-ingay meaning “where the big rock is.”
   - The Blackfoot call the place Ohkotokiksí meaning big rock.

What is the main idea, or “big idea”?
The Okotoks big rock was important to First Nations people.

Draw the Okotoks Big Rock.
Venn Diagram

Red Deer
- wastewater treatment plant may overflow causing pollution of treated drinking water
- citizens asked to limit water use: no washing clothes/dishes, limit bath/shower, do not leave taps running

Okotoks
- flooding caused by river overflowing
- warnings about water use
- warning of dangers of swimming in Sheep River
- signs, fencing, and barricades put in place
Lesson Two

Concept: The Parkland Region: Climate, Vegetation, Animal Life

Resources/Materials: Our Alberta, Book 1, pages 83 – 85
BLM 8 (transparency and student copies)
BLM 45 (student copies)
BLM 47 (student copies)
Worksheet #4.5.1b (students have this)

Introduction: Recall with students instances where flooding has occurred near their colony or in a nearby community. Discuss the dangers and problems associated with flooding. Lead students to conclude that flooding most often occurs during spring when sudden high temperatures can melt snow quickly. Spring is also the time when we receive the most rainfall.

Procedure:

1. Distribute BLM 45 and BLM 47. Tell students that the articles on these pages are about flooding situations in two Parkland region communities. Guide the reading, and then discuss how the articles are different and how they are the same.

2. Distribute BLM 8, and put it up on the overhead if you are able. Give the Venn Diagram a heading such as “Flooding in Two Parkland Communities”. With students fill in the Venn Diagram.

3. Next have students turn to textbook page 83. Read the first sentence aloud: “Our climate is special because the weather varies so much.” (The weather can vary from place to place within the region, but also there can be extremes in temperature and precipitation.) With students read the “Pause” questions at the bottom of the page. Discuss. Tell students they will be filling in the Climate section of Worksheet #19. Have them read the rest of the page independently.

4. With students read the “Pause” questions at the bottom of page 85. Discuss. Tell students to read independently textbook pages 84 and 85 to find out about the natural vegetation and animal life. Then they are to complete the appropriate sections of Worksheet #4.5.1b.

5. Tell students they will be answering the Pause questions from pages 83 and 85 in their notebooks. You may want to go over expectations you have. That is: heading, number the answers, answer in sentences, and so on.

Assignment:

1. Read *Our Alberta, Book 1*, textbook pages 83 – 85.

2. Answer the Pause questions on textbook, pages 83 and 85.
Venn Diagram

- Warning of danger of swimming in Sheep River
- Flooding cause by river overflowing
- Warnings about water use

Okotoks

Red Deer

- Waste water treatment plant may overflow causing pollution of treated drinking water
- Citizens asked to limit water use, no washing clothes/drinking limit bath/showers do not leave taps running

BLM 8
Lesson Three

Concept: The Parkland Region: Natural Resources

Resources/Materials: Our Alberta, Book 1, pages 86 – 91
BLM 51 (student copies) – optional
BLM 52 (student copies) – optional

Introduction: Have students turn to textbook page 86. Tell students that pages 86 and 87 are a modified time line of the development of Edmonton. Ask students to read one part at a time. After a particular part is read, have students tell you the main idea.

Conclude that Edmonton developed because of: its location on a major transportation route and its closeness to natural resources – beaver furs and oil and gas.

Other communities, including those in the Parkland Region also developed because of one or both of these reasons.

Procedure:

1. Tell students that the next four pages are about two major industries of the Parkland region: agriculture and oil and gas. Both industries are based on natural resources.

2. Have students turn to textbook page 88. Read the introduction. Place emphasis on the meaning of the word “industry” (*Businesses that gather natural resources and make goods to sell are industries.*) Then ask students what natural resources agriculture is based on, (soil, water, sun) and what natural resources the oil and gas industry is based on (crude oil, natural gas)

3. Then tell students that many different occupations are part of any particular industry. They are to read the next four pages to find out what occupations are part of the farming industry and what occupations are part of the oil and gas industry. Depending on your students have pages 88 – 91 read independently, in pairs, or guided by the teacher.

*Have students do the activity on point #4 or the activity on #5*

4. In their notebooks have students define the word “industry”. Then have them make two webs showing the occupations that are associated with the farming industry and the oil and gas industry. 

   NOTE: the degree of sophistication of the webs will depend on students prior web-making experience. You may expect older students to include secondary and tertiary occupations.

   Continued on page 6…
...continued from page 5

**Industries**

*Industry* – a group of businesses that gather natural resources and make goods to sell.

**Farming**

(make web here)

**Oil and Gas**

(make web here)

5. Distribute BLM 51 and BLM 52. Go over the instructions. Then have students complete the activities.

**Assignment:**


2. Do one of the following:
   
   - In notebook write definition of industry and then make two industry webs. **OR**
   - finish BLM 51 and BLM 52.
Bread Business

The bread you eat goes through many steps from grain seed to baked loaf. Wheat has to be grown, flour has to be made, and the bread has to be baked and sold. Each of these steps involves many other businesses. Make a list of the many businesses involved in providing bread for you and your family. The first one is started for you.

1. Growing wheat

What businesses are involved for each step?
- Seed suppliers
- Implement dealers
- Tractor dealerships
- Fertilizer companies
- Fuel Suppliers

2. Making flour

- Truckers
- Railway
- Flour mills
- Mill machines suppliers
- Bag manufacturers

3. Baking bread

- Bakeries
- Yeast, flour, milk suppliers
- Bag manufacturers
- Bakery supply companies (ovens, pans)
- Delivery companies

4. Selling bread

- Grocery stores
- Truckers
- Bag manufacturers
1. Exploring
   Geologists find crude oil underground.

2. Drilling
   Riggers work on the drills. Pipe fitters and welders build and repair equipment.

3. Extracting (removing)
   Mechanics fix equipment problems on the oil pumps.

4. Transporting
   Drivers transport oil in tanker trucks.

5. Processing (making products)
   Engineers and process workers operate the refinery.

6. Storing and Selling
   Office staff keep track of sales and work on tills.
Lesson Four

Concept: The Parkland Region: Forming Communities

Resources/Materials: Our Alberta, Book 1, pages 92 – 95
Worksheet #4.5.4 (student copies)
OR BLM 55 (2 pages) student copies
Object(s) that might represent the teacher’s heritage

Introduction: Teacher should hold up the object from his/her heritage or tell about a part of his/her heritage. Explain that such objects or traditions for link to one’s past. All Canadians, with the exception of First Nations peoples, have ancestors who immigrated to Canada at one time or other. Some are recent immigrants; others immigrated centuries ago. Some “old country” traditions continue; others have long been forgotten.

Communities form because of commonalities among people. Some communities for because of a common heritage; others form because they live in the same area; still others form because of common interests and experiences.

We can study the Parkland Region to know more about each of these types of communities.

Procedure:

1. Have students turn to textbook pages 92 and 93. Tell students that the Parkland region is home to people of many different heritages. With students read and discuss these pages.

2. Next have students turn to page 94. Ask them to read the page independently to find out more about the Capital Region. Why is it a type of community? (share common location and services)

3. Finally have students read page 95 to find out about a boy who is part of a different type of community. (community formed by a common experience – need for goods to improve health) “Do you consider Matt Armstrong” to be a hero? Why?”

4. As a follow-up to the idea of communities developing because of a common heritage have students do ONE of the following:
   A. Worksheet #4.5.4.
   B. BLM 55.

Assignment:

1. Read Our Alberta, Book 1, pages 92 – 95.

2. Do Worksheet #4.5.4 OR BLM 55.
Directions:

1. Fold four pages in half to make an eight-page booklet. Staple if you wish.

2. Number the pages from 1 to 8.

3. On the pages do the following:

   Page 1: Write your full name.

   Page 2: Write the names of your community.

   Page 3: List any languages you and your family speak.

   Page 4: List any special celebrations you are part of.

   Page 5: List the names of any foods that are special or part of family celebrations.

   Page 6: List any special items that have been passed down through generations.

   Page 7: List any crafts or skills that are important to your family and have been taught by older family members.

   Page 8: List stories that have been passed on in your family or community.
Lesson Five

Concept: The Parkland Region: Review

Resources/Materials: Our Alberta, Book 1, pages 96 and 97
The Parkland Region: Review sheets (student copies) – optional

Introduction: As a group discuss the questions on the inquiry strips throughout Chapter 5.

Procedure:

Depending on the skill level of the student(s) have them do ONE of the following

1. The Parkland Region: Review sheets (answering inquiry questions.)

2. Write one or more paragraphs to answer each of these two questions:

   What makes the Parkland region a unique part of Alberta?

   What do you value about the Parkland region?

   Direct the students to RESEARCH AND PLAN their paragraphs before writing them. For planning they can use a web or an outline.
   NOTE: Most students do not usually want to plan their paragraphs, but it is important they get into this habit.

Assignment:

1. Do The Parkland Region: Review sheets

   OR

2. Write paragraphs about the Parkland region.
How does geography affect our activities?

What geological forces shaped the Parkland region?

How is the geography of this region unique?

How does geography affect our activities?

How can students take action in an emergency?

How can students show respect for the environment?

How do we use the land?
How are communities such as Edmonton linked to natural resources?

What make communities such as Edmonton grow and expand over time?

How do communities and farmers need each other?

How does the oil and gas industry affect our quality of life?

How is oil and gas used?

How has Alberta’s oil and gas industry affected jobs and communities in Alberta?
How do we celebrate Alberta’s heritage and people?

What is our heritage?

__________________________________________________________

__________________________________________________________

__________________________________________________________

How is heritage passed on?

__________________________________________________________

__________________________________________________________

What do you value about the Parkland region?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
How does geography affect our activities?

What geological forces shaped the Parkland region?
- glaciers

How is the geography of this region unique?
- mixture of flat and hilly areas
- presence of glacial erratics

How does geography affect our activities?

How can students take action in an emergency?
- get help from adults/proper authorities
- respect the power of nature

How can students show respect for the environment?
- do not damage natural things
- stay away from flooding streams/rivers

How do we use the land?
- cities, roads, factories
- agriculture
How are communities such as Edmonton linked to natural resources?

What make communities such as Edmonton grow and expand over time?
- people use nearby natural resources
- on a major transportation route

How do communities and farmers need each other?
- farmers supply food to communities
- communities offer goods and services to farmers

How does the oil and gas industry affect our quality of life?

How is oil and gas used?
- fuel for motor vehicles, aircraft, lawnmowers, homes
- making fertilizers, plastics, fabrics

How has Alberta’s oil and gas industry affected jobs and communities in Alberta?
- provided thousands of jobs
- helped communities grow
How do we celebrate Alberta’s heritage and people?

What is our heritage?
- Things from our culture and our past

How is heritage passed on?
- Festivals, ceremonies, stories, customs, traditions

What do you value about the Parkland region?
Chapter Six

The Boreal Forest Region
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</table>
Lesson One

Concept: The Boreal Forest Region: Location, Using the Scale on a Map

Resources/Materials: Our Alberta, Book 1, page 98
Picture of Boreal Forest Region
Worksheet #4.6.1a (transparency and student copies) and #4.6.1b (student copies)
Worksheet #4.6.1c (transparency and student copies) - optional

Introduction: Show students the picture of the Boreal Forest. Ask them to make observations and then ask them what they feel is the most notable feature. (Most will say that it is tree covered.) Tell students that the region is called the Boreal Forest region. “Boreal means northern.” Most trees in the area are coniferous. In this area soil is often not deep and temperatures can be cold. Coniferous trees are able to grow reasonably well in these conditions.

Procedure:

1. Have students find the Boreal Forest region on the map inside the front cover of their textbook. Note its location: northern half of the province; Parkland region is to the south and Foothills region is to the southwest.

2. Distribute Worksheet #4.6.1c. Students should fill in the Location section.
   OR
   Have the students make a similar organizer in their notebooks for the Boreal Forest region. They should then fill in the Location section.

1. Distribute Worksheet #4.6.1a. Have them draw in the compass rose and lightly colour in the region.

2. Note some of the cities and towns in the region. Some may be familiar to the students, especially Fahler, the location of Twilight Colony which is one of the northern most colonies in Alberta.

3. Bring students’ attention to the scale on the map. If necessary, have them draw and write in the 50 km, 100 km, and 150 km points on the scale. Show them how the scale works by determining the distance between two of the communities shown on the map. Do two or three examples.

4. Distribute Worksheet #4.6.1b. Tell students to use the scale on the map inside the front cover to determine the distance between the communities stated on the worksheet.

Assignments:

1. Read Our Alberta, Book 1, page 98
2. Draw in the compass rose and colour in the Boreal Forest region on Worksheet #4.6.1a
3. Do Worksheet #4.6.1b.
4. Make the geography organizer for the region and fill in Location OR Fill in Location on Worksheet #4.6.1c.
Directions: Use the scale on the map inside the front cover of your textbook to find the distances between these communities.

Lac Ste. Anne and Smoky Lake

Fort MacKay and Fort McMurray

Fahler and Plamondon

Cold Lake and St. Paul

Sangudo and Peace River

Buffalo Lake and Bonnyville

Mayerthorpe and Lac La Biche

Fort Vermilion and Fort Smith

Directions: Name all the towns or cities within 200 km of the town of Athabasca.
The Boreal Forest Region

Location:

Landforms:

Bodies of Water:

Climate:

Vegetation:

Animal Life:

Natural Resources:

Worksheet #4.6.1c
Using the Scale on a Map

**Directions:** Use the scale on the map inside the front cover of your textbook to find the distances between these communities.

**Approximate Distances:**

Lac Ste. Anne and Smoky Lake  140 km

Fort MacKay and Fort McMurray  50 km

Fahler and Plamondon  310 km

Cold Lake and St. Paul  80 km

Sangudo and Peace River  350 km

Buffalo Lake and Bonnyville  110 km

Mayerthorpe and Lac La Biche  210 km

Fort Vermilion and Fort Smith  290 km

**Directions:** Name all the towns or cities within 200 km of the town of Athabasca.

**Examples:**


Swan Hills
The Boreal Forest Region

Location: northern half of Alberta

Landforms:
- low flatlands and meadows
- hilly areas and moraines
- sink holes

Bodies of Water:
- large winding rivers
- muskeg
- lakes

Climate:
- long winters; short cool summers
- rainy; permafrost
- Peace River receives warm moist air

Vegetation:
- mainly coniferous trees; some deciduous trees
- large plants and bushes

Animal Life:
- 45 types of mammals; 40 types of fish
- 5 types of amphibians; 235 types of birds

Natural Resources:
- forests
- oil sands
Lesson Two

Concept: The Boreal Forest Region: Landforms, Bodies of Water, Climate

Resources/Materials: Our Alberta, Book 1, pages 98 – 102
Worksheet #4.6.1a (students have this)
Worksheet #4.6.1c OR Notebook organizer (students have this)

Introduction: Explain to students that the Boreal Forest region was once only home to the First Nations people of the Northern Forest: The Woodland Cree, Chipewyan, Beaver and Slavey. The First Nations people had a special relationship with their natural environment. Have students turn to textbook page 98. Read the page to them and discuss.

Tell students that today we will focus three things: landforms, bodies of water, and climate.

Procedure:

1. Have students turn to page 99. On the map note the rivers and lakes and then read and clarify the inquiry questions.

2. Tell students they will read about the landforms, bodies of water, and climate independently. Before reading have students look up the words in bold face type in the glossary.

3. Have student read pages 100 – 102. Then fill in the appropriate parts of Worksheet #4.6.1c or the organizer they made in their notebooks.

4. On Worksheet #4.6.1a have students label the major bodies of water. (Use map on textbook page 99.)

Assignmenst:

1. Read Our Alberta, Book 1, pages 98 and 99.
2. Read pages 100 – 102 and fill in the Landforms, Bodies of Water and Climate sections in the organizer in notebooks or on Worksheet #4.6.1c.
3. Label the major lakes and rivers on Worksheet #4.6.1a.
The Boreal Forest Region
Lesson Three

Concept: The Boreal Forest Region: Vegetation, Animal Life, Ecosystem

Resources/Materials: Our Alberta, Book 1, pages 103 – 107
Wall map of world and globe
BLM 60 (student copies)
BLM 62 – run off on Manila tag and cut apart (optional)
Worksheet #4.6.1c OR notebook organizer (students have this)

Introduction: On the map point out the Boreal Forest region of Alberta. Then point out that this region is part of a region common to all northern parts of the globe; i.e., northern North America, northern Europe, and northern Asia. All have similar vegetation: mostly coniferous trees with some deciduous trees, bushes, and grasses.

Procedure:

1. Have students turn to textbook page 103. Examine the two maps. They should try to identify the continents by their shapes. (Compare on globe and wall map, if necessary.) Tell students they will read the page independently, but later.

2. Next distribute BLM 60. Go over how the page is organized and then have them complete the “My Prediction” column. Tell them they will be reading page 106 to find out how close they were. They will then complete BLM 60 on their own. NOTE: If students are unfamiliar with pictographs, you will need to go over it with them.

3. On the board write Ecosystem. Students should write it in their notebooks and then read page 106 to find its definition. They should write it in their notebooks. (NOTE that an ecosystem is a community of living and nonliving things. So air and soil are part of an ecosystem as are moose and trees.) Guide the reading of the rest of page 106. If necessary, clarify further the idea of ecosystem by using the colony as an example. Discuss how colony members depend on each other and also depend on nonliving things such as machinery, buildings, soil, and air. If one thing is affected so are several others.

4. In notebooks have students write answers to the Pause questions on page 106

5. If there is time and opportunity play the Boreal Forest Ecosystem Game (BLM 62)

   - Put the word cards into a container.
   - Students take turns drawing two cards from the container.
   - They try to come up with an ecological connection between the two.

Assignments:

1. Read Our Alberta, Book 1, pages 103 – 106
2. Do BLM 60
3. Fill in Worksheet #4.6.1c or notebook organizer – Vegetation and Animal Life sections
4. Do the Pause Questions, textbook page 106.
## Types of Living Things in the Boreal Forest Region

<table>
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<tr>
<th></th>
<th>My Prediction</th>
<th>Actual Number of Types</th>
</tr>
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<tbody>
<tr>
<td><strong>Mammals</strong></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td><strong>Fish</strong></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td><strong>Amphibians</strong></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Birds</strong></td>
<td></td>
<td>235</td>
</tr>
</tbody>
</table>

Reflections about the number of types of animal found in the Boreal Forest region:
Lesson Four

Concept: The Boreal Forest Region: People and Places

Resources/Materials: Our Alberta, Book 1, pages 107 – 111
BLM 63 (2 pages) student copies

Introduction: “People and their stories tell us a lot about how people adapt and interact with their environment. Alex Janvier is a First Nations artist who shows, through his art, how he values nature.”

Have students turn to textbook page 107 and read the page to them. As his paintings are somewhat abstract, students may need some help in “seeing” the outlines of lakes, forests, and animals.

Procedure:

1. The article on Alex Janvier tells us about a person’s value of nature. But “have you ever heard an older person on the colony talk about the olden times? These stories give us an idea of life in the past.

2. The Metis are a group of people descended from people whose fathers were French and whose mothers were First Nations. On pages 110 and 111 a Metis couple tell us about their life.

3. In your notebook write down phrases that tell about their life in the past. Don’t forget to give your list of phrases a heading.

4. Now have students turn to pages 108 and 109. They tell about some events in the history of a town called Lac La Biche. Have students locate Lac La Biche on the map inside the front cover.

5. Distribute BLM 63 (two pages) Tell students to read the pages on Lac La Biche and then complete the timeline on BLM 63.

Assignments:

1. Read Our Alberta, Book 1, pages 110 and 111. Write down phrases that tell about the past life of the Ladouceurs

2. Read Our Alberta, Book 1, pages 108 and 109. Complete the timeline on BLM 63
Making a Timeline of Lac La Biche

Lac La Biche has a long history. Use information on pages 108 and 109 to construct a timeline of the community.

1. 1790 stopping place on a trading route

2. 1799 Hudson’s Bay trading post built

3. 1860 Grey Nuns came to mission set up by Father René Rémas
1874 William E. Trail takes charge of Hudson's Bay post

1915 railway connected Lac La Biche to Edmonton

1919 forest fire burns many buildings and forest in Lac La Biche

1950 Lac La Biche was proclaimed a town.
Lesson Five

Concept: The Boreal Forest Region: Natural Resources

Resources/Materials: Our Alberta, Book 1, pages 112 – 117
Worksheet #4.6.1c or Notebook organizer (students have this)
BLM 65 (2 pages) – student copies (optional)
BLM 66 (2 pages) – student copies (optional)
BLM 67 (3 pages) – student copies (optional)
Worksheet #4.6.5 – student copies

NOTE: There are a number of activities that could be done in conjunction with this lesson. Teachers will have to choose one or two.

Introduction: Write the heading “Natural Resources” on the board. Ask students to speculate about the natural resources in the Boreal Forest region and write them on the board as they are suggested. (Most will say trees; some may say fur-bearing animals; some may say oil.) Tell students that fur-bearing animals and fish were once the most important natural resource of the area. They were used extensively by the First Nations. Today trees and oil sands are the most important natural resources.

Procedure:

1. Tell students they will be reading about forests and oil sands in the textbook.

2. Have students turn to textbook pages 112 and 113. Note the inquiry question. Guide the reading to help students respond to the question. BLM 65 and/or BLM 66 can be done by students in conjunction with oil sands industry.

3. Next have students turn to pages 114 and 115. Note the inquiry question. Guide the reading of pages 114 and 115. BLM 67 can be done in conjunction with the forestry industry.

4. Finally, briefly discuss an issue that is relevant to your colony. For example: Should computers be allowed in the school?

5. Tell students that not everyone has the same opinion about how our forests should be used. Pages 116 and 117 discuss this issue. Guide the reading of this lesson and then assign Worksheet #4.6.5.

6. Have students complete the section on Natural Resources on Worksheet #4.6.1c or organizer in notebook.

Assignments:
1. Read Our Alberta, Book 1, pages 112 – 117
2. Complete Worksheet #4.6.1c or organizer in notebook, Natural Resources section
3. Do BLM 65 and/or BLM 66 OR BLM 67.
4. Do Worksheet #4.6.5.
Oil Sands Questions

1. What do oil sands look like?

If you are going to play in oil sands, you are going to get really dirty. Oil sands are made of sand, oil, clay, and water. Each grain of sand is covered by a layer of water. The water is then coated by bitumen, a sticky, thick black substance containing oil.

Look at this illustration. Color the sand light brown, the water light blue, and the bitumen dark black.

2. What other products come from oil sands?

If you took a sample of oil sands, you would find that 83% of it is sand and 3% clay. Another 4% is water. The last 10% is bitumen. Look at the sample below and label the different parts.

<table>
<thead>
<tr>
<th>Bitumen</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>4%</td>
</tr>
<tr>
<td>Sand</td>
<td>83%</td>
</tr>
<tr>
<td>Clay</td>
<td>3%</td>
</tr>
</tbody>
</table>

Fast FACTS

For every barrel of oil, there are about 2000 kg of sand left over! That would make a lot of sandlots, except the sand never gets clean enough. Instead, the sand and clay are returned to the land and the area is replanted.
Forestry Mini-Booklet

Table of Contents

2 What I Know About Alberta's Forests
3 Pulp Into Products
4 Occupations Connected to Forestry
5 Importance of Forestry in Alberta

What I Know About Alberta's Forests

- 
- 
- 
- 
- 

Page 2
3

Pulp into Products

Pulp is made from tree fibres. Pulp is used to make various products.

- magazines
- coffee filters
- newspapers
- artificial leather
- wax paper
- cards
- computer paper
- dashboards
- wipes
- toilet tissues
- paper towels
- paper bags
- napkins
- tissues
- books
- countertops
- catalogues
- photos

4

Occupations Connected to Forestry

- logging
- machinery dealers
- trucking
- pulp and paper mill workers
- sawmill workers
- environmentalists
- builders
Forestry is important in Alberta because...
- provides jobs
- provides products for buildings, furniture, paper
- home to variety of vegetation
- and wildlife
Directions: Use Our Alberta, Book 1, pages 116 and 117. Write the letter of the person whom you think said each statement.

A. First Nations trapper and hunter
B. Sawmill worker
C. Tree planter
D. Alberta government worker
E. Family that enjoys hiking, camping, and fishing
F. Park warden

_____ “My family and I live in the city. Every summer we load up the van and go camping in the forest. It is the greatest. The air smells nice and clean and it is so quiet. When we go for a hike, we see rushing waters and slow-moving streams. If we are really quiet, we often see all kinds of wildlife.”

_____ “I rely on the forests to make a living. I work in a plant near Grimshaw, Alberta. Trees are brought into the plant where I work. From there some of the trees are cut into lumber. Then they are shipped to lumberyards in towns and cities. My friend works in a plywood factory. She said they can hardly keep up because there is so much demand for plywood.”

_____ “For centuries my people have set traps and hunted for animals. We learned that we should only trap as many animals as we need. It is important not to waste. We eat the meat of the animals and use their furs and hides for many other things.”

_____ “My job is to protect the forest areas. I do this by talking to visitors to the park about how to keep the forests healthy. I am particularly interesting in telling them about how the forest ecosystems work.”

_____ “Today many forestry companies harvest trees by a method called clear cutting. That means that they cut down all the trees, large and small. It is the law that new trees must be planted when trees are harvested. That’s where I come in. I use a little shovel to dig a hole and inside I plant a little seedling.”

_____ “My job is to make sure that forestry companies cut down trees only where they are allowed. I also make sure they are not doing too much damage to the environment. I guess that all Albertans benefit from forestry because some of the profits have to go to the Government of Alberta.”
HOW SHOULD WE USE OUR FORESTS?

Points of View

Directions: Use Our Alberta, Book 1, pages 116 and 117. Write the letter of the person whom you think said each statement.

A. First Nations trapper and hunter
B. Sawmill worker
C. Tree planter
D. Alberta government worker
E. Family that enjoys hiking, camping, and fishing
F. Park warden

E “My family and I live in the city. Every summer we load up the van and go camping in the forest. It is the greatest. The air smells nice and clean and it is so quiet. When we go for a hike, we see rushing waters and slow-moving streams. If we are really quiet, we often see all kinds of wildlife.”

B “I rely on the forests to make a living. I work in a plant near Grimshaw, Alberta. Trees are brought into the plant where I work. From there some of the trees are cut into lumber. Then they are shipped to lumberyards in towns and cities. My friend works in a plywood factory. She said they can hardly keep up because there is so much demand for plywood.”

A “For centuries my people have set traps and hunted for animals. We learned that we should only trap as many animals as we need. It is important not to waste. We eat the meat of the animals and use their furs and hides for many other things.”

E “My job is to protect the forest areas. I do this by talking to visitors to the park about how to keep the forests healthy. I am particularly interesting in telling them about how the forest ecosystems work.”

C “Today many forestry companies harvest trees by a method called clear cutting. That means that they cut down all the trees, large and small. It is the law that new trees must be planted when trees are harvested. That’s where I come in. I use a little shovel to dig a hole and inside I plant a little seedling.”

D “My job is to make sure that forestry companies cut down trees only where they are allowed. I also make sure they are not doing too much damage to the environment. I guess that all Albertans benefit from forestry because some of the profits have to go to the Government of Alberta.”
Lesson Six

Concept: The Boreal Forest Region: Review

Resources/Materials: BLM 69 (2 pages) teacher copy
OR The Boreal Forest Region – Review sheets (student copies)
OR Worksheets #4.6.6a and #4.6.6b (student copies)

Introduction: Tell students we have come to the end of the chapter on the Boreal Forest region. Ask them “What do you think is the most important about this region?” Lead students to understand that no one thing in more important than the rest because all factors are interdependent. That is, each depends on the other.

Procedure:

1. Emphasize that people must be careful to interact responsibly with the environment.

2. Review the geography of the Boreal Forest region by using BLM 69 – discuss the questions orally AND/OR have students complete The Boreal Forest Region – Review sheets.

3. ALTERNATELY have students complete Worksheets #4.6.6a and 4.6.6b.

Assignment

1. Orally review the inquiry questions on BLM 69 and/or

2. Do The Boreal Forest Region – Review sheets
   OR

3. Worksheets #4.6.6a, #4.6.6b
What makes the Boreal Forest region a unique part of Alberta?

How would you describe the geography of the Boreal Forest region?

What is the Boreal Forest ecosystem?

What is important about an ecosystem?

What can art show about our environment and contribute to communities?
How can events of the past help us understand more about a community?

What is Lac La Biche’s history?

How are the stories of the Metis people in Alberta important to our understanding of Alberta’s past and present?

How do stories bring history to life?

How are the oil sands important to Alberta?

Where are the oil sands located in Alberta?
How do the oil sands affect quality of life in Alberta?

Why are Alberta’s forests important?

How do we use our forests in Alberta?

What are some points of view about forest use?

What do you value about the Boreal Forest region?
What makes the Boreal Forest region a unique part of Alberta?

How would you describe the geography of the Boreal Forest region?
- low flat lands and meadows; some sink holes
- large rivers and lakes; muskeg
- long winters; cool summers; rainy; permafrost
- mostly coniferous trees and bushes; some deciduous trees
- variety of wildlife
- forests and oil sand are important natural resources

What is the Boreal Forest ecosystem?

What is important about an ecosystem? General: Provides living things with basic needs
- part of water cycle
- puts oxygen into air and uses carbon dioxide
- home for wildlife

What can art show about our environment and contribute to communities?
- shows beauty of environment
- shows value of environment
- shows some of heritage
How can events of the past help us understand more about a community?

What is Lac La Biche’s history?

1790: stopping place on trade route
1799: Hudson’s Bay trading post
1860: Grey Nuns came to a mission here
1915: railway connected it to Edmonton
1919: partly burned by forest fire
1950: became a town

How are the stories of the Metis people in Alberta important to our understanding of Alberta’s past and present?
- tell about hard and good times in past
- tell what life was like
- tell how present is linked to past

How do stories bring history to life?
- tell history using real life stories

How are the oil sands important to Alberta?

Where are the oil sands located in Alberta?
- northeastern Alberta
How do the oil sands affect quality of life in Alberta?

- jobs
- helped Edmonton/Fort McMurray develop
- more oil sands products

Why are Alberta’s forests important?

How do we use our forests in Alberta?

- lumber for buildings, furniture, fences, etc
- pulp and paper products

What are some points of view about forest use?

- helps Aboriginal groups maintain way of life
- provides jobs
- good for recreation
- must be careful not to upset ecosystem

What do you value about the Boreal Forest region?
Directions: Unscramble the words to make sentences about the Boreal Forest region.

Location

The Forest region of is in the northern Boreal half Alberta.

Landforms

Landforms include, flat lands and, hills low areas and moraines, and sink meadows holes.

Bodies of Water

Rivers, and bodies muskeg are the major lakes, types of of water.

Climate

Winters are short long, summers are cool and, and there is rain much.

Vegetation

There are many deciduous trees along with some coniferous trees and and shrubs grasses.
Wildlife

There is variety of this, and a great birds mammals, fish, amphibians in region.

Ecosystem

An is a community of living ecosystem and nonliving that interact things.

Alex Janvier

Alex Janvier’s art nature shows how things he values.

Lac La Biche

Lac La Biche’s community helps us understand the history.

The Metis

stories in the help us understand Metis life past.

Natural Resources

Oil forests sands and important resource of this are region natural.
The Boreal Forest Region

Directions: Unscramble the words to make sentences about the Boreal Forest region.

Location

The Forest region of is in the northern Boreal half Alberta.

The Boreal Forest region is in the northern half of Alberta.

Landforms

Landforms include, flat lands and, hills low areas and moraines, and sink meadows holes.

Landforms include flat lands, low hills and meadows and sink holes.

Bodies of Water

Rivers, and bodies muskeg are the major lakes, types of of water.

Rivers, lakes and muskeg are the major types of bodies of water.

Climate

Winters are short long, summers are cool and, and there is rain much.

Winters are long, summers are short, and there is much rain.

Vegetation

There are many deciduous trees along with some coniferous trees and and shrubs grasses.

There are many coniferous trees and shrubs along with some deciduous trees and grasses.
Wildlife

There is variety of this, and a great birds mammals, fish, amphibians in region.

This region has a great variety of birds, mammals, fish, and amphibians.

Ecosystem

An is a community of living ecosystem and nonliving that interact things.

An ecosystem is a community of living and nonliving things that interact.

Alex Janvier

Alex Janvier's art nature shows how things he values.

Alex Juvier's are show how he values nature.

Lac La Biche

Lac La Biche's community helps us understand the history.

Lac La Biche's history helps us understand the community.

The Métis

stories in the help us understand Metis life past.

Métis stories help us understand the past.

Natural Resources

Oil forests sands and important resource of this are region natural.

Oil sands and forests are important natural resources of this region.
Chapter Seven

The Canadian Shield Region
Contents

Lesson One  The Canadian Shield Region: Location, Landforms, Bodies of Water  3
Lesson Two  The Canadian Shield Region: Climate, Vegetation, Animal Life  4
Lesson Three  The Canadian Shield Region: People and Places  5
Lesson Four  The Canadian Shield Region: Natural Resources  6
Lesson Five  The Canadian Shield Region: Transportation; Issues Related to Transportation  7
Lesson Six  The Canadian Shield Region: Review  8

Lesson Seven  The Regions of Alberta - Culmination  9

Lesson Eight  Assessment for Chapters Five, Six and Seven  10
Lesson One

Concept: The Canadian Shield Region: Location, Landforms, Bodies of Water

Resources/Materials: Our Alberta, Book 1, pages 120 – 123
             Wall map of Canada
             Worksheet #4.7.1. (student copies)

Introduction: Discuss with students the meaning of the word “shield”. (protection)
              “What features of a shield might make it useful?” (hard, solid, strong, etc.)

The Canadian Shield region gets its name because in this region there is much hard solid rock just below the
Earth’s surface or exposed to the Earth’s surface. Recall that in the Boreal Forest region, there was bedrock a
few metres below the Earth’s surface. In the Canadian Shield this same bedrock is just below or at the surface.

Procedure:

1. Location. Using the wall map of Canada show the Canadian Shield (the U-shape land around Hudson
   Bay). Point out that a small part of it is in Alberta. Have students locate it on the map of the regions on
   the inside front cover of the textbook. Note the surrounding bodies of water. Review that the Canadian
   Shield Region is in the northeast corner of Alberta.

2. Have students turn to textbook pages 120 and 121. Read page 120 to students. Discuss. Locate on page
   121 Fort Chipewyan. Then discuss the meanings of the inquiry questions.

3. Distribute Worksheet #4.7.1. If necessary, go over the directions.

4. Landforms and Bodies of Water. Tell students that like most other areas of Alberta, the landscape of the
   Canadian Shield region was formed due to glacial action.

5. Have students read pages 122 and 123 to find out about the landforms and bodies of water. (can be
   guided reading or independent depending on your students)

6. Tell students they will need to make their own organizer for the geography of this region. Review with
   their options: web, chart, donut organizer. Also review with them the six categories they must include.
   (location, landforms, bodies of water, vegetation, animal life, natural resources) DON’T FORGET TO
   GIVE THE ORGANIZER A HEADING. Fill in the sections on

Assignments:

1. Read Our Alberta, Book 1, pages 120 – 123.
2. Do Worksheet #4.7.1.
3. Make geography organizer and fill in sections on Location, Landforms, Bodies of Water.
The Canadian Shield Region

Things to Do

1. Colour the Canadian Shield region.

2. Label:
   - Lake Athabasca
   - Lake Claire
   - Peace River
   - Birch River
   - Athabasca River

3. Determine the distances between:
   - Fort Chipewyan and Fort MacKay
   - Fort Chipewyan and Fort Smith
   - Fort Chipewyan and Fort McMurray

Worksheet #4.7.1
The Canadian Shield Region

Things to Do

1. Colour the Canadian Shield region.

2. Label:
   - Lake Athabasca
   - Lake Claire
   - Peace River
   - Birch River
   - Athabasca River

3. Determine the distances between:
   - Fort Chipewyan and Fort MacKay
     \[160\text{ km}\]
   - Fort Chipewyan and Fort Smith
     \[125\text{ km}\]
   - Fort Chipewyan and Fort McMurray
     \[225\text{ km}\]
Lesson Two

Concept: The Canadian Shield Region: Climate, Vegetation, Animal Life

Resources/Materials: Our Alberta, Book 1, pages 124 – 127
   Wall map of the world
   Globe and flashlight
   Worksheets #4.7.2a and #4.7.2b (student copies)

Introduction: Discuss with students the climatic differences in our area during the four seasons (temperature, precipitation, daylight hours, etc.)

Review that latitude is the distance from the equator. Latitude is the single most important factor related to temperature. The greater the latitude, the cooler the temperature. Use the wall map to illustrate.

Review with students that the tilt of the Earth as it revolves around the Sun affects the number of daylight hours. The greater the latitude, the more pronounced the difference between the lengths of the days and nights. Use the flashlight and globe to illustrate.

Procedure:

1. Climate. The high latitude most certainly affects the climate in the Canadian Shield region of Alberta. Have students turn to textbook page 124. Guide the reading. Then have students independently read page 125. It a First Nations story about how the actions of animals affects the environment.

2. Vegetation and Animal Life. Students can read textbook pages 126 and 127 independently to find out more about vegetation and animal life. You may want to review the parts of a pictograph as students will be required to make one on Worksheet #28.

3. Tell students to fill in their geography organizers for climate, vegetation, and animal life.

4. Distribute Worksheets #4.7.2a and #4.7.2b. Clarify as necessary.

Assignment:

2. Complete section on Climate, Vegetation, Animal Life on graphic organizer.
3. Do Worksheets #4.7.2a and #4.7.2b.
The Canadian Shield Region

Climate, Vegetation, Animal Life

Directions: Choose the best answer for each question.

1. Latitude
   a. is the distance from the North Pole.
   b. has the most influence on temperature.
   c. is a line you can see on the Earth's surface.
   d. can be used to measure temperature.

2. Which of the following is true?
   a. The greater the latitude, the warmer the temperature.
   b. The greater the latitude, the greater the amount of precipitation.
   c. The greater the latitude, the windier it gets.
   d. The greater the latitude, the cooler the temperature.

3. We can infer from the information on textbook page 124 that
   a. The Canadian Shield region is tilted toward the Sun in summer and tilted away from the Sun in winter.
   b. The Canadian Shield region is tilted toward the Sun in winter and tilted away from the Sun in summer.
   c. The Canadian Shield region is tilted toward the Sun in winter and tilted toward the Sun in summer.
   d. The Canadian Shield region is tilted away from the Sun in winter and tilted away from the Sun in summer.

4. The tale "The Bear Stole the Sun"
   a. is a story based on scientific findings.
   b. shows that only scientists should be telling about the climate.
   c. is a way of showing that animals and other parts of the environment affect each other.
   d. shows that First Nations people told uninteresting stories.

5. Which of the following statements is not true about the vegetation in the Canadian Shield region?
   a. Different parts of the region have different types of vegetation.
   b. The types of vegetation that grow depend on the amount of soil and moisture.
   c. There are only coniferous trees in this region.
   d. Some types of vegetation are eaten by the animal life.
6. From what is written on text book, page 127, which of the following statements is true about the animal life in the Canadian Shield region?

a. There are eighteen more type of birds than mammals.
b. There are about nine times more type of mammals than amphibians.
c. There are no bears.
d. Lake Athabasca has the largest pike in North America.

7. While on a hike through a part of the Canadian Shield region, Alec saw many different types of wildlife. He saw four moose, twenty ptarmigan, ten foxes, and twelve rabbits.

Make a pictograph to show the wildlife Alec saw.
The Canadian Shield Region

Climate, Vegetation, Animal Life

Directions: Choose the best answer for each question.

1. Latitude
   a. is the distance from the North Pole.
   b. has the most influence on temperature.
   c. is a line you can see on the Earth’s surface.
   d. can be used to measure temperature.

2. Which of the following is true?
   a. The greater the latitude, the warmer the temperature.
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   b. The Canadian Shield region is tilted toward the Sun in winter and tilted away from the Sun in summer.
   c. The Canadian Shield region is tilted toward the Sun in winter and tilted toward the Sun in summer.
   d. The Canadian Shield region is tilted away from the Sun in winter and tilted away from the Sun in summer.

4. The tale “The Bear Stole the Sun”
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7. While on a hike through a part of the Canadian Shield region, Alec saw many different types of wildlife. He saw four moose, twenty ptarmigan, ten foxes, and twelve rabbits.

Make a pictograph to show the wildlife Alec saw.

Students can make their pictograph like the one on textbook, p 127.

OR

Wildlife Alec Saw

<table>
<thead>
<tr>
<th>Wildlife Alec Saw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moose</td>
</tr>
<tr>
<td>Foxes</td>
</tr>
<tr>
<td>Ptarmigan</td>
</tr>
<tr>
<td>Rabbits</td>
</tr>
<tr>
<td>Key: ____ stands for ____ animals</td>
</tr>
</tbody>
</table>

Pictures
(Same generic picture can stand for all the animals.)
Lesson Three

Concept: The Canadian Shield Region: People and Places

Resources/Materials: Our Alberta, Book 1, pages 128 – 132
Worksheet #4.7.3 (student copies)

Introduction: Ask students to recall the two main reasons why communities are established and then grow. (close to natural resource and on a major transportation route) Ask students speculate as to why the town of Fort Chipewyan was established. (If necessary, refer students to map on p.121.) (Fort Chipewyan is on Lake Athabasca which in turn is fed by three nearby major rivers. It was also located in an area rich in fur-bearing animals.)

Procedure:

1. Tell students that today we will be learning more about the town of Fort Chipewyan. Have them turn to textbook page 128 and guide the reading of pages 128 and 129. The First Nations people were the original inhabitants of the area. The non-Aboriginals came because of the fur trade and then left when the fur trade became less lucrative.

2. Distribute Worksheet #4.7.3. Go over the sheet. Tell students to use the information on pages 128 and 129 as well as that on pages 130 – 132 to complete the sheet.

NOTE: For the purposes of this worksheet the terms “Non-First Nations” and “European” are used interchangeably.

Assignment

2. Do Worksheet #4.7.3.
**Fort Chipewyan: A Community in the Canadian Shield Region**

**Directions:** In Fort Chipewyan and the surrounding areas First Nations and Non-First Nations people interacted. In some instances, the Europeans changed the lifestyle of the First Nations people. In other instances, they did not. Don’t forget to use the pictures to help you.


Use the chart below to write several examples of how the Europeans changed the lifestyle of the First Nations people and several examples of how the First Nations kept their traditional lifestyle.

<table>
<thead>
<tr>
<th>Examples Where Europeans Changed First Nations Lifestyle</th>
<th>Examples Where First Nations Kept Their Traditional Lifestyle</th>
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</thead>
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Use the chart below to write several examples of how the Europeans changed the lifestyle of the First Nations people and several examples of how the First Nations kept their traditional lifestyle.

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<thead>
<tr>
<th>Examples Where Europeans Changed First Nations Lifestyle</th>
<th>Examples Where First Nations Kept Their Traditional Lifestyle</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nations children study English in school</td>
<td>Some artists kept traditional forms of art.</td>
</tr>
<tr>
<td>Fur traders convinced Aboriginals to trap fur-bearing animals for them.</td>
<td>First Nations people continue to hunt and fish.</td>
</tr>
<tr>
<td>Missionaries set up school and orphanage for Aboriginals.</td>
<td>First Nations continue to make and eat traditional foods.</td>
</tr>
<tr>
<td>Snowmobiles are commonly used.</td>
<td>Mushing still used occasionally to get around.</td>
</tr>
<tr>
<td>Winter carnival has events influenced by more modern things; e.g. nail pounding</td>
<td>Winter carnival has some traditional events</td>
</tr>
<tr>
<td></td>
<td>First Nations people continue to speak traditional language.</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: The Canadian Shield Region: Natural Resources

Resources/Materials: Our Alberta, Book 1, page 133
BLM 70 (student copies)

Introduction: Review the term “natural resource” again. Ask students what they think might be some natural resources of the Canadian Shield region. (e.g., animal life – furs, forests – wood, lakes – fish, environment – tourism)

Procedure:

1. Ask “How do these natural resources and geography help support communities in the Canadian Shield region? (provide food, lodging, jobs)

2. Have students turn to textbook page 133 to find out if their predictions are true.

3. Ask “How does the natural environment create jobs in tourism? (Tourisms provides jobs such as workers in lodges, restaurants, fishing and hunting guides, transportation services)

4. Ask “What should people do to protect the non-renewable and renewable resources? (careful use of resources, limiting development, laws, etc.)

5. Tell students to fill in the natural resources section of their geography organizer.

6. Distribute BLM 70. Go over directions.

Assignment:

1. Read Our Alberta, Book 1, page 133.
2. Complete Natural Resources section of geography organizer.
3. Do BLM 70.
# Natural Resources of the Canadian Shield Region

<table>
<thead>
<tr>
<th>Natural resource</th>
<th>How is it used to create jobs and support communities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>fur-bearing animals</td>
<td>- provides work for people</td>
</tr>
</tbody>
</table>
| fish | - fish is sold  
- provides jobs  
- tourists come to fish |
| scenery | - tourists come  
- local people work as guide  
- restaurants and hotels get more business |
| forests | - home to wildlife |
Lesson Five

Concept: The Canadian Shield: Transportation, Issues Related to Transportation

Resources/Materials: Our Alberta, Book 1, pages 134 – 139
Worksheets #4.7.5a and #4.7.5b
BLM 71 (student copies)

Introduction: Discuss with students how they get their supplies, food, machinery, and so on. What happens when you get sick or need to go to the dentist? Conclude that in our area, communication and transportation links are well-developed. Availability of goods and services is excellent. The same cannot be said for communities in the Canadian Shield region such as Fort Chipewyan.

Procedure:

1. Explain that many supplies like basic groceries can only reach Fort Chipewyan when the rivers are not frozen over. There is no road leading to the town. There is a scheduled airplane, but flying is expensive. That means that many supplies come in only two or three times a year by boat. Medical facilities are simple and more complicated diseases and surgeries cannot be done in the town.

2. How do you think people manage if transportation links are so poor? (plan ahead, live more off the land, make do with what you have.)

3. Many people work in other towns and cities. For example, some work in the oil sands near Fort McMurray. They live in specially-built camps while at work and then fly home once a month or so. Still, most people choose to work and live in Fort Chipewyan.

4. Tell students that keeping the environment healthy is extremely important to the residents of Fort Chipewyan. “Why?” (Residents rely heavily on the environment for food, livelihood.)

5. Tell students to read pages 134 – 137 to find out more about transportation in Fort Chipewyan.

6. Tell students that many people want to build a road into Fort Chipewyan. “Why do you suppose they want to do that? Then say that many are opposed. “Why do you think so?” They are to read pages 138 and 139 to find out.

7. Distribute Worksheets #4.7.5a and #4.7.5b and BLM 71. Go over the directions.

Assignment:

1. Read Our Alberta, Book 1, pages 134 – 139
2. Do Worksheets #4.7.5a and #4.7.5b
3. Do BLM 71.
The Canadian Shield: Transportation

Directions: For each event write the cause and the effect. The first one is done for you.

**Cause**
Medical and dental facilities in Fort Chipewyan are limited. Residents cannot always get all the treatment they need.

**Event**
A medi-vac service flies patients by air ambulance to Fort McMurray for hospital care twice a month. A dentist flies to town twice a month.

**Effect**
Residents of Fort Chipewyan get better health care.

**Cause**
The water levels in the Peace-Athabasca Delta are dropping so the delta does not stay wet all year.

**Event**

**Effect**

**Cause**

**Event**
All-terrain vehicles (ATVs) and snowmobiles are used.

**Effect**
In winter pilots use airplanes with skis and wheels.

Air Mikisew flies passengers from Fort Chipewyan to Fort McMurray and Edmonton.

The snow-pack ice road that connects Fort Chipewyan and Fort McMurray in the winter is often closed.
The Canadian Shield: Transportation

Directions: For each event write the cause and the effect. The first one is done for you.

**Cause**
- Medical and dental facilities in Fort Chipewyan are limited. Residents cannot always get all the treatment they need.
- The Bennett Dam was built on the Peace River in British Columbia.
- Faster and more efficient transportation was needed.

**Event**
- A medi-vac service flies patients by air ambulance to Fort McMurray for hospital care twice a month. A dentist flies to town twice a month.
- The water levels in the Peace-Athabasca Delta are dropping so the delta does not stay wet all year.
- All-terrain vehicles (ATVs) and snowmobiles are used.

**Effect**
- Residents of Fort Chipewyan get better health care.
- Habitat for wildlife, especially migrating waterfowl is drying up.
- Can travel quickly in winter.
**Cause**

People who live in remote places need supplies.

---

**Event**

In winter pilots use airplanes with skis and wheels.

---

**Effect**

People can get supplies more easily, and tourists can get to remote areas.

---

**Cause**

Fort Chipewyan workers need to get to their jobs in Fort McMurray.

---

**Event**

Air Mikisew flies passengers from Fort Chipewyan to Fort McMurray and Edmonton.

---

**Effect**

Fort Chipewyan people can take work in Fort McMurray, and they can come home regularly.

---

**Cause**

Athabasca River over which the road crosses sometimes overflows.

---

**Event**

The snow-pack ice road that connects Fort Chipewyan and Fort McMurray in the winter is often closed.

---

**Effect**

People cannot get to and from Fort McMurray.
### Decision Making Chart: A Permanent Road

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• can drive to Fort McMurray to see doctor or dentist or to shop</td>
<td>• trees will be cut down, disturbing wildlife</td>
</tr>
<tr>
<td>• road would bring more business</td>
<td>• loss of habitat for wildlife</td>
</tr>
<tr>
<td>• people could drive to jobs in Fort MacKay and Fort McMurray</td>
<td>• road would bring more tourists which would disrupt traplines</td>
</tr>
<tr>
<td></td>
<td>• traditional environment should be left for future generations to enjoy</td>
</tr>
</tbody>
</table>

**My Conclusion:** Building a road to Fort Chipewyan would
Lesson Six

Concept: The Canadian Shield Region: Review

Resources/Materials: Our Alberta, Book 1, pages 140 and 141
BLM 72 (student copies)
BLM 74 (2 pages) – optional
The Canadian Shield Region – Review sheets (student copies) - optional
Corrugated cardboard, popsicle sticks, paint

Introduction: Have students turn to textbook page 140. Read aloud the blue section which summarizes the content of the chapter.

Procedure:

1. Orally review the questions on BLM 74. Then, if desired, have the students do The Canadian Shield Region – Review sheets. Alternately, students could write their answers in their notebooks.

2. Ask students if they would like to live in a community like Fort Chipewyan. On the board write the words “Benefits” and “Challenges”. Review the meanings of those words. Brainstorm with the students the benefits and challenges of living in Fort Chipewyan. OR. If time is limited, have students work in groups. Students should record their responses on BLM 72.

Assignment:

1. Do The Canadian Shield Region – Review sheets.
   AND/OR
2. Do BLM 72

3. Optional – Create your own tourist lodge! Use corrugated cardboard to make the basic frame of your house, including the roof. Glue popsicle sticks onto your corrugated cardboard wall and roof. Don’t forget to include windows and doors! Paint, if you wish.
What makes the Canadian Shield region a unique part of Alberta?

Where is the Canadian Shield region of Alberta located?

What are some forms of transportation used in the Canadian Shield region?

What are some geographic features of the Canadian Shield region?

What shaped the land and bodies of water in the Canadian Shield region?

How have glaciers shaped the landscape of Alberta’s Canadian Shield region?

What are the landforms and bodies of water in the Canadian Shield region like?
How do landforms and bodies of water affect daily life in the region?

What are some features of the environment that are important to the people in this region?

What is the climate of the region?

What vegetation is found in the region?

What animal life is found in the region?

What is life like in Fort Chipewyan?

How does the geography in the Canadian Shield region affect work and recreation?
How does the geography of the region create jobs and support communities?

How are communities in the Canadian Shield connected to other communities in Alberta?

How do transportation and services connect communities in northern Alberta?

Why are residents concerned about the changing water levels in the Peace-Athabasca Delta?

What are some points of view about a permanent road?

What do you value about the Canadian Shield region?
What makes the Canadian Shield region a unique part of Alberta?

Where is the Canadian Shield region of Alberta located?
- northeastern corner of Alberta

What are some forms of transportation used in the Canadian Shield region?
- dogsled
- ATV
- airplane
- snowmobile

What are some geographic features of the Canadian Shield region?
- very cold in winter
- rocky
- mostly tree-covered
- abundance of wildlife
- lakes, muskeg

What shaped the land and bodies of water in the Canadian Shield region?

How have glaciers shaped the landscape of Alberta’s Canadian Shield region?
- glaciers scraped, pushed, polished rocky areas

What are the landforms and bodies of water in the Canadian Shield region like?
- low rocky hills
- lakes, swampy areas
How do landforms and bodies of water affect daily life in the region?

- Transportation difficult

What are some features of the environment that are important to the people in this region?

What is the climate of the region?

- Short dry summers with warm temperatures
- Extremely cold winters due to high latitude

What vegetation is found in the region?

- Coniferous trees
- Some mixed forest
- Bushes

What animal life is found in the region?

- Variety of mammals, fish, amphibians, birds

What is life like in Fort Chipewyan?

How does the geography in the Canadian Shield region affect work and recreation?

- People trap furs
- Winter sports common
- Scenery and fishing bring tourists
How does the geography of the region create jobs and support communities?
- fur-bearing animals, fish, scenery → create tourism

How are communities in the Canadian Shield connected to other communities in Alberta?

How do transportation and services connect communities in northern Alberta?
- winter ice road
- airplane

Why are residents concerned about the changing water levels in the Peace-Athabasca Delta?
- drying up habitat for migrating waterfowl

What are some points of view about a permanent road?
- some want convenience of being close to health care and shopping
- it will make it easier to get jobs in Fort McMurray
- supplies will be easier to get
- road will disrupt traditional way of life

What do you value about the Canadian Shield region?
# Life in the Canadian Shield Region

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• quieter life</td>
<td>• extreme cold</td>
</tr>
<tr>
<td>• closer to nature</td>
<td>• away from other towns and cities</td>
</tr>
<tr>
<td>• can live in small community where people know each other</td>
<td>• may not be able to find work</td>
</tr>
<tr>
<td>• good hunting/fishing</td>
<td>• difficult to get supplies</td>
</tr>
<tr>
<td>• lots of wildlife</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: The Regions of Alberta – Culmination

Resources/Materials: Our Alberta, Book 1, pages 142 and 142
Display boards

Procedure: Tell students that we have come to the end of our study of the regions of Alberta.

Review with students the some of the main ideas:

1. Geography influences lifestyle.
2. Different people see Alberta in different ways.
3. We can learn about Alberta in different ways: books, television, magazine, the internet, stories.
4. We must use our natural resources in a responsible manner.
5. The different types of people in Alberta make it a richer more interesting place.

Guide the reading of textbook pages 142 and 143.

Final Activity:

1. Read Our Alberta, Book 1, pages 142 and 143.
2. Have students or groups of students choose a region of Alberta. Then have them make a display board depicting the geography and lifestyle of that region. (See textbook page 143.)
Lesson Eight

Concept: Assessment for Chapters Five, Six, and Seven

Resources/Materials: The Geographic Regions of Alberta: The Parkland, Boreal Forest, and Canadian Shield Regions: Review (student copies)
The Geographic Regions of Alberta: The Parkland, Boreal Forest, and Canadian Shield Regions: Test (Student copies)

Assessment: Chapters Five, Six, and Seven

The following may be used to help teachers assess students’ knowledge and skills related to the content of Chapters Five, Six, and Seven of Our Alberta, Book 1.

NOTE: Both the Review Sheets and the Test are relatively long. Teachers may want to consider having students do each of them over more than one class period. They may also want to select only those questions they feel are most important relevant to their particular students.
The Geographic Regions of Alberta
The Parkland, Boreal Forest, and Canadian Shield Regions
REVIEW

1. On the map of the Regions of Alberta label
   o the Parkland region
   o the Boreal Forest region
   o the Canadian Shield region

2. On the map of the Rivers of Alberta label
   o the North Saskatchewan River
   o the Athabasca River
   o the Peace River
   o the Hay River

3. Use the scale on the map of the Rivers of Alberta to determine the actual distances between
   o Edmonton and Fort McMurray ________________
   o Grande Prairie and Fort Chipewyan ________________
   o Peace River and Edmonton ________________

4. Complete the chart about the geography of the Parkland region.

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms</td>
<td>Elk, moose, deer, coyotes, beaver, many shorebirds and waterfowl</td>
</tr>
<tr>
<td>Climate</td>
<td>Woodlands with areas of grasses and shrubs</td>
</tr>
<tr>
<td>Natural resources</td>
<td></td>
</tr>
</tbody>
</table>
5. Complete the paragraphs about the geography of the Boreal Forest region by filling in the blanks. Pages 99 – 106 in your textbook will help you.

The Boreal Forest region is located in the ________________ half of Alberta.
This region has low, flat lands and meadows. It also has hilly areas and ________________. It also has gigantic holes called ________________.

Major rivers go through the Boreal Forest region. Much of the land is covered with ________________ which is swampy water mixed with partly dead vegetation. This region is also home to several large and small lakes.

The Boreal Forest region has longer winters, shorter and cooler temperatures and more ________________ than the southern parts of Alberta.

This region is covered with forests. Most of the trees are ________________ while some are deciduous. Large numbers of plants grow on the ________________ under the trees.

There are a tremendous number of types of wildlife living in the Boreal Forest region. There are forty-five types of mammals, forty types of fish, five types of amphibians and ________________ different types of birds. ________________ and ________________ are the regions most important natural resources.

6. Complete the chart about the geography of the Canadian Shield region.

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>Landforms</td>
<td></td>
</tr>
<tr>
<td>Bodies of Water</td>
<td></td>
</tr>
<tr>
<td>Climate</td>
<td></td>
</tr>
<tr>
<td>Vegetation</td>
<td></td>
</tr>
<tr>
<td>Animal Life</td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td></td>
</tr>
</tbody>
</table>
7. For each natural resource, name three related occupations.
   a. trees ________________________________
   b. soil ________________________________
   c. fur-bearing animals ____________________

8. For each community name the reason or reasons it was established.
   a. Edmonton ________________________________
   b. Lac La Biche ________________________________
   c. Fort Chipewyan ________________________________

9. Sometimes a community grows for a different reason than why it was established. Fort McMurray was first established as a fur trading fort and because of its location where the Athabasca and Clearwater Rivers meet. Why is Fort McMurray growing today? (See pages 112 and 113.)
Use the information to help answer questions 10 to 12.

In 1932, a forest fire was spotted near the town of Longes. Immediately, the town’s people began to use pails and water from the nearby lake to put out the fire. By the end of the day three families had lost their houses and two animals were dead. It is believed that the fire was not started by humans, but by a lightning strike.

Forest fires are nature’s way of making a forest healthy. Why? The heat from the fire helps pine cones release their seeds, and ash from the fire fertilizes the soil. After a fire much of the old dead leaves and pine needles are gone and new plants and trees begin to grow.

In the area where the fire burned the forest, new plants and trees grew. However, the fire did not have a chance to burn away all the old dead leaves, grasses, and trees in most of the area around Longes. As the years went by, the forest became much more dangerous because the amount of dry dead plant and tree materials increased.

10. The biggest effect that the fire had on the people of Longes was

• some lost their homes.
• the children did not have time to play.
• they didn’t have time to visit their friends and relatives.
• the water in the lake became too warm for swimming.

11. The biggest effect that the fire had on the forest itself was

• the smoke was not healthy for people to breathe.
• animals had no trouble keeping warm.
• new plants and trees grew in the burned area.
• the forest was gone forever.

12. What question best expresses the issue in the article above?

• Should people live near forests?
• Should St. Longes have had a better fire department?
• Should people let their homes burn?
• Are the needs of people more important than nature’s way?
Alberta Rivers
The Geographic Regions of Alberta
The Parkland, Boreal Forest, and Canadian Shield Regions
REVIEW

1. On the map of the Regions of Alberta label
   - the Parkland region
   - the Boreal Forest region
   - the Canadian Shield region

2. On the map of the Rivers of Alberta label
   - the North Saskatchewan River
   - the Athabasca River
   - the Peace River
   - the Hay River

3. Use the scale on the map of the Rivers of Alberta to determine the actual distances between
   Approximately: (Accept ± 50 km)
   - Edmonton and Fort McMurray 375 km
   - Grande Prairie and Fort Chipewyan 1175 km
   - Peace River and Edmonton 400 km

4. Complete the chart about the geography of the Parkland region.

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Details</th>
</tr>
</thead>
</table>
| **Landforms**     | hills or mounds (moraines)  
glacial erratics |
| **Animal Life**   | Elk, moose, deer, coyotes, beaver, many shorebirds and waterfowl |
| **Climate**       | varies a lot (rain, snow; hot, cold) |
| **Vegetation**    | Woodlands with areas of grasses and shrubs |
| **Natural resources** | soil (farmland)  
oil and gas |
5. Complete the paragraphs about the geography of the Boreal Forest region by filling in the blanks. Pages 99 – 106 in your textbook will help you.

The Boreal Forest region is located in the northern half of Alberta. This region has low, flat lands and meadows. It also has hilly areas and moraines. It also has gigantic holes called sinkholes. Major rivers go through the Boreal Forest region. Much of the land is covered with muskeg which is swampy water mixed with partly dead vegetation. This region is also home to several large and small lakes.

The Boreal Forest region has longer winters, shorter and cooler temperatures and more rain than the southern parts of Alberta.

This region is covered with forests. Most of the trees are coniferous while some are deciduous. Large numbers of plants grow on the ground under the trees.

There are a tremendous number of types of wildlife living in the Boreal Forest region. There are forty-five types of mammals, forty types of fish, five types of amphibians and 235 different types of birds. oil sands and forests (trees) are the regions most important natural resources.

6. Complete the chart about the geography of the Canadian Shield region.

<table>
<thead>
<tr>
<th>Part of Geography</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>(p. 121) NE corner of Alberta</td>
</tr>
<tr>
<td>Landforms</td>
<td>(p. 122) low rocky hills, low swampy areas, rocky bluffs</td>
</tr>
<tr>
<td>Bodies of Water</td>
<td>(p. 123) low marshy areas, muskeg, lakes</td>
</tr>
<tr>
<td>Climate</td>
<td>(p. 124, 125) Short, dry summers with warm temperatures cold winters because of high latitude</td>
</tr>
<tr>
<td>Vegetation</td>
<td>(p. 126) spruce, jackpine, birch, aspen, poplar, various bushes</td>
</tr>
<tr>
<td>Animal Life</td>
<td>(p. 127) birds, lynx, bear, fox, moose, wolf, hare, caribou</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>(p. 133) forests, lakes, wildlife</td>
</tr>
</tbody>
</table>
7. For each natural resource, name three related occupations.
   a. trees [loggers, truckers, sawmill workers, tree planters, etc.]
   b. soil [farmers, truckers, fertilizer plant workers, farm machinery dealers, etc.]
   c. fur-bearing animals [trappers, hunters, fur processing, shopkeepers, etc.]

8. For each community name the reason or reasons it was established.
   a. Edmonton close to fur-bearing animals (fur trade post) on N. Sask. River (transport route)
   b. Lac La Biche on a trade route
   c. Fort Chipewyan close to fur trade

9. Sometimes a community grows for a different reason than why it was established. Fort McMurray was first established as a fur trading fort and because of its location where the Athabasca and Clearwater Rivers meet. Why is Fort McMurray growing today? (See pages 112 and 113.
   oil sands
Use the information to help answer questions 10 to 12.

In 1932, a forest fire was spotted near the town of Longes. Immediately, the town’s people began to use pails and water from the nearby lake to put out the fire. By the end of the day three families had lost their houses and two animals were dead. It is believed that the fire was not started by humans, but by a lightning strike.

Forest fires are nature’s way of making a forest healthy. Why? The heat from the fire helps pine cones release their seeds, and ash from the fire fertilizes the soil. After a fire much of the old dead leaves and pine needles are gone and new plants and trees begin to grow.

In the area where the fire burned the forest, new plants and trees grew. However, the fire did not have a chance to burn away all the old dead leaves, grasses, and trees in most of the area around Longes. As the years went by, the forest became much more dangerous because the amount of dry dead plant and tree materials increased.

10. The biggest effect that the fire had on the people of Longes was

- [ ] some lost their homes.
- [ ] the children did not have time to play.
- [ ] they didn’t have time to visit their friends and relatives.
- [ ] the water in the lake became too warm for swimming.

11. The biggest effect that the fire had on the forest itself was

- [ ] the smoke was not healthy for people to breathe.
- [ ] animals had no trouble keeping warm.
- [ ] new plants and trees grew in the burned area.
- [ ] the forest was gone forever.

12. What question best expresses the issue in the article above?

- Should people live near forests?
- Should St. Longes have had a better fire department?
- Should people let their homes burn?
- [ ] Are the needs of people more important than nature's way?
The Geographic Regions of Alberta
The Parkland Region, The Boreal Forest Region, The Canadian Shield Region
Test

1. On the map of the Geographic Regions of Alberta
   - Label the Parkland Region
   - Label the Boreal Forest Region
   - Label the Canadian Shield Region

2. On the map of the Rivers of Alberta
   - Label the North Saskatchewan River
   - Label the Athabasca River
   - Label the Peace River
   - Label the Hay River

3. Use the map of the Rivers of Alberta to calculate the distances between these communities:
   a. Red Deer and Edmonton __________
   b. Fort Chipewyan and Fort McMurray __________
   c. Peace River and Grande Prairie __________

4. **The Parkland Region**. Tell whether each sentence is true (T) or false (F) about the Parkland region.
   
   _____ Mounds called moraines were left behind as the glaciers melted.
   _____ The Siksika First Nation people and geologists explain the Okotoks Big Rock in a similar way.
   _____ This region has many lakes, but very few wetlands.
   _____ The climate in this region varies quite a bit.
   _____ This area is fully covered with woodlands.
   _____ Because most land has been cleared for agriculture, there is little wild life left.
5. **The Boreal Forest Region**. Choose the best answer for each question about the Boreal Forest region.

The Boreal Forest region covers about ____ of Alberta.

a. two-thirds  
b. one-half  
c. three-fourths  
d. one-quarter

Which of the following best describe the landforms in the Boreal Forest region?

a. low, flat lands, hilly areas, moraines, sinkholes  
b. moraines, rolling hills, mountains  
c. sinkholes, low flat lands, foothills  
d. low, flat lands, steep river valleys, rugged mountains

Which of the following best describes the bodies of water of the Boreal Forest region?

a. steep rushing rivers, large lakes  
b. small lakes and streams, muskeg  
c. many large and small lakes, muskeg, wide winding rivers  
d. few lakes and rivers

Permafrost refers to

a. soil that is never frozen.  
b. long winters and short summers.  
c. the farthest from the equator.  
d. soil that permanently frozen.

Which is the most common type of vegetation in the Boreal Forest?

a. deciduous trees  
b. buffalo berry  
c. coniferous trees  
d. willows

Which of the following **does not** explain why there is so much wild life and so many different types of birds, animals, and fish in the Boreal Forest region?

a. Oil sands development is increasing at a rapid rate.  
b. There is a large area where people have not settled.  
c. There is a large area of forests, lakes and ponds.  
d. People have taken steps to protect endangered birds and animals in the region.
6. **The Canadian Shield Region.** Match the sentence beginnings with the correct endings.

<table>
<thead>
<tr>
<th>Beginnings</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The low, rolling, rocky hills and bluffs</td>
<td>because they can grow where it it is wet or where there is wet soil.</td>
</tr>
<tr>
<td>b. Because there are many wet bogs</td>
<td>provide habitats for a variety of animals.</td>
</tr>
<tr>
<td>c. This is the coldest part of Alberta</td>
<td>because of its northerly latitude.</td>
</tr>
<tr>
<td>d. There are many bushes</td>
<td>it is difficult to get around and people rely on air travel.</td>
</tr>
<tr>
<td>e. The forests in the Canadian Shield</td>
<td>were shaped by glaciers</td>
</tr>
</tbody>
</table>

7. For each region name two major natural resources.

   Parkland
   Boreal Forest
   Canadian Shield

8. The presence of natural resources means that people in a region will have jobs. For each situation name **three** occupations that will result.

   People come from all over the world to fish the waters of Cold Lake.

   Oil and gas exploration is a big industry in the Parkland region.

   There are many fine fur-bearing animals in the Canadian Shield.
Use the following information to answer questions 9 to 11. Choose the best answer.

The city of Edmonton was first established as a fur trading fort. Fur traders and First Nations people exchanged furs for other goods. Its location was good because it was on the North Saskatchewan River. Today Edmonton businesses rarely deal in furs. Instead Edmonton is a centre for oil and gas exploration and many other businesses. As the capital city of Alberta, Edmonton is the home of many government services. Edmonton’s citizens come from all over the world. They bring with them many new languages, traditions, and cultures.

9. From the above paragraph you can infer that many communities are first established because they
   a. are near a good supply of furs.
   b. are on a major transportation route.
   c. are near a First Nations settlement.
   d. are near a good supply of a natural resource and are on a major transportation route.

10. From the above paragraph you can conclude that communities
   a. can change as new people move in.
   b. never change because the natural resources do not change.
   c. can only improve if they become the capital city.
   d. become bigger if more people are asked to move in.

11. You can infer that
   a. Edmonton will always have only one gigantic celebration.
   b. there will be many festivals celebrating many different heritages.
   c. people who work for the government will be paid the most.
   d. very few people in Edmonton can speak English really well.
Use the following information to answer questions 12 and 13.

The swift fox was once a common sight on the Grasslands of Canada and the United States. With more and more land being ploughed under to grow crops, the swift foxes’ habitat became much smaller in size. In addition, many hunted these little animals for fun. Soon there was only one swift fox left in Canada and just a few hundred in the United States. Scientists and naturalists decided they must save this animal from disappearing altogether. After many years of careful planning and hard work, the swift fox population is slowly on the rise. Today the swift foxes’ biggest enemy is still the loss of habitat due to expanding towns and cities, more roads and highways, and more land being ploughed under to grow crops.

12. According to the article the number of swift foxes went down because

   a. of its natural enemies.
   b. they were being poisoned.
   c. they were losing their habitat.
   d. they could not stand the cold climate.

13. Which of the following question best tells about the issue involved?

   a. Should hunting of swift foxes be allowed?
   b. How big should be make our towns and cities?
   c. Should farms get bigger?
   d. How can people best share the land with nature?

Use the following information to answer question 14.

There is a discussion as to whether there should be an all-season road connecting the small community of Fort Chipewyan to the city of Fort McMurray.

**Jeff:** There are jobs in the industries near Fort McMurray. With a road, we could drive to our jobs. We could also develop industries closer to Fort Chipewyan.

**Judy:** Why must we build something everywhere? How would we explain this to our children and grandchildren? We used to be proud that we left things in nature as we found them.

14. Which question best tells the issue?

   a. Do we need more jobs?
   b. Do want Fort Chipewyan to be friends with Fort McMurray?
   c. How much should we change our traditional ways of living with nature.
   d. Are roads more important than jobs?
Map of Alberta Regions
The Geographic Regions of Alberta
The Parkland Region, The Boreal Forest Region,
The Canadian Shield Region
Test

1. On the map of the Geographic Regions of Alberta
   o Label the Parkland Region
   o Label the Boreal Forest Region
   o Label the Canadian Shield Region

2. On the map of the Rivers of Alberta
   o Label the North Saskatchewan River
   o Label the Athabasca River
   o Label the Peace River
   o Label the Hay River

3. Use the map of the Rivers of Alberta to calculate the distances between these communities:
   a. Red Deer and Edmonton 150 km
   b. Fort Chipewyan and Fort McMurray 210 km
   c. Peace River and Grande Prairie 150 km

4. The Parkland Region. Tell whether each sentence is true (T) or false (F) about the Parkland region.
   T Mounds called moraines were left behind as the glaciers melted.
   F The Siksika First Nation people and geologists explain the Okotoks Big Rock in a similar way.
   F This region has many lakes, but very few wetlands.
   T The climate in this region varies quite a bit.
   F This area is fully covered with woodlands.
   F Because most land has been cleared for agriculture, there is little wild life left.
5. **The Boreal Forest Region.** Choose the best answer for each question about the Boreal Forest region.

The Boreal Forest region covers about _____ of Alberta.

- a. two-thirds
- b. one-half
- c. three-fourths
- d. one-quarter

Which of the following best describe the landforms in the Boreal Forest region?

- a. low, flat lands, hilly areas, moraines, sinkholes
- b. moraines, rolling hills, mountains
- c. sinkholes, low flat lands, foothills
- d. low, flat lands, steep river valleys, rugged mountains

Which of the following best describes the bodies of water of the Boreal Forest region?

- a. steep rushing rivers, large lakes
- b. small lakes and streams, muskeg
- c. many large and small lakes, muskeg, wide winding rivers
- d. few lakes and rivers

Permafrost refers to

- a. soil that is never frozen.
- b. long winters and short summers.
- c. the farthest from the equator.
- d. soil that permanently frozen.

Which is the most common type of vegetation in the Boreal Forest?

- a. deciduous trees
- b. buffalo berry
- c. coniferous trees
- d. willows

Which of the following does not explain why there is so much wild life and so many different types of birds, animals, and fish in the Boreal Forest region?

- a. Oil sands development is increasing at a rapid rate.
- b. There is a large area where people have not settled.
- c. There is a large area of forests, lakes and ponds.
- d. People have taken steps to protect endangered birds and animals in the region.
6. **The Canadian Shield Region.** Match the sentence beginnings with the correct endings.

<table>
<thead>
<tr>
<th>Beginnings</th>
<th>Endings</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The low, rolling, rocky hills and bluffs</td>
<td>d. because they can grow where it is wet or where there is wet soil.</td>
</tr>
<tr>
<td>b. Because there are many wet bogs</td>
<td>e. provide habitats for a variety of animals.</td>
</tr>
<tr>
<td>c. This is the coldest part of Alberta</td>
<td>c. because of its northerly latitude.</td>
</tr>
<tr>
<td>d. There are many bushes</td>
<td>b. it is difficult to get around and people rely on air travel.</td>
</tr>
<tr>
<td>e. The forests in the Canadian Shield</td>
<td>a. were shaped by glaciers.</td>
</tr>
</tbody>
</table>

7. For each region name two major natural resources.

- **Parkland** soil (farmland), oil and gas
- **Boreal Forest** oil sands, trees
- **Canadian Shield** forests, lakes, wildlife

8. The presence of natural resources means that people in a region will have jobs. For each situation name three occupations that will result.

People come from all over the world to fish the waters of Cold Lake.

- guides, restaurant cooks and servers, drivers, etc.

Oil and gas exploration is a big industry in the Parkland region.

- rig workers, truckers, refinery workers, truckers, etc.

There are many fine fur-bearing animals in the Canadian Shield.

- trappers, hunters, fur processors, clothing manufacturers, etc.
The city of Edmonton was first established as a fur trading fort. Fur traders and First Nations people exchanged furs for other goods. Its location was good because it was on the North Saskatchewan River. Today Edmonton businesses rarely deal in furs. Instead Edmonton is a centre for oil and gas exploration and many other businesses. As the capital city of Alberta, Edmonton is the home of many government services. Edmonton’s citizens come from all over the world. They bring with them many new languages, traditions, and cultures.

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a. of its natural enemies.
b. they were being poisoned.
c. they were losing their habitat.
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a. Should hunting of swift foxes be allowed?
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Use the following information to answer question 14.

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**Judy:** Why must we build something everywhere? How would we explain this to our children and grandchildren? We used to be proud that we left things in nature as we found them.

14. Which question best tells the issue?

a. Do we need more jobs?
b. Do want Fort Chipewyan to be friends with Fort McMurray?
c. How much should we change our traditional ways of living with nature.
d. Are roads more important than jobs?
Map of Alberta Regions

Boreal Forest Region

Parkland Region

Canadian Shield Region

0 200 kilometres
ASSESSMENT: CHAPTERS TWO TO SEVEN

The following are included for teachers who want to do an assessment of students’ knowledge and skills of the content of Chapter Two through to Seven of *Our Alberta, Book 1*:

1. Review Sheets

2. Test

The above may be used in addition to or in place of the assessments for Chapters Two, Three, and Four and Chapters Five, Six, and Seven.
1. On the map of Canada label the following:
   - Alberta
   - British Columbia
   - Saskatchewan
   - Manitoba
   - Northwest Territories
   - Yukon Territory
   - United States of America
   - Edmonton
   - Ottawa

2. On the map of the Alberta Regions
   - Draw a compass rose
   - Label all the regions

3. On the map of the Alberta Rivers label
   - Old Man River
   - Bow River
   - Red Deer River
   - North Saskatchewan River
   - Athabasca River
   - Peace River

4. On the map of the Alberta Rivers use the scale to determine the distances between these communities:
   a. Lethbridge and Edmonton ____________
   b. Fort McMurray and Peace River ____________
   c. Medicine Hat and Drumheller ____________
   d. Red Deer and Calgary ____________

5. Tell what each of these terms mean.
   Relative location __________________________________________________________
   Landforms ______________________________________________________________
   Bodies of Water __________________________________________________________
   Climate _________________________________________________________________
Vegetation

Animal life

6. Define the term “natural resource”.

7. Write R for renewal resource. Write NR for non-renewable resource.

   _____ grass   _____ fish   _____ oil
   _____ soil   _____ silver   _____ trees
   _____ sunshine   _____ wind   _____ natural gas
   _____ coal   _____ water   _____ salt

Use the information to answer questions 8 and 9.

"According to the oral history as passed down by our Elders, the Nakadas of old moved with the seasons, so as not to use up the resources on which we depended. All that we need for food and comfort, we were able to obtain from the natural surroundings."

8. Which statement best tells what the Nakoda believed?
   a. People must keep moving to live a good life.
   b. Elders of long ago were much wiser than Elders today.
   c. People must use things from nature carefully.
   d. It is easier to move in some seasons than in others.

9. From the information give we can infer that
   a. the Nakoda were not good hunters.
   b. the Elders had never gone hungry.
   c. people must never speak against the Elders.
   d. people should live in peace and harmony with nature.
10. Match the geographic region with the landforms, bodies of water, and climate.

| A. Rocky Mountain Region       |
| B. Foothills Region            |
| C. Grassland Region            |
| D. Parkland Region             |
| E. Boreal Forest Region        |
| F. Canadian Shield Region      |

Landforms

- forested hills, rolling grasslands, broad river valleys
- flat land with a few hilly areas; hoodoos along some river valleys
- low rocky rolling hills, low swampy areas, gravel hills, sand dunes
- low flat lands, hilly areas and moraines
- mixture of flat and hilly areas; wide river valleys; some glacial erratics
- high rugged mountain peaks, U-shaped valleys

Bodies of Water

- major rivers; some streams that may dry up in summer; few lakes
- low marshy areas, muskeg, and lakes, boggy areas
- mountain lakes, streams, waterfalls; beginnings of many rivers
- smaller streams and rivers; beginnings of many major rivers
- major rivers flowing eventually to Hudson Bay; lakes and wetlands
- major rivers flowing to the Arctic Ocean; muskeg

Climate

- short dry summers with warm temperatures; very cold in winter because of northerly latitude; most rain falls between July and October.
- some permafrost; longer winters, shorter and cooler summers, and more rain than in southern parts of Alberta
- varied weather; can be rainy in summer; snowy in winter; hot in summer
- low rainfall; winters can be cold but chinooks are common; warm in summer
Chinooks can cause winter temperatures to rise quickly; can be rainy; winters can be cold.

Large amounts of snowfall; temperatures are never very high because of high elevation.

11. Cross out the words or phrases that do not tell about the vegetation or animal life in each region. The textbook page numbers where you can find the answer are in parentheses.

**Vegetation**

Rocky Mountain – trees get taller as you go higher up; plants must be hardy as there can be strong winds, little soil or warmth (page 27)

Foothills – deciduous trees in upper areas; lower areas are a mixture of short grasses, bushes, and deciduous trees (page 43)

Grassland – tall grasses and many trees (page 68)

Parkland – woodlands with no areas of grasses and shrubs (page 84)

Boreal Forest – mainly coniferous trees with some deciduous trees; large numbers of plants can grow in dry lands (page 103)

Canadian Shield – varies depending on soil and moisture; bushes where it is wet or where there is little soil; black spruce and tamarack trees in dry areas. (page 126)

**Animal Life**

Rocky Mountain – mountain sheep, mountain goats, foxes, wolves, coyotes, bears, elk, squirrels, and pronghorn antelope to name a few (page 33)

Foothills – woodland caribou, moose, wolves, coyotes, black bear, polar bear (pages 45, 46)

Grassland – pronghorn antelope, mule, goats, deer, white-tailed deer, and gophers (page 69)

Parkland – coyote, elk, moose, deer, beaver, pheasants, swift fox (page 85)

Boreal Forest – 45 types of mammals; 30 types of fish; 5 types of amphibians; 235 types of Birds (page 104, 105)

Canadian Shield – variety of animals including birds, lynx, black bears, foxes, moose, wolves, snowshoe hares, golden eagles, osprey, loons, ducks, gulls, beaver, muskrat, lions, and mink (page 127)
12. For each region name two natural resources. The textbook pages where you will find the answers are given.

Rocky Mountains (pages 28 – 30)

Foothills (page 47)

Grassland (pages 66, 67)

Parkland (pages 88 – 91)

Boreal Forest (pages 112 – 115)

Canadian Shield (page 133)

13. Give two reasons why communities are established.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

14. What is meant by “cultural heritage”?

________________________________________________________________________

________________________________________________________________________

15. Give an example of something from your cultural heritage.

________________________________________________________________________

________________________________________________________________________

16. When many people move into a community from a different part of Canada or from a different county, the community often changes. Explain why this happens.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Map of Alberta Regions

0 200 kilometres
The Geographic Regions of Alberta

REVIEW

1. On the map of Canada label the following:
   - Alberta
   - British Columbia
   - Saskatchewan
   - Manitoba
   - Northwest Territories
   - Yukon Territory
   - United States of America
   - Edmonton
   - Ottawa

2. On the map of the Alberta Regions
   - Draw a compass rose
   - Label all the regions

3. On the map of the Alberta Rivers label
   - Old Man River
   - Bow River
   - Red Deer River
   - North Saskatchewan River
   - Athabasca River
   - Peace River

4. On the map of the Alberta Rivers use the scale to determine the distances between these communities:
   - Lethbridge and Edmonton \( \text{450 km} \)
   - Fort McMurray and Peace River \( \text{375 km} \)
   - Medicine Hat and Drumheller \( \text{200 km} \)
   - Red Deer and Calgary \( \text{125 km} \)

5. Tell what each of these terms mean.
   - Relative location: \text{where a place is located compared to another place}\n   - Landforms: \text{nature features (shape of land) of a landscape}\n   - Bodies of Water: \text{where large amounts of water collect}\n   - Climate: \text{weather patterns over a long period of time}\n
Vegetation: natural plant life
Animal life: natural wildlife

6. Define the term “natural resource”.
material found in nature that people use

7. Write R for renewal resource. Write NR for non-renewable resource.

- R grass
- R fish
- NR oil
- R soil
- NR silver
- R trees
- R sunshine
- R wind
- NR natural gas
- NR coal
- R water
- NR salt

Use the information to answer questions 8 and 9.

“According to the oral history as passed down by our Elders, the Nakodas of old moved with the seasons, so as not to use up the resources on which we depended. All that we need for food and comfort, we were able to obtain from the natural surroundings.”

8. Which statement best tells what the Nakoda believed?
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10. Match the geographic region with the landforms, bodies of water, and climate.

A. Rocky Mountain Region
B. Foothills Region
C. Grassland Region
D. Parkland Region
E. Boreal Forest Region
F. Canadian Shield Region

Landforms

B. forested hills, rolling grasslands, broad river valleys
C. flat land with a few hilly areas; hoodoos along some river valleys
F. low rocky rolling hills, low swampy areas, gravel hills, sand dunes
E. low flat lands, hilly areas and moraines
D. mixture of flat and hilly areas; wide river valleys; some glacial erratics
A. high rugged mountain peaks, U-shaped valleys

Bodies of Water

C. major rivers; some streams that may dry up in summer; few lakes
F. low marshy areas, muskeg, and lakes, boggy areas
A. mountain lakes, streams, waterfalls; beginnings of many rivers
B. smaller streams and rivers; beginnings of many major rivers
D. major rivers flowing eventually to Hudson Bay; lakes and wetlands
E. major rivers flowing to the Arctic Ocean; muskeg

Climate

F. short dry summers with warm temperatures; very cold in winter because of northerly latitude; most rain falls between July and October.
E. some permafrost; longer winters, shorter and cooler summers, and more rain than in southern parts of Alberta
D. varied weather; can be rainy in summer; snowy in winter; hot in summer
C. low rainfall; winters can be cold but chinooks are common; warm in summer
B Chinooks can cause winter temperatures to rise quickly; can be rainy; winters can be cold
A large amounts of snowfall; temperatures are never very high because of high elevation

11. Cross out the words or phrases that do not tell about the vegetation or animal life in each region. The textbook page numbers where you can find the answer are in parentheses.

Vegetation

Rocky Mountain – trees get taller as you go higher up; plants must be hardy as there can be strong winds, little soil or warmth (page 27)

Foothills – deciduous trees in upper areas; lower areas are a mixture of short grasses, bushes, and deciduous trees (page 43)

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Animal Life

Rocky Mountain – mountain sheep, mountain goats, foxes, wolves, coyotes, bears, elk, squirrels, and pronghorn antelope to name a few (page 33)

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12. For each region name two natural resources. The textbook pages where you will find the answers are given.

Rocky Mountains (pages 28 – 30) coal, scenery, hot springs, etc.
Foothills (page 47) soil, grass, oil, fish, etc.
Grassland (pages 66, 67) soil, water, wind, oil and gas, etc.
Parkland (pages 88 – 91) soil, oil and gas, etc.
Boreal Forest (pages 112 – 115) oil sands, trees
Canadian Shield (page 133) forests, lake, wildlife

13. Give two reasons why communities are established.

- proximity to a natural resource
- on major transportation route

14. What is meant by “cultural heritage”?

- culture and traditions of a community

15. Give an example of something from your cultural heritage.

- Answers will vary

16. When many people move into a community from a different part of Canada or from a different county, the community often changes. Explain why this happens.

- bring in new traditions, culture, and/or language
The Geographic Regions of Alberta
Test

1. On the map of Canada label the following:
   - Alberta
   - British Columbia
   - Saskatchewan
   - Manitoba
   - Northwest Territories
   - Yukon Territory
   - Edmonton

2. On the map of Alberta Regions
   - put in the directions on the compass rose

3. On the map of Alberta Regions label these regions
   - Rocky Mountain
   - Foothills
   - Grassland
   - Parkland
   - Boreal Forest
   - Canadian Shield

4. On the map of Alberta Regions use the scale to determine the distances between these cities:
   a. Lethbridge and Calgary ________________
   b. Edmonton and Fort McMurray ____________
   c. Medicine Hat and Grande Prairie ____________
5. Match the words in the box with their definitions.

<table>
<thead>
<tr>
<th>landforms</th>
<th>bodies of water</th>
<th>vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal life</td>
<td>relative location</td>
<td>natural resource</td>
</tr>
</tbody>
</table>

_________________________ where a place is compared to some other place

_________________________ the natural plant life

_________________________ natural features of a landscape; the shape of the Earth’s surface

_________________________ things from nature that people use

_________________________ large amounts of water that collect in a particular location

_________________________ wild birds and animals

6. Here are two stories about the Okotoks Big Rock.

“One day, Napi was out walking. He was very tired, so he rested on a big rock. He gave his robe to the rock as a gift. It got cold, so he took his robe back. The rock got angry and chased Napi all over the place. Napi asked some nightingales for help and they dive-bombed the rock with their droppings until it broke apart. You can see that rock by Okotoks.”

- as told by Matthew Many Guns, Siksika First Nation

“In a few places, large rocks were deposited on the prairies. South of Calgary, near the town of Okotoks, is a huge rock that is split in two. Scientists say this rock came from Jasper and was carried along then dumped by a glacier. In it is best known as the Big Rock, but it is also sometimes called the Okotoks Erratic.”

Explain why you think the two stories are so different?
7. Each of the following paragraphs describes landforms and bodies of water of one of the regions of Alberta. Write the letter of the region.

A. Rocky Mountain Region
B. Foothills Region
C. Grassland Region
D. Parkland Region
E. Boreal Forest Region
F. Canadian Shield Region

This region is a mixture of flat and hilly areas. They were created when glaciers scraped, ground, and plowed rocks and soil aside. Glaciers also left behind very large rocks called erratics. This region has lakes and wetlands. A few large rivers run through this region.

In this region U-shaped valleys were created by glaciers. The most outstanding landforms are the high rugged mountains that were created when two large tectonic plates pushed against each other causing buckling and folding of the plates. Most of the rivers in Alberta have their beginnings in this region.

Most of this region is flat, but has a few hilly areas. Hoodoos can be found along many of the river valleys. Several large rivers cross this region. The rivers are used to provide drinking water and to create electricity. Farmers use the river waters to water their livestock and to irrigate their crops.

This is a region of low rocky hills, forests, lakes, and low swampy areas. The glaciers shaped this rocky landscape. Low marshy areas, muskeg, and lakes are found throughout the region.

This region has a variety of landforms. It has low, flat lands and meadows, but also hilly areas and moraines. There are also sinkholes. Major rivers flow through the area. They connect the Rocky Mountains to the Arctic Ocean. Muskeg covers much of the area.

This region has forested hills, rolling grasslands, and broad river valleys. Along the mountains this regions is the beginning of many rivers in Alberta.
8. Answer true (T) or false (F) for each statement about the climate in Alberta.

_____ Latitude has the greatest influence on the temperature in most regions.

_____ Chinooks begin when warm moist air comes from the Pacific Ocean and drops most of the moisture on the British Columbia side of the mountains.

_____ The higher up you go, the warmer the temperatures become.

_____ The farther north you go, the longer the days become in the summer.

_____ Drought is not usually a problem in the Grasslands region.

_____ The northern parts of the Parkland region are covered with permafrost.

9. Read this paragraph about vegetation in Alberta. Then make point form notes.

The province of Alberta is home to a great variety of vegetation. The type of vegetation that grows in a particular area depends on the landforms, the type of soil, the amount of soil, and the climate. In the Rocky Mountain region plants must be able to live where there are strong winds and little soil or warmth. In the Foothills region coniferous trees cover the upper parts while deciduous trees, short grasses, and bushes cover the lower parts. You will see tall grasses and also trees along the river banks on the Grasslands. In its natural state the Parkland region was fully covered with woodlands and areas of grasses and shrubs. The Boreal Forest is covered mainly with coniferous trees, but there are some deciduous trees, shrubs and grasses. Finally in the Canadian Shield region several varieties of coniferous and deciduous trees, bushes, cattails, and reeds grow.
10. Use the words in the box to complete the paragraphs about the animal life in the geographic regions of Alberta.

- woodland caribou
- Rocky Mountains
- camouflages
- habitats
- trappers
- Parkland
- vegetation
- adaptations

The animal life in any particular region of Alberta depends on the climate, landforms, bodies of water, and ________________ of that area. That is because animals have ________________ that allow them to survive in any particular environment. In the ________________ mountain goats and mountain sheep can run and climb on steep rocky slopes. In the Foothills region ________________ can survive because they have long legs for walking in snow and wide, curved hooves for pawing the snow to find food.

Pronghorn antelope are especially suited to the Grasslands. They eat the prairie grass and their fur colour ________________ them as protection from coyotes and foxes. In the ________________ region areas with trees still provide protection for elk, moose, and deer. Long ago hunters and ________________ roamed the Boreal Forest region because it was rich in fur-bearing animals. The forests of the Canadian Shield provide ________________ for a variety of animals including birds, lynx, bears, foxes, moose, wolves, and snowshoes hares.

11. What are two reasons why we have national and provincial parks.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
Use the information in the chart to answer the questions.

<table>
<thead>
<tr>
<th>Region</th>
<th>Natural Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocky Mountain</td>
<td>cool, hot springs, scenery, trees</td>
</tr>
<tr>
<td>Foothills</td>
<td>grass-covered hills, coal, forests, oil</td>
</tr>
<tr>
<td>Grassland</td>
<td>soil and water for farming, wind, oil and gas</td>
</tr>
<tr>
<td>Parkland</td>
<td>soil, oil and gas</td>
</tr>
<tr>
<td>Boreal Forest</td>
<td>oil sands, forests</td>
</tr>
<tr>
<td>Canadian Shield</td>
<td>forests, lakes, wildlife</td>
</tr>
</tbody>
</table>

Choose the best answer.

12. In which region would there be the least chance of seeing a paper mill?
   a. Boreal Forest
   b. Foothills
   c. Parkland
   d. Rocky Mountain

13. In which regions would agriculture most likely be common?
   a. Parkland, Grassland, Canadian Shield
   b. Grassland, Rocky Mountain, Foothills
   c. Foothills, Parkland, Grassland
   d. Grassland, Parkland, Boreal Forest

14. From the information in the chart you can infer that
   a. fossil fuels are an important natural resource in Alberta.
   b. agriculture can take place in all parts of Alberta.
   c. most people in Alberta are employed in the oil and gas industries.
   d. wildlife does not exist in most regions.
15 Define these terms.

renewable natural resource

non-renewable natural resource

16. What are two main reasons why communities are established?

17. Write a few sentences that explain the term “cultural heritage”.

18. Examine the pictograph. Answer the question.

**Types of Living Things in the Boreal Forest Region**

<table>
<thead>
<tr>
<th>Mammals:</th>
<th>Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>🦌  = 10 types</td>
</tr>
<tr>
<td>Fish:</td>
<td>🐟  = 10 types</td>
</tr>
<tr>
<td>Amphibians:</td>
<td>🐸  = 10 types</td>
</tr>
<tr>
<td>Birds:</td>
<td>🎏  = 10 types</td>
</tr>
</tbody>
</table>

How many more times as many types of fish are there than amphibians?__________
Geographic Regions of Alberta
The Geographic Regions of Alberta
Test

1. On the map of Canada label the following:
   - Alberta
   - British Columbia
   - Saskatchewan
   - Manitoba
   - Northwest Territories
   - Yukon Territory
   - Edmonton

2. On the map of Alberta Regions
   - put in the directions on the compass rose

3. On the map of Alberta Regions label these regions
   - Rocky Mountain
   - Foothills
   - Grassland
   - Parkland
   - Boreal Forest
   - Canadian Shield

4. On the map of Alberta Regions use the scale to determine the distances between these cities:
   a. Lethbridge and Calgary \(\text{150 km}\)
   b. Edmonton and Fort McMurray \(\text{425 km}\)
   c. Medicine Hat and Grande Prairie \(\text{775 km}\)
5. Match the words in the box with their definitions.

<table>
<thead>
<tr>
<th>landforms</th>
<th>bodies of water</th>
<th>vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal life</td>
<td>relative location</td>
<td>natural resource</td>
</tr>
</tbody>
</table>

relative location _______ where a place is compared to some other place

vegetation ___________ the natural plant life

landforms ___________ natural features of a landscape; the shape of the Earth's surface

natural resource ________ things from nature that people use

bodies of water _______ large amounts of water that collect in a particular location

animal life __________ wild birds and animals

6. Here are two stories about the Okotoks Big Rock.

“One day, Napi was out walking. He was very tired, so he rested on a big rock. He gave his robe to the rock as a gift. It got cold, so he took his robe back. The rock got angry and chased Napi all over the place. Napi asked some nightingales for help and they dive-bombed the rock with their droppings until it broke apart. You can see that rock by Okotoks.”

- as told by Matthew Many Guns, Siksika FirstNation

“In a few places, large rocks were deposited on the prairies. South of Calgary, near the town of Okotoks, is a huge rock that is split in two. Scientists say this rock came from Jasper and was carried along then dumped by a glacier. In it is best known as the Big Rock, but it is also sometimes called the Okotoks Erratic.”

Explain why you think the two stories are so different?

- one is based on story (myth/legend); beliefs
- one is based on science.
7. Each of the following paragraphs describes landforms and bodies of water of one of the regions of Alberta. Write the letter of the region.

A. Rocky Mountain Region
B. Foothills Region
C. Grassland Region
D. Parkland Region
E. Boreal Forest Region
F. Canadian Shield Region

D. This region is a mixture of flat and hilly areas. They were created when glaciers scraped, ground, and plowed rocks and soil aside. Glaciers also left behind very large rocks called erratics. This region has lakes and wetlands. A few large rivers run through this region.

A. In this region U-shaped valleys were created by glaciers. The most outstanding landforms are the high rugged mountains that were created when two large tectonic plates pushed against each other causing buckling and folding of the plates. Most of the rivers in Alberta have their beginnings in this region.

C. Most of this region is flat, but has a few hilly areas. Hoodoos can be found along many of the river valleys. Several large rivers cross this region. The rivers are used to provide drinking water and to create electricity. Farmers use the river waters to water their livestock and to irrigate their crops.

F. This is a region of low rocky hills, forests, lakes, and low swampy areas. The glaciers shaped this rocky landscape. Low marshy areas, muskeg, and lakes are found throughout the region.

E. This region has a variety of landforms. It has low, flat lands and meadows, but also hilly areas and moraines. There are also sinkholes. Major rivers flow through the area. They connect the Rocky Mountains to the Arctic Ocean. Muskeg covers much of the area.

B. This region has forested hills, rolling grasslands, and broad river valleys. Along the mountains this regions is the beginning of many rivers in Alberta.
8. Answer true (T) or false (F) for each statement about the climate in Alberta.

- T Latitude has the greatest influence on the temperature in most regions.
- T Chinooks begin when warm moist air comes from the Pacific Ocean and drops most of the moisture on the British Columbia side of the mountains.
- F The higher up you go, the warmer the temperatures become.
- F The farther north you go, the longer the days become in the summer.
- F Drought is not usually a problem in the Grasslands region.
- F The northern parts of the Parkland region are covered with permafrost.

9. Read this paragraph about vegetation in Alberta. Then make point form notes.

   The province of Alberta is home to a great variety of vegetation. The type of vegetation that grows in a particular area depends on the landforms, the type of soil, the amount of soil, and the climate. In the Rocky Mountain region plants must be able to live where there are strong winds and little soil or warmth. In the Foothills region coniferous trees cover the upper parts while deciduous trees, short grasses, and bushes cover the lower parts. You will see tall grasses and also trees along the river banks on the Grasslands. In its natural state the Parkland region was fully covered with woodlands and areas of grasses and shrubs. The Boreal Forest is covered mainly with coniferous trees, but there are some deciduous trees, shrubs and grasses. Finally in the Canadian Shield region several varieties of coniferous and deciduous trees, bushes, cattails, and reeds grow.

- Alberta home to variety of vegetation
- type depends on landforms, soil, climate
- Rocky Mountains - strong winds, cold
- Foothills - conifer in upper; deciduous, grasses, bushes in lower
- Grassland - tall grasses; trees along rivers
- Parkland - woodlands; areas of grasses/shrubs
- Boreal Forest - mainly coniferous; some deciduous, shrubs, grass
- Can. Shield - coniferous, deciduous trees; bushes, cattails, reeds
10. Use the words in the box to complete the paragraphs about the animal life in the geographic regions of Alberta.

<table>
<thead>
<tr>
<th>woodland caribou</th>
<th>habitats</th>
<th>vegetation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocky Mountains</td>
<td>trappers</td>
<td>adaptations</td>
</tr>
<tr>
<td>camouflages</td>
<td></td>
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The animal life in any particular region of Alberta depends on the climate, landforms, bodies of water, and **vegetation** of that area. That is because animals have **adaptations** that allow them to survive in any particular environment. In the **Rocky Mountains** mountain goats and mountain sheep can run and climb on steep rocky slopes. In the Foothills region **woodland caribou** can survive because they have long legs for walking in snow and wide, curved hooves for pawing the snow to find food.

Pronghorn antelope are especially suited to the Grasslands. They eat the prairie grass and their fur colour **camouflages** them as protection from coyotes and foxes. In the **Parkland** region areas with trees still provide protection for elk, moose, and deer. Long ago hunters and **trappers** roamed the Boreal Forest region because it was rich in fur-bearing animals. The forests of the Canadian Shield provide **habitats** for a variety of animals including birds, lynx, bears, foxes, moose, wolves, and snowshoes hares.

11. What are two reasons why we have national and provincial parks.

- control use of natural resources
- protect natural areas
- provide areas where people can learn about nature/natural resources
Use the information in the chart to answer the questions.

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Choose the best answer.

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   a. fossil fuels are an important natural resource in Alberta.
   b. agriculture can take place in all parts of Alberta.
   c. most people in Alberta are employed in the oil and gas industries.
   d. wildlife does not exist in most regions.
15. Define these terms.

renewable natural resource: can be regrown or replaced

non-renewable natural resource: cannot be regrown or replaced

16. What are two main reasons why communities are established?

- proximity to a natural resource
- on a major transportation route

17. Write a few sentences that explain the term “cultural heritage”.

- traditions and culture of a community

18. Examine the pictograph. Answer the question.

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How many more times as many types of fish are there than amphibians? 8
Geographic Regions of Alberta
Unit 2

The Stories, History and Peoples of Alberta
Chapter Eight: The First Peoples

Chapter Nine: The Fur Trade

Assessment for Chapters Eight and Nine

Chapter Ten: Early Settlement

Chapter Eleven: From Territory to Province

Assessment for Chapters Ten and Eleven

Assessment for Chapters Eight to Eleven

ASSESSMENT

A. Traditional Tests
   Teachers have a choice:

   1. Give tests after both Chapters Nine and Eleven.
      AND/OR
   2. Give a test after Chapter Eleven only.

B. Assessment Using Rubrics
   Rubrics may be found on BLMs A-1 to A-6 in the Resource Manual for Our Alberta.
Chapter Eight

The First Peoples
Contents

Lesson One  The First Peoples: Learning About the Past
Relationships with Nature  3
Lesson Two  First Nations: Territories/Languages  4
Lesson Three  First Nations: Meeting Basic Needs  5
Lesson Four  First Nations: Language/Communication  6
Lesson Five  First Nations: Learning About the Past  7
Lesson Six  First Nations: Preserving Culture  8
Lesson Seven  First Nations: Review  9
Lesson One

Concept: The First People: Learning About the Past
    Relationships with Nature

Resources/Materials: About Alberta, Book 2, pages 172 – 174
    Map of world or North America
    Worksheet #4.8.1 (student copies)

Introduction: Ask students:
    “Has anyone ever stopped and stared at you when you went to town?”
    “How did you feel?”
    “Why do you suppose they stared at you?” (probably physical appearance – way we dress)
Conclude that it is probably quite natural to notice someone is “looks” a bit different; however, staring is
considered to be rude.
Ask:
    “Have you ever stopped and stared at someone?”
Tell students that people often stop and stare at First Nations people because they look different. (Introduce the
phrase “visible minority”, if desired.
There are many many different First Nations groups. They are called “First Nations” because they were North
America’s first people. For the next couple of weeks we will learn about them.

Procedure:

1. Discuss how Hutterite children might learn about the past. (religious teachings, elders, German teacher,
    ministers, etc.)

2. Read textbook pages 172 and 173 to find out more about one of the ways First Nations people learn
    about the past. (stories told by elders, historical and archeological sites)

3. Discuss the inquiry questions on page 173.

4. Have students turn to textbook page 174 and the read the heading “Relationships with Nature”. Discuss
    what it means. Guide the reading.

5. Conclude that First Nations observed and respected nature. They did this by using things from nature
    wisely – not wasting, only taking what they needed, and sharing with others.

6. If desired, have students may point form notes on pages 172 – 174 (or do it together)

7. Distribute Worksheet #4.8.1. Discuss how it works.

Assignment:

2. Do Worksheet #4.8.1.
**Directions:** Use the information from *Our Alberta, Book 2*, pages 172 – 174 to complete the crossword puzzle.

**Across**

3. circular pattern of rocks (2 words)
5. First Nations people learn about the past through _____.
7. First Nations people in the northern regions lived in the _____ forest.
9. By observing and respecting nature, people had a _____ relationship with the land.
11. The Majorville Medicine Wheel is located south of _____.

**Down**

1. To First Nations people, _____ is important.
2. The name of our province
4. First Nations people feel they must _____ nature.
5. First Nations people believed they should _____ what they had.
6. Drying and smoking are ways to _____ food.
8. The Majorville Medicine Wheel is sacred to the _____, Siksika, and Piikani First Nations.
10. An antonym for no.
Directions: Use the information from Our Alberta, Book 2, pages 172 - 174 to complete the crossword puzzle.

Across
3. circular pattern of rocks (2 words)
5. First Nations people learn about the past through ______.
7. First Nations people in the northern regions lived in the ______ forest.
9. By observing and respecting nature, people had a ______ relationship with the land.
11. The Majorville Medicine Wheel is located south of ______.

Down
1. To First Nations people, ______ is important.
2. The name of our province
4. First Nations people feel they must ______ nature.
5. First Nations people believed they should ______ what they had.
6. Drying and smoking are ways to ______ food.
8. The Majorville Medicine Wheel is sacred to the ______, Siksika, and Piikani First Nations.
10. An antonym for no.
Lesson Two

Concept: First Nations Territories/Languages

Resources/Materials: Our Alberta, Book 2, page 175
BLM 76, page 1 (student copies)
BLM 76, page 2 (teacher copy)

Introduction: Ask students about the number of languages they speak. Discuss the reason for knowing so many languages. (English is necessary to function in greater society. The German languages are a reflection of the Hutterite culture.)

Tell students that First Nations people also find that they can best function in their culture by using their traditional languages.

Procedure:

1. Have students turn to textbook page 175. With students examine the map and note that in Alberta there are three main language families spoken by First Nations people.

2. Guide the reading of the text to find out more about where First Nations people lived.

3. Conclude that most moved with the seasons and/or where the food supply took them. In a way they were nomadic, but they did have territories and moved in certain patterns.

4. Distribute BLM 76, page 1. Note the names such as Manyberries and Bad-water Lake. Discuss how these places could have been named.

5. Go over the directions on the page.

Assignment: BLM 76

1. Read Our Alberta, Book 2, page 175.

2. Do BLM 76, page 1
Lesson Three

Concept: First Nations: Meeting Basic Needs

Resources/Materials: Our Alberta, Book 2, pages 176-179
BLM 77 (student copies)
Worksheet #4.8.3a (transparency and students copies) - optional
Worksheet #4.8.3b. (student copies – run off on Manila tag)

Introduction: Write the term “basic needs” on the board. Discuss its meaning (those things we need to live, to keep alive – usually food, clothing, shelter) Discuss how their community satisfies their basic needs.

Tell students that First Nations groups relied on nature to provide them with basic needs.

Procedure:

1. Tell them that the textbook tells about how the First Nations people on the Grassland region relied on one particular animal to provide them with most of their basic needs.

2. Distribute BLM 77. Have students quickly peruse the page and note some of the parts of the bison and what they are used for.

3. Tell students that the buffalo was a huge animal. How could they be hunted and killed? Have them turn to textbook page 176 to find out. Note how the illustrations are used to support the text.

4. Discuss with students that Grassland region First Nations used tipis as shelter. They were convenient for them because they provided shelter from the elements, but also because they would be moved relatively easily. This was necessary because they moved regularly.

5. Just like we designate certain places to do certain things in our homes, so did the Grassland First Nations. Read pages 178 and 179.

6. Put up the transparency of Worksheet #4.8.3a. Have students make a similar chart in their notebooks, OR give them a copy of Worksheet #4.8.3b to complete based on BLM 77 and textbook pages 178 and 179.

7. Distribute the tipi shape on Worksheet #4.8.3b. Have students decorate it appropriately, cut it out, and form it into a tipi shape.

Assignments:

1. Read Our Alberta, Book 2, pages 176 – 179.
2. Do Worksheet #4.8.3a OR chart made in notebook.
3. Use Worksheet #4.8.3b to decorate and make tipi.
Directions: Use the information from BLM 77 and *Our Alberta, Book 2*, pages 178 and 179 to complete the chart.

<table>
<thead>
<tr>
<th>BASIC NEED</th>
<th>How the Buffalo Provided this Need</th>
<th>How the Land Provided this Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #4.8.3a
**Using the Buffalo**

**Directions:** Use the information from BLM 77 and *Our Alberta, Book 2*, pages 178 and 179 to complete the chart.

<table>
<thead>
<tr>
<th>BASIC NEED</th>
<th>How the Buffalo Provided this Need</th>
<th>How the Land Provided this Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td>• streams, rivers, lakes</td>
</tr>
<tr>
<td>Food</td>
<td>• buffalo meat</td>
<td>• berries</td>
</tr>
<tr>
<td></td>
<td>• horns → cups</td>
<td>• other animals</td>
</tr>
<tr>
<td></td>
<td>• stomach → cooking pots</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td>• hides</td>
<td>• deer, rabbit, fox</td>
</tr>
<tr>
<td>Shelter</td>
<td>• buffalo hide → bedding</td>
<td>• trees → tipi poles</td>
</tr>
<tr>
<td></td>
<td>→ tipis</td>
<td>• stones → keep tipi in place</td>
</tr>
<tr>
<td>Tools</td>
<td>• horns</td>
<td>• stones → arrow and spear</td>
</tr>
<tr>
<td></td>
<td>• bones</td>
<td>heads → hammers</td>
</tr>
</tbody>
</table>
Directions: Use the information from Our Alberta, Book 2, pages 178 and 179 and other books to decorate and make a tipi.
Lesson Four

Concept: First Nations: Languages/Communication

Resources/Materials: About Alberta, Book 2, pages 180 and 181
Worksheet #4.8.4a (student copies)
Worksheet #4.8.4b (teacher copy)

Introduction: Ask students if they have ever had the experience where someone has spoke to them in English, but the person spoke in such a strange manner that it was difficult to understand him or her. OR BETTER YET. Speak to the students using an accent of some kind (Southern, New England, etc.) Conclude that English, like most other language is spoken differently, usually depending on cultural group or location. Even some of the common vocabulary can vary. Ask students why this might be.

Procedure:
1. Review with students that First Nations people in what today is Alberta spoke three main languages, but that there were variations in the language depending on the particular First Nation.

2. Why is this? Tell students that Inuit people living in the Far North have several different and specific terms for “snow”. This is because knowing the different snow conditions is important for them to survive. Similarly for Far East Asian cultures, there are several different terms for “rice”.

3. Pose the question: “Why might people living on the Grasslands some different words that people living in the Boreal Forest?”

4. Have students turn to textbook pages 180 and 181. Guide the reading or have students read these pages independently.

5. “Why do you suppose the Blackfoot people had a word for “dog team” when many others did not?”

6. “Did it surprise you that when Aboriginals who spoke different languages met, they used sign language?” (This is quite common with people worldwide.)

7. Conclude that language serves to allow us to communicate so we can satisfy our basic needs.

8. Discuss “Why do you think many First Nations adults want their children to learn their First Nations languages today?”

9. Distribute Worksheet #4a. Go over the directions, if necessary.

Assignment:
1. Read Our Alberta, Book 2, pages 180 and 181.
2. Do Worksheet #4a.
3. Optional – make up an English-Low German-High German language chart similar to the one on page 180. Try to include at least ten words.
Directions: Find these words in the word search below. Spaces and hyphens have been left out.

ABORIGINAL  ACCENT  ALBERTA
ALGONQUIAN  ANISHINABE  ATHAPASKAN
BLACKFOOT  COMMUNICATION  CREE
DENE SULINE  DENE THA  DUNNE-ZA
METIS CREE  MICHIF  NAKODA
SIGN LANGUAGE  SIOUAN  TSUU TINA

E L A E Z A C K F Q D Y N A T
T V T I B F B I C E X O D L O
V H H T I A H O N B I O A B O
N U A D S C N E R T F L Y E F
A L P T I U T I A I G Y N R K
U X A M N H U C H O G A W T C
O Y S O A E I T N S X I E A A
I P K C X N C Q I N I P N D L
S J A R U I U C C N N N I A B
Y U N M F I F Y A J A Z A N L
H M M H A E N I L U S E N E D
C O N N A Z E N N U D C G Z H
C I A J N A K O D A I T R H F
S I G N L A N G U A G E A E I
Z E J S M E T I S C R E E T E
First Nations Communications Solution

+ + A E + A + + F + D + N A T
+ + T + B + B I + E + O + L O
+ + H T + A H O N + I + A B O
N + A + S C N E R T + L + E F
A + P T I U T I A I G + + R K
U + A M N H U C H O G + + T C
O + S + A E I T N S + I + A A
I + K + + N C Q I + I + N + L
S + A + U + U C + N + N + A B
+ + N M + I + + A + A + A + L
+ + M + A E N I L U S E N E D
+ O + N A Z E N N U D C + + +
C + + + N A K O D A + + R + +
S I G N L A N G U A G E + E +
+ + + + M E T I S C R E E E + E

(Over, Down, Direction)
ABORIGINAL (6,1,SE)
ACCENT (9,10,NW)
ALBERTA (14,1,S)
ALGONQUIAN (13,3,SW)
ANISHINABE (13,10,NW)
ATHAPASKAN (3,1,S)
BLACKFOOT (15,9,N)
COMMUNICATION (1,13,NE)
CREE (12,12,SE)
DENESULINE (15,11,W)
DENETHA (11,1,SW)
DUNNEZA (11,12,W)
METISCREE (5,15,E)
MICHIF (4,6,NE)
NAKODA (5,13,E)
SIGNLANGUAGE (1,14,E)
SIOUAN (1,9,N)
TSUUTINA (4,3,SE)
Lesson Five

Concept: First Nations: Learning About the Past

Resources/Materials: About Alberta, Book 2, pages 182 – 185
BLM 79 (student copies)
BLM 80 (student copies)

Introduction: Review with students the ways we can learn about the past:
- Stories from elders
- Religious teachings
- Historians (History is told in the point of the view of the person writing about events. Perspective can result in the same event being recorded in two entirely different ways.)
- Archeologists
- Geologists

We can learn about the history of the First Nations people in much the same way.

Procedure:
1. Tell students that much of what we know about First Nations people has been learned from particular places and objects that have been discovered or uncovered.

2. Have students turn to textbook page 183. Read the heading and the inquiry question. Discuss the meaning of the question. Some students may have visited or at least heard of Writing on Stone Provincial Park. For those who have not, briefly describe the writings and where they are located. Have students read page 182 to find out about how this important site was not always respected.

3. Read the Fast Fact on page 183. Discuss. Have students read page 183. Discuss how discovering the arrowhead helped the family understand life in the past.

4. Discuss the difference between “fact” and “opinion”.

5. Have students turn to textbook page 184. Tell them that the picture is of a meteorite that fell to Earth. Aboriginals thought the stone was sacred. It was removed from its sacred place and eventually ended up at the Royal Museum in Edmonton. The question now is “Where should it be placed?”

6. Tell students to read the article on the meteorite on page 184. Then they are to work with one or two others to decide where the meteorite should be. This is Pause question number 2 on p. 184.

7. Distribute BLM 79. Show them how to use facts and opinions to make their decision.

8. Then have students focus on textbook page 185. Discuss the term “quality of life”. Go over the parts of the puzzle. Tell students that on BLM 80 they should fill in the puzzle pieces with ideas that they think add to their quality of life.

Assignments:
2. Do BLM 79 (work in small groups).
3. Do BLM 80.
Draw a Conclusion

Issue
Should the Manitou Stone be kept at the Royal Alberta Museum, or should the museum return it to its original place?

Facts
- the stone is a meteorite
- it landed somewhere near Sedgewick.
- George McDougall ordered that the stone be moved.
- stone was moved several times

Opinions
- First Nations people believed it protected the buffalo herd and helped people to heal
- the museum is a good site because everyone could see the stone and learn about it
- stone should be sent to First Nations people
- stone should be returned to the place it first landed.

Conclusion: _____________________________
Lesson Six

Concept: First Nations: Preserving Culture

Resources/Materials: About Alberta, Book 2, pages 186 – 189  
BLM 82 (transparency or student copies)

Introduction: Ask students how the Hutterite culture is kept alive. (learn to speak German, clothing, regular religious studies, etc.)

First Nations people also want to preserve or save their cultures. They do this in several ways.

Procedure:

1. Have students turn to page 186. Tell them that on the next four pages they will learn about some ways that First Nations people are trying to keep preserve their traditional culture.

2. Guide the reading of pages 186 and 187. Discuss some ways that First Nations people are trying to preserve their culture. Record these ideas on the board for students to copy later.

   Preserving Culture
   1. telling stories about the past
   2. ceremonies
   3. learning the traditional language
   4. celebrations
   5. traditional dress

3. Tell students that pages 188 and 189 tell about other ways to preserve culture. Have students read these pages and have them add to their list.

   6. holding powwows
   7. songs
   8. works of art

4. Distribute BLM 82 or put transparency on the overhead. Discuss the song and its meaning. Tell students to write a paragraph telling about the message of the song.

Assignment:

1. Read Our Alberta, Book 2, pages 186 - 189
2. Copy notes
3. Write paragraph about poem on BLM 82.
Lesson Seven

Concept: First Nations: Review

Resources/Materials: About Alberta, Book 2, pages 190 and 191
BLM 83 (2 pages) – teacher copy
AND/OR The First Peoples – Review sheets (student copies)
OR Worksheet #4.8.7 (student copies)

Introduction: Tell students that they now understand how First Nations people have contributed to Alberta in the past and now in the present.

Procedure:

1. Choose BLM 83 OR The First Peoples – Review sheets OR Worksheets #4.8.7 to review the chapter contents.

2. If desired, have students do textbook page 190, Inquiring, part c. This could be done by making a booklet.

Assignment(s):

1. Do BLM 83
   OR
   The First Peoples – Review sheets
   OR
   Worksheet #4.8.7

AND/OR

2. Textbook page 190, Inquiring, question c.
Who are the First Peoples?

Which First Nations originally lived in the different areas of what is now Alberta?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How can we learn about the relationship between First Nations people and the land?

What does Head-Smashed-In Buffalo Jump tell us about the history of some First Nations people and the quality of their life?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do First Nations’ stories tell us about their beliefs about their relationship with the land?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Why are there many different Aboriginal languages in Alberta?

Why do different groups of people have different words for the same things?

Why do some First Nations languages have similar words?

What are some reasons the First Nations developed their own unique languages?

How do we show respect for historical places and objects?

What are various ways we learn about First Nations people?

Why are historical places and objects important to communities?
What are some ways decisions can be reached?

How do people keep their language, culture, and identity alive?

In what ways have First Nations communities changed over time?

How is your community important to your identity?

In what ways have First Nations people contributed to Alberta?
Who are the First Peoples?

Which First Nations originally lived in the different areas of what is now Alberta?

- those of the Athapaskan, Algonquin and Souan language groups

- 46 communities

How can we learn about the relationship between First Nations people and the land?

What does Head-Smashed-In Buffalo Jump tell us about the history of some First Nations people and the quality of their life?

- shows how buffalo were hunted
- shows how buffalo parts were used
- shows how people cooperated to do a particular job

What do First Nations’ stories tell us about their beliefs about their relationship with the land?

- had spiritual beliefs
- tell that humans are part of nature
- people must respect nature and not take more from nature than they need
Why are there many different Aboriginal languages in Alberta?

Why do different groups of people have different words for the same things?
- environment might be different
- have different values and lifestyle

Why do some First Nations languages have similar words?
- have shared history
- have similar relationship with nature
- communication among/between groups

What are some reasons the First Nations developed their own unique languages?
- lifestyles may be unique
- experiences and environments are unique

How do we show respect for historical places and objects?

What are various ways we learn about First Nations people?
- stories told by Elders
- artifacts such as arrowheads, medicine wheels, tipi rings
- historians

Why are historical places and objects important to communities?
- tells about past. The past helps tell us why we are like we are today.
What are some ways decisions can be reached?

- One person can decide for the group or group decisions
- Look at all the alternatives; decide what is good/bad about each

How do people keep their language, culture, and identity alive?

In what ways have First Nations communities changed over time?

- Most no longer live entirely off land
- Live on reserves
- Work at jobs in stores, health care, schools and businesses

How is your community important to your identity?

- Tells something about who you are because each community has
  its own traditions, history, etc.

In what ways have First Nations people contributed to Alberta?

- Place names
- Taught respect for elders
- Colourful ceremonies and celebrations
- Importance of sharing
- Historical sites
Directions: See how many of these questions you can answer in twenty minutes. Each question is worth one point, except those that are written in bold face type. They are worth two points each. The person who gets the most points wins a prize. Ask your teacher about this!

1. The name of the medicine wheel located south of Bassano ____________________________.

2. The number of years ago the medicine wheel was built. ____________________________

3. Who said, “We teach our children through stories. Everything has a life and a story.”
   __________________________________

4. What word means “to use methods such as drying and smoking to prevent food from spoiling”? ____________________________

5. The number of First Nations communities there are in Alberta ____________________________

6. The number of First Nations language groups in Alberta ____________________________

7. The name of the stone piles used in a buffalo jump ____________________________

8. How First Nations people used to boil water _______________________________________

9. In a Kainai tipi, against which wall did parents sleep? ____________________________

10. What is the Dene Tha word for beaver? ____________________________

11. What river is called *Manachabansipi* in the Cree language? ____________________________

12. What is the Blackfoot name for *Writing-on-Stone*? ____________________________

13. How did some people show disrespect for the rock carving at *Writing-on-Stone*?
    ______________________________________

14. The scientists who study the people who lived in the past by digging up objects from the past. ____________________________

15. How the Manitou Stone got to Earth _____________________________________________

16. The name for an area of land that has been officially set aside by the Canadian government for First Nations people. ____________________________

17. A celebration involving dancing, singing, drumming, and presents __________________
The First Peoples Challenge

Directions: See how many of these questions you can answer in twenty minutes. Each question is worth one point, except those that are written in bold face type. They are worth two points each. The person who gets the most points wins a prize. Ask your teacher about this!

1. The name of the medicine wheel located south of Bassano is Majorville Medicine Wheel.
2. The number of years ago the medicine wheel was built is 4500 years.
3. Who said, “We teach our children through stories. Everything has a life and a story.” Frank Wensel Head
4. What word means “to use methods such as drying and smoking to prevent food from spoiling”? preserve
5. The number of First Nations communities there are in Alberta is 46.
6. The number of First Nations language groups in Alberta is 3.
7. The name of the stone piles used in a buffalo jump is cairns.
8. How First Nations people used to boil water is drop hot stones into bag of water or into a pit of water.
9. In a Kainai tipi, against which wall did parents sleep? West
10. What is the Dene Tha word for beaver? Tsa
11. What river is called Manachabansipi in the Cree language? Bow River
12. What is the Blackfoot name for Writing-on-Stone? Aisinap
13. How did some people show disrespect for the rock carving at Writing-on-Stone? Carved initials/dates
14. The scientists who study the people who lived in the past by digging up objects from the past are archaeologists.
15. How the Manitou Stone got to Earth is fell from space.
16. The name for an area of land that has been officially set aside by the Canadian government for First Nations people is reserve.
17. A celebration involving dancing, singing, drumming, and presents is powwow.

Worksheet #4.8.7
Chapter Nine

The Fur Trade
# Social Studies Grade 4 Our Alberta

## Chapter 9

**The Fur Trade**

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</tr>
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</table>

**Lesson Six**  

*Assessment: Chapters Eight and Nine*  

8
Lesson One

Concept: The Start of the Fur Trade

Resources/Materials: Our Alberta, Book 2, pages 192 – 195  
- Wall map of world  
- Wall map of Canada  
- Worksheet #4.9.1a and #4.9.2b (student copies)

Introduction: Point to and name Europe on the world map. Then point to Alberta. Tell students that today the two locations are connected by airplane by nine or ten hours. However, four hundred years ago it would probably take more than half a year to go from Europe to Alberta.

Alberta and Europe did have a connection. “What could it be?”

Procedure:

1. In the 1700s men’s felt hats made from beaver furs were all the rage. They were so popular that most of the beavers in Europe had been killed for their furs, so Europeans decided to come to Canada where there was an abundance of beavers. They worked with First Nations groups in Eastern Canada to get more furs until the supply of beavers there grew smaller and smaller. Businesses called fur trading companies were on the lookout for new sources of furs. They sent explorers out from Eastern Canada to the west to find more beaver and to get the Aboriginal people to trap and hunt them.

2. In Alberta explorers did find more beavers. But how did they get the cooperation of the First Nations? During the next few days we will read to find out.

3. Tell students that one of the most important explorers to Alberta and British Columbia was a man named David Thompson.


5. Distribute Worksheet #4.9.1a. Tell students to fill in the chart using phrases. **WARN STUDENTS NOT TO USE ALL THE SPACES AS THEY WILL ADD TO THE CHART LATER.**

6. Explain that “fur trading” was actually done at fur trading forts or posts. Aboriginals trapped the fur-bearing animals and skinned the furs off. They then took the furs to the trading post where they traded furs for things the Europeans had like knives, kettles, mirrors, beads, and so on.

7. Explain that some companies built fur trading posts close to where the First Nations people trapped them. Others asked the First Nations people to travel to posts on Hudson Bay. Have students turn to textbook page 194. Guide the reading.

8. Distribute Worksheet #4.9.1b. Make sure the directions are clear.

Assignments:

2. Begin Worksheet #4.9.1a
3. Do Worksheet #4.9.1b.
**Directions:** Use textbook pages 192 and 193 to fill in this chart about David Thompson.

<table>
<thead>
<tr>
<th>Who was David Thompson?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What did he do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Where?</td>
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<tr>
<td>Why?</td>
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<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Start of the Fur Trade

Directions: Read textbook pages 194 and 195. Then unscramble the letters to make words that fill in the blanks.

1. The fur trade began in ___________ (esnaret) Canada where the French built the first fur trading posts.

2. First Nations people brought furs from the ___________ (toneriri).

3. The coureurs de bois were _________________ (hopofaranners) who traveled to the interior for furs.

4. The skins of beavers and other animals were made into a ____________ (nelbedab) waterproof material used for hats.

5. The king of England gave the Hudson’s Bay Company trading ____________ (sthgir) in Rupert’s Land. This was done without discussing it with First Nations people in the area.

6. Rupert’s Land _____________ (derocev) about one-third of present-day Canada.

7. Some trading posts were protected by ______________ (cotesads) which were high fences made of poles stuck in the ground.

8. Anthony Henday was __________ (hedri) by the Hudson’s Bay Company.

9. He was hired to ________________ (edepsuar) First Nations people to take their furs to the Hudson Bay posts.

10. He traveled further west than any other European ________________ (rrepolex) before him.
Directions: Use textbook pages 192 and 193 to fill in this chart about David Thompson.

<table>
<thead>
<tr>
<th>Who was David Thompson?</th>
<th>· mapmaker and explorer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>What did he do?</td>
<td>· travelled across interior of Canada</td>
</tr>
<tr>
<td></td>
<td>· interacted with Aboriginals</td>
</tr>
<tr>
<td></td>
<td>· made map of interior of Canada</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td>· late 1700s, early 1800s</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td>· interior of Canada from Hudson Bay to Pacific Ocean</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td>· make maps for fur traders</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td>· walked</td>
</tr>
<tr>
<td></td>
<td>· asked Aboriginals for help</td>
</tr>
</tbody>
</table>

Worksheet #4.9.1a
Directions: Read textbook pages 194 and 195. Then unscramble the letters to make words that fill in the blanks.

1. The fur trade began in eastern (esnaret) Canada where the French built the first fur trading posts.

2. First Nations people brought furs from the interior (toneriri).

3. The coureurs de bois were Francophones (hopofaranners) who traveled to the interior for furs.

4. The skins of beavers and other animals were made into a bendable (nelbedab) waterproof material used for hats.

5. The king of England gave the Hudson’s Bay Company trading rights (stghir) in Rupert’s Land. This was done without discussing it with First Nations people in the area.

6. Rupert’s Land covered (deroecev) about one-third of present-day Canada.

7. Some trading posts were protected by stockades (cotesads) which were high fences made of poles stuck in the ground.

8. Anthony Henday was hired (hedri) by the Hudson’s Bay Company.

9. He was hired to persuade (edepsuar) First Nations people to take their furs to the Hudson Bay posts.

10. He traveled further west than any other European explorer (rrepolex) before him.
Lesson Two

Concept: The Fur Trade Brings Change: Competition and Cooperation

Resources/Materials: Our Alberta, Book 2, pages 196 – 201
                  BLM 84 (2 pages) student copies
                  Worksheet #4.9.2 (student copies) – optional
                  Worksheet #4.9.1a (students have this)

Introduction: Write the words “cooperation” and “competition” on the board. Tell students that during the fur trade there were instances of cooperation and instances of competition. (Go over meanings of these words, if necessary.)

“Today we will find out how the fur trade actually took place and look for examples of competition and of cooperation.”

Procedure:

1. Distribute copies of Worksheet #4.9.2 OR have students make this chart in their notebooks.

2. Guide the reading of pages 196 to 199 or have them read independently. As students come to an instance of competition or cooperation, they should note it in the chart on Worksheet #9 or in the chart they have made in their notebooks.

3. Ensure that students know how to read the chart on page 196.

4. Distribute BLM 84 and make sure students know what to do.

5. Finally ask students to read pages 200 and 201; then add to Worksheet #4.9.1a

Assignments:

2. Finish Worksheet #4.9.1a.
3. Do Worksheet #4.9.2 OR make equivalent chart in notebooks.
4. Do BLM 84.
Making Trades!

Imagine you have arrived at a fur trading fort with a year’s worth of fur pelts. You and your family have made a list of things you would like to get from the trading fort.

1. If you wanted to get 2 plaid shirts, how many pelts would you need? 4
2. If you wanted 144 buttons and 1 kg of sugar, how many pelts would you need? 2
3. If you wanted a new musket, a blanket, and a frying pan, how many pelts would you need? 16
4. If you wanted 20 fish hooks, a musket, gunpowder, a blanket, and beads, how many pelts would you need? 22
5. If you wanted sugar, a large blanket, and gunpowder, how many pelts would you need? 6

Challenge Plus

Your family brought this list of pelts to the fur trading post. Make a list of the trade goods you could get in exchange. Write your list on another page.

Pelts for Trade

12 beaver pelts
3 black bear pelts
6 bison pelts
8 marten pelts
6 deer pelts
8 otter pelts
5 racoon pelts
**Cooperation and Conflict in the Fur Trade**

**Directions:** Read textbook pages 196 and 197. Find instances where there was cooperation and instances where there was competition. Write them in the chart.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Read textbook pages 198 and 199. Answer the questions.

1. What was the job of the voyageurs?

   

2. Why do Metis people see the Metis Sash as a symbol of their culture?

   

Worksheet #4.9.2
**Cooperation and Conflict in the Fur Trade**

**Directions:** Read textbook pages 196 and 197. Find instances where there was cooperation and instances where there was competition. Write them in the chart.

<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>· First Nations and fur traders traded</td>
<td>· French and English competed for land and furs</td>
</tr>
<tr>
<td>· Métis acted as guides and interpreters for fur traders</td>
<td>· Some First Nations competed with each other</td>
</tr>
<tr>
<td>· Aboriginals showed fur traders how to use birchbark canoes</td>
<td>· Québec fur traders competed with Hudson’s Bay Company</td>
</tr>
</tbody>
</table>

**Directions:** Read textbook pages 198 and 199. Answer the questions.

1. What was the job of the voyageurs?
   - transport trade goods to trading posts and transport furs back to Montréal.

2. Why do Métis people see the Metis Sash as a symbol of their culture?
   - Métis voyageurs wore the sashes. They are reminder of how hard voyageurs worked and how hardy and skilled they were.
Lesson Three

Concept: Rocky Mountain House – Old and New Ways to Learn About the Past.

Resources/Materials: Our Alberta, Book 2, pages 202 – 205  
Worksheet #4.9.3 (student copies)

Introduction: Review that journals were often kept by explorers and other people to record daily occurrences and memorable events. They give us clues about what life was like.

Point out Rocky Mountain House on the map inside the front cover of the textbook. Tell them that we have been able to get some ideas about what this fur trading post was like from some old sources and some new technology.

Procedure:


2. Tell students that Paul Kane was a famous Canadian painter. Refer them to the picture of one of his paintings on page 203. Point out the fort in the background. It was referred to as the “mystery fort”. Guide the reading to find out why it was called the mystery fort, and how the mystery was solved.

3. The Rocky Mountain House Historic Site has been established to ensure that students and other people can learn about this part of Canada’s past. Have students read the top half of page 204 to see why it was considered for closing. (lack of funds)

4. Direct students to read the rest of page 204 and all of page 205 to find out what happened.

5. Discuss why the centre was not closed in the end. (consultation with several different groups)

6. Discuss what kinds of input are the most effective. (specific and relevant)

7. Distribute Worksheet #4.9.3 and go over directions.

Assignment:

2. Do Worksheet #4.9.3.
Directions: Unscramble the words to make sentences that tell the main ideas about Rocky Mountain House. (Use textbook pages 202 – 205 to help you.)

1. Mountain is the site of one House of the trading Rocky posts David Thompson visited that.

2. 1806 it rained for three In May weeks.

3. Alexander Younger about chores some of the wrote everyday.

4. Paul Mountain House painted a Kane picture of Rocky.

5. people did not recognize For many years the fort in the painting.

6. archeologist’s An showed was where the photograph fort located.

7. each year Rocky Mountain House is by thousands visited of people National Historic Site.
Directions: Unscramble the words to make sentences that tell the main ideas about Rocky Mountain House. (Use textbook pages 202 – 205 to help you.)

1. Mountain is the site of one House of the trading Rocky posts David Thompson visited that.
   Rocky Mountain House is the site of one of the trading posts David Thompson visited.

2. 1806 it rained for three In May weeks.
   In May 1806 it rained for three weeks.

3. Alexander Younger about chores some of the wrote everyday.
   Alexander Younger wrote about some of the everyday chores.

4. Paul Mountain House painted a Kane picture of Rocky.
   Paul Kane painted a picture of Rocky Mountain House.

5. people did not recognize For many years the fort in the painting.
   For many years people did not recognize the fort in the painting.

6. archeologist’s An showed was where the photograph fort located.
   An archeologist’s photograph showed where the fort was located.

7. each year Rocky Mountain House is by thousands visited of people National Historic Site.
   Rocky Mountain House National Historic Site is visited by thousands of people each year.
Lesson Four

Concept: The Fur Trade: Fort Edmonton

Resources/Materials: Our Alberta, Book 2, pages 206 – 213
Worksheets #4.9.4a and #4.9.4b (student copies)
BLM 85 (student copies)

Introduction: Have students turn to textbook page 206. Note the location of the fur trading posts. Ask “Where are most fur trading posts located?” (on lake or river) “Why?” Tell students they will be studying about another fur trading post, Fort Edmonton, which is located where our provincial capital is today.

Procedure:

1. Distribute BLM 85. Tell students they are to choose any two images from the pages on Rocky Mountain House and/or Fort Edmonton to complete the worksheet.

2. Distribute Worksheets #4.9.4a and #4.9.4b. Tell students to use textbook pages 206 – 213 to answer the questions.

Assignments:

2. Do BLM 85.
3. Do Worksheets #4.9.4a and #4.9.4b.

Optional- Make your own fur trading fort out of corrugated cardboard, popsicle sticks, twigs – whatever! Use your textbook pages to find out what you should try to include.
Directions: Use textbook pages 206 – 213 to answer the questions.

1. Look at the map on page 206. Where were most of the fur trading posts located? Why?

2. Why was Fort Edmonton established?

3. Why did Fort Edmonton have a stockade, cannons, and huge gates?

4. What was used to transport goods to and from Fort Edmonton?

5. Why was the journey from Fort Edmonton to York Factory so much faster than the trip from York Factory back to Fort Edmonton?

6. What was the purpose of the made beaver?
7. How were tokens used?

8. At a fur trading post who were considered the most and least important people?

9. Examine the photograph on page 209. Do you think it was taken long ago or in modern times? Tell what makes you think so.

10. Who was John Rowand?

11. How did John Rowand “find” his wife.

12. Would you like to eat the dinner Paul Kane had for Christmas? Why?

13. What word or words would you use to describe Marie-AnneGaboury-Lagimodiere?
Directions: Use textbook pages 206 – 213 to answer the questions.

1. Look at the map on page 206. Where were most of the fur trading posts located? Why?
   - along rivers and lakes → easier/more convenient for transportation

2. Why was Fort Edmonton established?
   - fur trading post

3. Why did Fort Edmonton have a stockade, cannons, and huge gates?
   - defence

4. What was used to transport goods to and from Fort Edmonton?
   - York boat

5. Why was the journey from Fort Edmonton to York Factory so much faster than the trip from York Factory back to Fort Edmonton?
   - trip from York Factory to Fort Edmonton → going against current

6. What was the purpose of the made beaver?
   - standard against which all beaver furs were measured.
7. How were tokens used?  
  
    like money

8. At a fur trading post who were considered the most and least important people?  
    chief factor → most important
   
    labourers → least important

9. Examine the photograph on page 209. Do you think it was taken long ago or in modern times? Tell what makes you think so.  
    modern times → tell by haircut, shoes, clothing
    
    coloured photo

10. Who was John Rowand?  
    chief factor at Fort Edmonton

11. How did John Rowand “find” his wife.  
    she went to search for him when his horse returned without him. She
    found him and brought him back to the fort

12. Would you like to eat the dinner Paul Kane had for Christmas? Why?  
    Answers will vary

13. What word or words would you use to describe Marie-Anne Gaboury-Lagimodiere?  
    Examples: brave, adventurous, caring
Lesson Five

Concept: The Fur Trade: Review

Resources/Materials: Our Alberta, Book 2, pages 214 and 215
BLM 87 (student copies)
BLM 88 (teacher copies)
The Fur Trade - Review (student copies) – optional

Introduction: Review the importance of the fur trade.
- Was the reason for exploration into Alberta
- Established communities in Alberta
- Interaction between Aboriginals and Europeans
- Introduced French culture into Alberta
- Introduced English culture into Alberta
- Metis were important figures

Procedure:

1. Have students turn to textbook page 214. Guide the reading of the blue section.

2. Direct attention to “Developing Your Thinking” on page 214. Distribute BLM 87 and have students work with a partner or two to complete it.

3. Direct students to “Reflecting” on page 215. Discuss the responses to the questions.

4. If desired, cover the Chapter 9 Summary Questions by using BLM 88 (oral) or The Fur Trade – Review sheets (written)

Assignment:

1. Do BLM 87
## Map Comparison Chart

<table>
<thead>
<tr>
<th>Feature or Place</th>
<th>Historical Map</th>
<th>Present-day Map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>smaller distances are not quite correct</td>
<td>larger</td>
</tr>
<tr>
<td>Shape</td>
<td>Hudson Bay - good</td>
<td>Vancouver Island missing</td>
</tr>
<tr>
<td>Bodies of water</td>
<td>Lakes quite good, some missing, some rivers are missing; others are not long enough</td>
<td></td>
</tr>
<tr>
<td>(oceans, bay, lakes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Towns and cities</td>
<td>Some lakes have the same names today, others are different; few</td>
<td>Many more</td>
</tr>
</tbody>
</table>

In 1784, this mapmaker knew ________________________________  

__________________________________________________________________________

In 1784, this mapmaker did not know ________________________________  

__________________________________________________________________________

Map makers during the fur trade were important because told fur traders where they were ________________________________  

Maps have changed since the 1700s because ________________________________  

better technology
How was the fur trade important?

What was the fur trade?

How did the fur trade change the life for First Nations people?

What contributions did Aboriginal people make to the development of the fur trade?

What contributions did the voyageurs make?

Who were the voyageurs?

What jobs did the voyageurs do?
How do the Metis people show they value their cultural identity?

How do stories about early explorers have connections with the present day?

Why is David Thompson considered one of the greatest geographers and mapmakers of all time?

How do we know about explorers and life at fur trading posts?

How are National Historic Sites important connections to the past?

How did Fort Edmonton begin?

Who started Fort Edmonton?

What was the purpose of Fort Edmonton?
What was life like at Fort Edmonton?

What can we learn about Francophone culture and history in early Alberta?

What do we learn from the interview about Marie-Ann Gaboury-Lagimodiere about the Francophone roots of Alberta?

Why are stories of the early explorers and settlers in Alberta important?

In what ways did fur traders contribute to what is now Alberta?
The Fur Trade
Chapter Nine
Summary Questions

How was the fur trade important?

What was the fur trade?
- trading of furs for other goods

How did the fur trade change the life for First Nations people?
- introduced new ‘things’ to First Nations
- First Nations started to trap fur-bearing animals to trade for other goods, not just to provide for own basic needs

What contributions did Aboriginal people make to the development of the fur trade?
- trapped animals
- acted as interpreters and guides
- showed Europeans how to survive

What contributions did the voyageurs make?

Who were the voyageurs?
- Francophones from Québec

What jobs did the voyageurs do?
- transported goods to fur trading post and furs from fur trading post
How do the Metis people show they value their cultural identity?

- wear Metis sash on special occasions

How do stories about early explorers have connections with the present day?

Why is David Thompson considered one of the greatest geographers and mapmakers of all time?

- travelled throughout west
- made maps of area, which turned out to be quite accurate
- mapped over 4,000,000 km²

How do we know about explorers and life at fur trading posts?

- journals
- restorings
- paintings

How are National Historic Sites important connections to the past?

- give us idea of life in past

How did Fort Edmonton begin?

Who started Fort Edmonton?

- Hudson’s Bay Company

What was the purpose of Fort Edmonton?

- provide new supply of furs
What was life like at Fort Edmonton?

- had a stockade, cannons, and huge gate for defence
- was place to live
- tradesmen made furniture and tools

How can we learn about Francophone culture and history in early Alberta?

What do we learn from the interview about Marie-Ann Gaboury-Lagimodiere about the Francophone roots of Alberta?

- Some came to Alberta because they married voyageurs

Why are stories of the early explorers and settlers in Alberta important?

- Tell what life was like
- Connection to our past

In what ways did fur traders contribute to what is now Alberta?
Lesson Six

Concept: Assessment for Chapters Eight and Nine

Resources/Materials: The Stories, Histories, and Peoples of Alberta: The First Peoples and the Fur Trade:
Review (student copies)
The Stories, Histories, and Peoples of Alberta: The First Peoples and the Fur Trade:
Test (student copies)

ASSESSMENT FOR CHAPTERS EIGHT AND NINE

If they choose, teachers can use the following to assess students’ knowledge and skills of the content of Chapters Eight and Nine of Our Alberta, Book 2:

1. Review

2. Test
The Stories, Histories, and Peoples of Alberta
Part I
The First Peoples and the Fur Trade

REVIEW

1. Tell about six ways we can learn about the past.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Finish the sentences. The page numbers in brackets will tell you where to find the answers.

a. Medicine wheels are (172) __________________________________________________________________

________________________________________________________________________

b. Families and Elders teach children (173) __________________________________________________________________

________________________________________________________________________

c. Food was preserved using methods such as (174) __________________________________________________________________

________________________________________________________________________

d. In times of need, people often survived because (174) __________________________________________________________________

________________________________________________________________________

e. Many First Nations people moved across the land (175) __________________________________________________________________

________________________________________________________________________

f. Horses were brought (175) __________________________________________________________________

________________________________________________________________________
3. Examine the photograph of the tipi on page 179 of Our Alberta, Book 1. The parts of the design represent different things. For each part, tell what is represented.
   a. upper part
   b. circles
   c. round shapes on bottom
   d. animal heads

4. There are many different languages spoken by Alberta’s First Nations people. Some of them are quite similar, however. Why is this? (page 180)

5. Read the letter on page 182 of About Alberta, Book 2. Why is the person who wrote the letter concerned?

6. Why must you turn in any fossils or objects that are dug up to a museum or university?

7. What is the difference between a fact and an opinion?

8. What is meant by “quality of life”? (page 185)
9. Circle the names of all the ways that Aboriginals use to try to keep their language, culture, and identity alive.

- Teaching their youth about history, traditions, and language at home, in the community, and at school.
- Elders telling stories to the youth.
- Having special traditional ceremonies
- Honouring protocol during ceremonies
- Having celebrations such as powwows
- Learning traditional songs
- By creating art that represents traditional ways of life

10. Why did David Thompson explore and make maps of western Canada?

________________________________________________________________________

________________________________________________________________________

11. What was the role of each of the following in the fur trade?

a. Aboriginals __________________________________________________________

b. coureur de bois ______________________________________________________

c. fur traders __________________________________________________________

12. What were the furs used to make?

________________________________________________________________________

13. Give two examples of cooperation and two examples of competition during the fur trade.

Cooperation ___________________________________________________________

________________________________________________________________________

Competition ___________________________________________________________
Answer T (true) or F (false).

14. _____ Besides trapping furs, First nations people acted as interpreters and guides.

15. _____ The voyageurs transported trade goods to the trading posts and fur back to the merchants in Montreal.

16. _____ Many of the voyageurs were Metis.

17. _____ The voyageur sash is important to the Metis because it represents how hard the voyageurs worked and how hardy the voyageurs were.

18. _____ Paul Kane’s painting helped us to understand that there had been more than one fort built at Rocky Mountain House.

19. _____ Most fur trading posts and forts were built on rivers and lakes.
The Stories, Histories, and Peoples of Alberta
Part I
The First Peoples and the Fur Trade

REVIEW

1. Tell about six ways we can learn about the past.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Finish the sentences. The page numbers in brackets will tell you where to find the answers.
   a. Medicine wheels are (172) ____________________________________________
      ____________________________________________
      ____________________________________________
   b. Families and Elders teach children (173) ____________________________
      ____________________________________________
      ____________________________________________
   c. Food was preserved using methods such as (174) ________________________
      ____________________________________________
      ____________________________________________
   d. In times of need, people often survived because (174) ____________
      ____________________________________________
      ____________________________________________
   e. Many First Nations people moved across the land (175) ___________
      ____________________________________________
      ____________________________________________
   f. Horses were brought (175) _______________________________________
      ____________________________________________
g. Head-Smashed-In Buffalo Jump Interpretive Centre (176) 

3. Examine the photograph of the tipi on page 179 of *Our Alberta, Book 1*. The parts of the design represent different things. For each part, tell what is represented.
   a. upper part 
   b. circles 
   c. round shapes on bottom 
   d. animal heads 

4. There are many different languages spoken by Alberta’s First Nations people. Some of them are quite similar, however. Why is this? (page 180) 

5. Read the letter on page 182 of *Our Alberta, Book 2*. Why is the person who wrote the letter concerned? 

6. Why must you turn in any fossils or objects that are dug up to a museum or university? 

7. What is the difference between a fact and an opinion? 

8. What is meant by “quality of life”? (page 185)
9. Circle the names of all the ways that Aboriginals use to try to keep their language, culture, and identity alive.

- Teaching their youth about history, traditions, and language at home, in the community, and at school.
- Elders telling stories to the youth.
- Having special traditional ceremonies
- Honouring protocol during ceremonies
- Having celebrations such as powwows
- Learning traditional songs
- By creating art that represents traditional ways of life

10. Why did David Thompson explore and make maps of western Canada?

________________________________________________________________________

________________________________________________________________________

11. What was the role of each of the following in the fur trade?

a. Aboriginals ____________________________

b. coureur de bois __________________________

c. fur traders ____________________________

12. What were the furs used to make?

________________________________________________________________________

13. Give two examples of cooperation and two examples of competition during the fur trade.

Cooperation ____________________________

________________________________________________________________________

________________________________________________________________________

Competition ____________________________

________________________________________________________________________
Answer T (true) or F (false).

14. _____ Besides trapping furs, First nations people acted as interpreters and guides.

15. _____ The voyageurs transported trade goods to the trading posts and fur back to the merchants in Montreal.

16. _____ Many of the voyageurs were Metis.

17. _____ The voyageur sash is important to the Metis because it represents how hard the voyageurs worked and how hardy the voyageurs were.

18. _____ Paul Kane’s painting helped us to understand that there had been more than one fort built at Rocky Mountain House.

19. _____ Most fur trading posts and forts were built on rivers and lakes.
The Stories, Histories, and Peoples of Alberta
Part I
The First Peoples and the Fur Trade

REVIEW

1. Tell about six ways we can learn about the past.
   - religious teachings/creation stories
   - journals
   - stories
   - historical sites
   - myths and legends
   - art
   - archeologists/artifacts
   - historians
   - geologists

2. Finish the sentences. The page numbers in brackets will tell you where to find the answers.
   a. Medicine wheels are (172) large circular patterns of rocks made by First Nations people
   b. Families and Elders teach children (173) through cultural and traditional teachings and oral stories
   c. Food was preserved using methods such as (174) drying or smoking
   d. In times of need, people often survived because (174) communities helped each other and shared what they had.
   e. Many First Nations people moved across the land (175) in seasonal patterns
   f. Horses were brought (175) to Mexico by the Spaniards.
g. Head-Smashed-In Buffalo Jump Interpretive Centre (176) is a place where First
Nations hunted buffalo for thousands of years.

3. Examine the photograph of the tipi on page 179 of *Our Alberta, Book 1*. The parts of the
design represent different things. For each part, tell what is represented.
   a. upper part       stars and Heaven
   b. circles          children
   c. round shapes on bottom   hills
   d. animal heads    spirit helpers

4. There are many different languages spoken by Alberta’s First Nations people. Some of them
are quite similar, however. Why is this? (page 180)
shared history

5. Read the letter on page 182 of *Our Alberta, Book 2*. Why is the person who wrote the letter
concerned?
people defacing the writings.

6. Why must you turn in any fossils or objects that are dug up to a museum or university?
all are considered property of the province

7. What is the difference between a fact and an opinion?
   fact → known for sure / everyone agrees it is true
   opinion → what person thinks about a situation/issue

8. What is meant by “quality of life”? (page 185)
   all things that are important to a person and make his/her
   life good
9. Circle the names of all the ways that Aboriginals use to try to keep their language, culture, and identity alive.

- Teaching their youth about history, traditions, and language at home, in the community, and at school.
- Elders telling stories to the youth.
- Having special traditional ceremonies
- Honouring protocol during ceremonies
- Having celebrations such as powwows
- Learning traditional songs
- By creating art that represents traditional ways of life

10. Why did David Thompson explore and make maps of western Canada?

sent by fur trading company to explore new territory

11. What was the role of each of the following in the fur trade?

a. Aboriginals trap furs, interpreters, guides, help with food, transportation, clothing
b. coureur de bois travel to interior for furs
c. fur traders traded goods for furs

12. What were the furs used to make?

felt to make hats

13. Give two examples of cooperation and two examples of competition during the fur trade.

Cooperation: First Nation and fur traders traded furs for goods
- First Nations acted as guides, interpreters, etc. for fur traders.

Competition: between fur trading companies
- between First Nations groups for fur trapping territory
Answer T (true) or F (false).

14. T  Besides trapping furs, First nations people acted as interpreters and guides.

15. T  The voyageurs transported trade goods to the trading posts and fur back to the merchants in Montreal.

16. F  Many of the voyageurs were Metis.

17. T  The voyageur sash is important to the Metis because it represents how hard the voyageurs worked and how hardy the voyageurs were.

18. T  Paul Kane's painting helped us to understand that there had been more than one fort built at Rocky Mountain House.

19. T  Most fur trading posts and forts were built on rivers and lakes.
The Stories, Histories, and People of Alberta
Part I
The First Peoples and The Fur Trade

Test

1. What are five ways we can learn about the past?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Use the words in the box to fill in the blanks.

<table>
<thead>
<tr>
<th>stories</th>
<th>cairns</th>
<th>circular</th>
<th>preserved</th>
<th>Spanish</th>
<th>respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>survived</td>
<td>seasonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Medicine wheels are large ________________ patterns of rocks made by First Nations people.

b. First Nations people consider ________________ to be the most important way to teach their culture.

c. First Nations people ________________ food using methods such as drying or smoking.

d. In times of need, people often ________________ because communities helped each other.

e. First Nations people showed ________________ for nature by taking only what they needed, making full use of what they did take, and not wasting.

f. Many First Nations people moved across the land in ________________ patterns.

g. Horses were first brought to North America by the ________________.

h. In a buffalo jump, stone piles called ________________ were built in lines to help the hunters channel the buffalo towards the cliff edge.
3. Which of the following statements is true?
   
a. The parts of the tipi design have special meaning.
   b. All tipis owned by a particular family must have the same design.
   c. The poles coming out of the top of the tipi can only be used by some families.
   d. Only a First Nations chief could have the design.

4. Which of the following is true about the languages spoken by Alberta First Nations people?
   
a. Generally, all of them spoke the same language.
   b. All First Nations groups spoke entirely different languages.
   c. Some of their languages were similar because of a shared history.
   d. Neighbouring groups always spoke the same language.

5. Which of the following is NOT true?

   It is important to preserve sites such as Writing-on-Stone Provincial Park because
   
a. some are sacred to the First Nations people.
   b. they offer valuable information about life in the past.
   c. it shows respect for the beliefs and objects that are important to others.
   d. they give us clues about our life in the future.

6. Pretend you were playing in a field and you found a First Nations arrowhead. What is the best thing for you to do?
   
a. Take it home and put it in a safe place so you can give it to your grandchildren.
   b. Take it to one of Alberta's museums.
   c. Attach it to a stick so you can make an arrow.
   d. Take it to the police station.
The Iron Creek Manitou Stone is actually a meteorite, a solid mass of iron that fell to the Earth from space. On an unknown date, it landed somewhere near the present-day town of Sedgewick. People of many different First Nations visited the Manitou Stone. They believed it to be sacred and that it protected the buffalo herds and helped people to heal.

George McDougall, a church worker, decided the stone should be moved to a church building near Edmonton. It finally ended up in the Royal Museum in Edmonton. Now some First Nations are wondering if it should be returned to the place where it was found.

7. Which of the following statements expresses an opinion?
   a. The Manitou Stone was considered to be sacred.
   b. The Manitou Stone should be returned to the place where it was found.
   c. The Manitou Stone was actually a meteorite.
   d. The Manitou Stone spent time in a church building.

8. Which statement best tells about quality of life?
   a. Quality of life is all of the things that are important to a person and make his or her life good.
   b. Quality of life means how well we have learned about the past.
   c. Quality of life refers to having respect for special places and objects.
   d. Quality of life means having respect for the land.

9. Tell about three ways that First Nations people try to teach their children about their history, traditions, and language.

10. Why was David Thompson exploring parts of what is now Alberta?
11. What happened at a fur trading fort or post?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. During the years of the fur trade there was competition and cooperation. Give an example of each.

Competition __________________________________________________________________
________________________________________________________________________

Cooperation __________________________________________________________________
________________________________________________________________________

13. Answer T for true and F for false.

_____ The coureur de bois traveled to the interior to get furs.

_____ The skins of beavers were used to make a type of felt used to make hats.

_____ The King of France gave the Hudson’s Bay Company trading rights in Rupert’s Land.

_____ Rupert’s Land covered all of Canada.

_____ Some forts had stockades which are high fences made of poles stuck in the ground.

_____ The trapping of fur-bearing animals was done by the First Nations people.

14. Besides trapping and hunting for the fur-bearing animals, tell about two other ways that Aboriginal people helped in the fur trade?

________________________________________________________________________
During the fur trade many Metis acted as voyageurs. They transported trade goods from Montreal to the fur trading forts and back again. Voyageurs wore sashes which were finger-woven belts made from wool. The sashes were wrapped around the waist for warmth. They also provided support for their backs to prevent injury. Small items, such as matches, could be tucked into the sashes. Sashes could even be used as ropes for hauling canoes over land.

The sash is a reminder and a symbol of how hard the voyageurs worked and how hardy and skilled they were. Metis people see the sash as a symbol of their culture.

15. Which of the following statement best expresses the main idea?

a. The sash was used for many purposes by the voyageurs.
b. The sash is a Metis symbol that is worn for all special occasions.
c. The sash was a finger-woven belt made of wool and worn about the waist.
d. The Metis see the sash as a symbol of their culture because it represents the hard and difficult work of the voyageurs.

16. The sash is important to the Metis because

a. it is worn today for the same reasons that the voyageurs wore it.
b. it provides a special connection to their history.
c. its bright red and purple colour make you look well-dressed.
d. they can be easily made today.

17. Which of the following is NOT true about the location of fur trading posts and forts?

a. They were usually located on a river or lake.
b. They were built where there was a good supply of fur-bearing animals.
c. All of them were very large, usually three storeys.
d. They were built in many parts of Alberta.

18. Which of the following is true about the Francophone and the fur trade?

a. Many Francophones were voyageurs.
b. Francophones were not allowed to marry voyageurs.
c. There were no Francophones who were fur traders.
d. No Francophoæes stayed in Alberta after the fur trading days were over.

19. Which of the following BEST describes the result of the interaction between First Nations people and the fur traders?

a. The First Nations people’s lifestyle began to change.
b. The fur traders became lazy.
c. The First Nations people went back to their old ways.
d. The First Nations people and the fur traders were always enemies.
The Stories, Histories, and People of Alberta
Part I
The First Peoples and The Fur Trade

Test

1. What are five ways we can learn about the past?
   - religious teachings/creation stories
   - journals
   - stories
   - historical sites
   - archeologists
   - art
   - historians
   - myths/legends
   - geologists

2. Use the words in the box to fill in the blanks.

<table>
<thead>
<tr>
<th>stories</th>
<th>cairns</th>
<th>seasonal</th>
<th>circular</th>
<th>preserved</th>
<th>Spanish</th>
<th>respect</th>
</tr>
</thead>
</table>

a. Medicine wheels are large __circular______ patterns of rocks made by First Nations people.

b. First Nations people consider __stories______ to be the most important way to teach their culture.

c. First Nations people __preserved______ food using methods such as drying or smoking.

d. In times of need, people often __survived______ because communities helped each other.

e. First Nations people showed __respect______ for nature by taking only what they needed, making full use of what they did take, and not wasting.

f. Many First Nations people moved across the land in __seasonal______ patterns.

g. Horses were first brought to North America by the __Spanish______.

h. In a buffalo jump, stone piles called __cairns______ were built in lines to help the hunters channel the buffalo towards the cliff edge.
Use the photograph of the Kainai tipi below to answer question 3.

3. Which of the following statements is true?
   a. The parts of the tipi design have special meaning.
   b. All tipis owned by a particular family must have the same design.
   c. The poles coming out of the top of the tipi can only be used by some families.
   d. Only a First Nations chief could have the design.

4. Which of the following is true about the languages spoken by Alberta First Nations people?
   a. Generally, all of them spoke the same language.
   b. All First Nations groups spoke entirely different languages.
   c. Some of their languages were similar because of a shared history.
   d. Neighbouring groups always spoke the same language.

5. Which of the following is NOT true?
   It is important to preserve sites such as Writing-on-Stone Provincial Park because
   a. some are sacred to the First Nations people.
   b. they offer valuable information about life in the past.
   c. it shows respect for the beliefs and objects that are important to others.
   d. they give us clues about our life in the future.

6. Pretend you were playing in a field and you found a First Nations arrowhead. What is the best thing for you to do?
   a. Take it home and put it in a safe place so you can give it to your grandchildren.
   b. Take it to one of Alberta’s museums.
   c. Attach it to a stick so you can make an arrow.
   d. Take it to the police station.
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7. Which of the following statements expresses an opinion?
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8. Which statement best tells about quality of life?
   a. Quality of life is all of the things that are important to a person and make his or her life good.
   b. Quality of life means how well we have learned about the past.
   c. Quality of life refers to having respect for special places and objects.
   d. Quality of life means having respect for the land.

9. Tell about three ways that First Nations people try to teach their children about their history, traditions, and language.

   - Lessons in school
   - Ceremonies
   - Festivals as powwows
   - Art work
   - Songs

10. Why was David Thompson exploring parts of what is now Alberta?

   - Find new territories for fur trade
11. What happened at a fur trading fort or post?

furs were traded for trade goods

12. During the years of the fur trade there was competition and cooperation. Give an example of each. Accept any reasonable answers.

Competition

Cooperation

13. Answer T for true and F for false.

T  The coureur de bois traveled to the interior to get furs.

F  The skins of beavers were used to make a type of felt used to make hats.

T  The King of France gave the Hudson’s Bay Company trading rights in Rupert’s Land.

F  Rupert’s Land covered all of Canada.

T  Some forts had stockades which are high fences made of poles stuck in the ground.

T  The trapping of fur-bearing animals was done by the First Nations people.

14. Besides trapping and hunting for the fur-bearing animals, tell about two other ways that Aboriginal people helped in the fur trade?

interpreters  ·  provide food  ·  transportation (toboggan, canoe)

guides  ·  provide clothing

showed Europeans how to survive in new environment
During the fur trade many Metis acted as voyageurs. They transported trade goods from Montreal to the fur trading forts and back again. Voyageurs wore sashes which were finger-woven belts made from wool. The sashes were wrapped around the waist for warmth. They also provided support for their backs to prevent injury. Small items, such as matches, could be tucked into the sashes. Sashes could even be used as ropes for hauling canoes over land.

The sash is a reminder and a symbol of how hard the voyageurs worked and how hardy and skilled they were. Metis people see the sash as a symbol of their culture.

15. Which of the following statement **best** expresses the main idea?

   a. The sash was used for many purposes by the voyageurs.
   b. The sash is a Metis symbol that is worn for all special occasions.
   c. The sash was a finger-woven belt made of wool and worn about the waist.
   d. The Metis see the sash as a symbol of their culture because it represents the hard and difficult work of the voyageurs.

16. The sash is important to the Metis because

   a. it is worn today for the same reasons that the voyageurs wore it.
   b. it provides a special connection to their history.
   c. its bright red and purple colour make you look well-dressed.
   d. they can be easily made today.

17. Which of the following is **NOT** true about the location of fur trading posts and forts?

   a. They were usually located on a river or lake.
   b. They were built where there was a good supply of fur-bearing animals.
   c. All of them were very large, usually three storeys.
   d. They were built in many parts of Alberta.

18. Which of the following is true about the Francophone and the fur trade?

   a. Many Francophones were voyageurs.
   b. Francophones were not allowed to marry voyageurs.
   c. There were no Francophones who were fur traders.
   d. No Francophoes stayed in Alberta after the fur trading days were over.

19. Which of the following **BEST** describes the result of the interaction between First Nations people and the fur traders?

   a. The First Nations people's lifestyle began to change.
   b. The fur traders became lazy.
   c. The First Nations people went back to their old ways.
   d. The First Nations people and the fur traders were always enemies.
Chapter Ten

Early Settlement
Social Studies Grade 4 Our Alberta
Chapter Ten
Early Settlement

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Lesson One

Concept: Early Settlement in Alberta

Resources/Materials: Our Alberta, Book 2, pages 216 – 218
Wall map of Canada
Worksheets #4.10.1 (student copies)
A found object that is part of a fad like an article of clothing, toy, etc.

Introduction: Show students the found object and explain that at one time everyone “had” to have one. It was part of a fad (or fashion). Just like other fads, it became popular quickly and went out just as quickly. The same can be said for the felt hats which were in such demand in Europe. They quickly went out of fashion.

Ask: “How do you think this affected the fur trade?” (lessened dramatically the demand for furs)

The fur trade had a great impact on places like Alberta, but it lasted only about seventy-five years.

Procedure:

1. Review with students the impact that the fur trade had on Alberta.
   - Interaction between First Nations and Europeans
   - Establishment of fur trading posts and forts
   - Change in Aboriginals lifestyles

2. Explain that during the fur trade Europeans came to the “Northwest Territories” but they did not intend to stay for good.

3. Have students turn to textbook pages 216 and 217. They set the stage for the chapter. Read the pages to students and then go over the inquiry questions.

4. Discuss with students the idea of colonization – European countries established colonies all over the world to provide natural resources to mother country. Canada was no different. The king or queen of the mother country was also the monarch of any colony.

5. Have students read textbook page 218.

6. Distribute the map on Worksheet #4.10.1. Have students label the major rivers using the map of Alberta on the inside cover of the textbook and the map on page 217 to label the forts and missions.

Assignments:

2. Complete the map on Worksheet #4.10.1.
Directions: Use the map on the inside front cover of your textbook and the map on page 217 to label the major rivers and the forts and missions.
Directions: Use the map on the inside front cover of your textbook and the map on page 217 to label the major rivers and the forts and missions.
Lesson Two

Concept: Missionaries

Resources/Materials:  About Alberta, Book 2, pages 218 – 223
Wall map of Canada
BLM 89 (student copies)
BLM 90 (2 pages) – student copies

Introduction: Explain to students that people from England belonged to the Anglican Church (in England called The Church of England) and the people in France belonged to the Roman Catholic Church. Both England and France had established themselves in early Alberta through fur trading activity.

Both the Anglican Church and the Roman Catholic Church thought that First Nations’ beliefs and religions were not acceptable. Because of this both churches sent out missionaries to teach their particular religion to the Aboriginals.

Procedure:

1. Tell students that missionaries did several different things, all designed to “help” the Aboriginals: set up churches, set up schools, set up hospitals, teach girls things that English and French school girls should know.

2. Tell students to turn to textbook page 217. Guide the reading of the introductory question and paragraphs to find out more about some of the most important missionaries and what they accomplished. Then, if desired, compose some notes for students to copy into their notebooks.
   Example:

   The Missionaries

   Missionaries are people who are part of a religious group. They came to Alberta to teach the Aboriginals about their religion.

3. Then tell them to read to the end of page 223. If students have been making notes, they can add details as they read.

4. Distribute BLM 89 and BLM 90. Go over the instructions.

Assignments:

2. Copy notes and add to them.
3. Do BLM 89.
4. BLM 90.
Missionaries

British Missionaries
What is a missionary?
- part of a religious group
- sent to an area to teach people about their beliefs

What are some things early missionaries did?
- held church services
- taught school
- cared for the sick

French Missionaries
Who were some of the French missionaries?
- Grey Nuns
- Oblates
- Father Lacombe

What are three Alberta communities they started?
- St. Albert
- St. Paul
- Lac Ste. Anne
- Lac La Biche

Caption:
St. Albert Timeline

Instructions: Cut out each box. Use the text information in the boxes and the images on pages 222 and 223. Organize the boxes in order. Number them.

Hint: Figure out and use the earliest year or time period in each entry.

2
Father Albert Lacombe, a Francophone, was born in 1827 and grew up on a farm near St. Sulpice, Québec. When he became a priest, he headed west.

1
The route that became the Carlton Trail was first used by First Nations following game. It became the only land route between Fort Garry (now Winnipeg) and Fort Edmonton in the early 1800s. Many Francophone settlers travelled to St. Albert along the Carlton Trail in squeaky, wooden Red River carts.

4
Pack horses were used to carry goods across the Sturgeon River to and from Fort Edmonton and the St. Albert mission. In 1862, Father Lacombe decided the community needed a bridge. It was the first bridge in Canada west of the Great Lakes.
In 1861, 20 Métis families came with Father Lacombe from Lac Ste. Anne to start the new mission. He developed a river lot system based on the one used in Québec. Land along the Sturgeon River was divided into long, narrow strips. The settlers built farm houses and planted gardens.

Grey Nuns from Lac Ste. Anne moved to St. Albert in 1863. They started a hospital and a school. The photo on page 223 shows a school and residence that was built in later years.

The arrival of the railway in 1890 and the offer of farmland brought a huge wave of new settlers to St. Albert. People came from Europe, Québec, and the United States to start farms.

In 1866, the Hudson’s Bay Company built a fur trading post near the mission. Many Métis people traded furs, meat, and pemmican for supplies at the trading post.
Lesson Three

Concept: Metis Life and the Impact of Diseases

Resources/Materials: About Alberta, Book 2, pages 224 and 225
BLM 91 (student copies)

Introduction: Review that the Metis were the descendants of French fathers and Aboriginal mothers. Unfortunately, they were not really accepted by the French or the Aboriginals; so they formed communities of their own.

Procedure:
1. Have students turn to page 224. Tell them to read the page to find out about some of their activities during the latter part of the fur trade. If desired, have students make a chart like the one below and fill in the information as the page is read.

```
<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

2. With the class discuss the Pause questions on page 224.

3. The Impact of Diseases, page 225.

Discuss with students the reason why we are not constantly ill, given the fact that harmful germs are ever-present. (resistance). Tell students that over the generations our bodies have built up this resistance to particular, harmful diseases.

4. Tell students that the Aboriginals did not have a resistance to many European diseases. Have them speculate the result. Guide the reading of page 225. Note with students that many of the vocabulary words are explained in context.

5. Conclude that one of the negative impacts of European-Aboriginal interaction was the death of many Aboriginals due to European diseases.

6. Distribute BLM 91. This worksheet relates to Pause question 2 on page 224. Go over the directions.

Assignments:
1. Read Our Alberta, Book 2, pages 224 and 225.
2. Do BLM 91.
## Changes 1861–1966

Victoria Callihoo was born in 1861. She died in 1966. During her lifetime, she saw many changes. Add to the chart to show some of them.

<table>
<thead>
<tr>
<th>1861</th>
<th>1966</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Métis community hunted herds of thousands and thousands of buffalo</td>
<td>• herds of buffalo had disappeared</td>
</tr>
<tr>
<td>• used buffalo hides for robes, shelter, foot wear, clothes, bags</td>
<td>• clothes are sewn from manufactured cloth or clothing are ready-made</td>
</tr>
<tr>
<td>• ate buffalo meat</td>
<td>• eat beef, pork, etc.</td>
</tr>
<tr>
<td>• made a living making and selling pemmican</td>
<td>• office, factory, job, businesswoman, professional</td>
</tr>
<tr>
<td>• smallpox killed many</td>
<td>• epidemics had killed thousands of people</td>
</tr>
<tr>
<td>• missions were being established</td>
<td>• missions and settlements grew into towns and cities</td>
</tr>
<tr>
<td>• medicine women treated the sick</td>
<td>• nurses, doctors, therapists treat sick</td>
</tr>
<tr>
<td>• travel was on foot, slow</td>
<td>• travel is much faster</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Forming Canada

Wall Map of Canada and/or of North America
Worksheet #4.10.4 (student copies)

Introduction: Explain to students that during the most active part of the fur trade, Canada was not yet a country. Parts of what we know as the country of Canada today were a cluster of English colonies. Eventually, in 1867, some of these colonies got together and formed Canada.

NOTE: Tell students that England and Britain were used to refer to the same country.

Procedure:

1. “Why did those colonies decide they must become a country, as opposed to staying as British colonies?”

2. Have students turn to textbook page 226. Read pages 226 and 227 to students and discuss.

3. Discuss the Pause questions.

4. Distribute Worksheet #4.10.4 and have students complete it.

Assignments:

2. Worksheet #4.10.4.
Directions: Use textbook pages 226 and 227 to answer the following questions.

1. The representatives of the British North American colonies felt there were three main advantages for joining together to form a country. What were those reasons?
   a. 
   b. 
   c. 

2. On what date did Canada become a country? __________________________

3. Name the four provinces that joined together to form Canada.
   __________________________________________
   __________________________________________

4. Who was the queen of Canada? __________________________

5. The Canadian government would do its work in which two languages?
   __________________________________________

6. Who was Canada’s first prime minister? __________________________

7. In 1870 the government of Canada obtained the North-Western Territory from Great Britain. How did it do this?
   __________________________________________

8. What problem did Reverend George Mitchell write about in his letter about the North-West Territories?
   __________________________________________
   __________________________________________
   __________________________________________
Directions: Use textbook pages 226 and 227 to answer the following questions.

1. The representatives of the British North American colonies felt there were three main advantages for joining together to form a country. What were those reasons?
   a. The British colonies could trade and sell goods to each other more easily than selling to other countries.
   b. Many people feared the U.S. would try to take over the British colonies.
   c. Together, the colonies would be able to afford to build a railroad.

2. On what date did Canada become a country? July 1, 1867

3. Name the four provinces that joined together to form Canada. Ontario, Québec, Nova Scotia, New Brunswick

4. Who was the queen of Canada? Victoria

5. The Canadian government would do its work in which two languages? French, English

6. Who was Canada’s first prime minister? John A. Macdonald

7. In 1870 the government of Canada obtained the North-Western Territory from Great Britain. How did it do this?
   purchased it from Hudson's Bay Company

8. What problem did Reverend George Mitchell write about in his letter about the North-West Territories?
   whiskey trade
   men poisoning wolves for their furs
Lesson Five

Concept: The North West Mounted Police

Resources/Materials: About Alberta, Book 2, pages 228 - 231
Worksheet #4.10.5 (student copies) – optional
BLM 94 (student copies)

Introduction: Refer students to the letter written by Reverend George Mitchell at the bottom of page 227. Discuss some of the occurrences that were becoming problems in the North-West Territories. Explain that Fort Whoop-Up is on the site of present-day Lethbridge.

Tell students that the government of Canada’s response to all of this was to form a police force – the North West Mounted Police.

Procedure:

1. Have students turn to textbook pages 228 – 231. Have them “look over” the pages to get some ideas about the content. Speculate with students where the North West Mounted Police may have got their name.

2. Distribute Worksheet #4.10.5 OR have students make the headings in their notebooks. As the pages are read, they should take notes. (Have students read and make notes independently OR do this as a group, if you can.)

3. Tell students that letters and journal entries written by historical figures give us many clues as to what daily life was like. Refer students to the journal entries on textbook page 230. Distribute BLM 94. Go over the directions.

Assignments:

1. Read Our Alberta, Book 2, pages 228 – 231.
2. Make notes on Worksheet #4.10.5 or in notebooks.
3. Do BLM 94.
There are several to choose from. Examples:

<table>
<thead>
<tr>
<th>Information in the Letter</th>
<th>What this tells about life in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong></td>
<td></td>
</tr>
<tr>
<td>Blowing and snowing hard</td>
<td>• Winters were snowy.</td>
</tr>
<tr>
<td></td>
<td>• People had to dress warmly.</td>
</tr>
<tr>
<td></td>
<td>• Travel was difficult.</td>
</tr>
<tr>
<td>.got a few buckets of water</td>
<td>• little rain</td>
</tr>
<tr>
<td>by digging in the mud</td>
<td>• few bodies of water nearby</td>
</tr>
<tr>
<td>.grass very poor, being dried up, or eaten by grasshoppers</td>
<td>• little rain</td>
</tr>
<tr>
<td></td>
<td>• poor-grazing land</td>
</tr>
<tr>
<td>.Troops that did not carry enough wood are now beginning to feel the effects</td>
<td>• little for horses to eat</td>
</tr>
<tr>
<td>.Met Macleod with 4700 pounds of pemmican and dried meat.</td>
<td>• few trees</td>
</tr>
<tr>
<td></td>
<td>• relied on traditional Aboriginal food</td>
</tr>
</tbody>
</table>
**The North West Mounted Police**

**Directions:** As you read textbook pages 228 – 231, fill in the information. You may use point-form notes.

<table>
<thead>
<tr>
<th>Who (were the North West Mounted Police)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What (did they do to keep law and order)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What (were the names of some of their forts)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When (did they start their trip westward)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where (did they travel)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why (was it formed)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How (did they travel)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
**The North West Mounted Police**

**Directions:** As you read textbook pages 228 – 231, fill in the information. You may use point-form notes.

<table>
<thead>
<tr>
<th><strong>Who</strong> (were the North West Mounted Police)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>police force formed to keep law and order in the North-West Territories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> (did they do to keep law and order)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>stopped whiskey trade and wolfers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What</strong> (were the names of some of their forts)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Macleod, Fort Edmonton, Fort Normandeeau, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When</strong> (did they start their trip westward)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8, 1874</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Where</strong> (did they travel)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>through North-West Territories</td>
</tr>
<tr>
<td>Fort Whoop-Up, Fort Edmonton, Cypress Hills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Why</strong> (was it formed)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>to show West was controlled by Canada</td>
</tr>
<tr>
<td>control whiskey trade</td>
</tr>
<tr>
<td>bring law and order</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How</strong> (did they travel)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: The Assembly of the North-West Territories

Resources/Materials: About Alberta, Book 2, pages 232 and 233
BLM 92 (student copies)

Introduction: On the board write the words:
  lieutenant governor
  council
  legislative assembly

Explain to students that these people or groups of people have one thing in common – they make decision about how a place should be run.

Lieutenant Governor – represents the queen or king. In places such as Canada, the queen or king has the final say.

Council – a small group of people that decide the rules and laws of a place (e.g., town council, city council)

Legislative Assembly – a large group of people that decide the rules and laws of a place

Example: The colony Elders would constitute a council. If Elders from many colonies were to meet to make rules and laws about colonies they would be a legislative assembly. A council is smaller. An assembly is larger.

The North-West Territories was first governed by a lieutenant governor and a council. Later, they were governed by a lieutenant-governor and an assembly.

Procedure:
1. Guide the reading of textbook page 232. This describes how the North-West Territories were governed.

2. Then guide the reading of textbook page 233. Point out these facts:
   1877 – decided Francophone students had the right to learn in French at school.
   1889 – decided Catholic people could have their own schools, paid for with tax money
   1892 – decided English should be the language of instruction in schools with only one hour of instruction in French each day.

3. Distribute BLM 92. Go over the structure of the sheet. Have students fill in the Issue with something like: “Should Francophones have the right to learn in French in schools? OR Should students have a choice as to whether they learn in English or in French in school?” OR Any other wording.

Discuss with students that what they write in the dialogue balloon should be written as if someone is talking. They should make sure they are presenting their opinion and the reasons for their opinion.

Assignments:
2. Do BLM 92.
Lesson Seven

Concept: Early Settlement, Chapter 10 Review

Resources/Materials: About Alberta, Book 2, pages 234 and 235
BLM 95 (2 pages) teacher copy or transparency
AND/OR the Early Settlement – Review sheets (student copies)
OR Worksheets #4.10.7a and #4.10.7b (student copies)

Introduction: Refer students to the Inquiry questions on textbook page 217 and those on page 235.

Procedure:

Choose one or more of the following:

1. Orally go over the questions on BLM 95

2. Have students write answers to the Inquiry questions on the Early Settlement – Review sheets.

3. ALTERNATELY. Have students complete Worksheets #4.10.7a and #4.10.7b. There are no directions written on the worksheet. It basically works like a Jeopardy game, except the responses don’t have to be in the form of a question. Also the point values don’t really reflect the level of difficulty of the questions. Set a time limit if you like. Give a prize for the highest points won (if desired)!

Assignments:

1. Read About Alberta, Book 2, pages 234 and 235.
2. Do the Early Settlement – Review sheets
   OR
3. Do Worksheets #4.10.7a and #4.10.7b.
<table>
<thead>
<tr>
<th>THE BRITISH MONARCHY</th>
<th>MISSIONARIES</th>
<th>METIS LIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>The meaning of the word <strong>monarch</strong></td>
<td>Who missionaries are.</td>
<td>The food Metis women often sold to fur traders and voyageurs</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>The name of our queen</td>
<td>The missionary who started a mission called Victoria</td>
<td>The occupation of many Metis after the fur trade</td>
</tr>
<tr>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>The name of the queen during the fur trade</td>
<td>The site of the first Oblate mission in Alberta</td>
<td>What is meant by an epidemic?</td>
</tr>
<tr>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>What we mean by <strong>colonies</strong></td>
<td>The name of the missionaries at Lac Ste. Anne and Lac La Biche</td>
<td>The natural way for a body to protect itself from disease</td>
</tr>
<tr>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td>When Queen Victoria was the queen of Canada</td>
<td>St. Albert was named after this missionary.</td>
<td>The name of a disease that causes high fever and blisters</td>
</tr>
<tr>
<td>FORMING CANADA</td>
<td>NORTH-WEST MOUNTED POLICE</td>
<td>ASSEMBLY OF THE NORTH-WEST TERRITORIES</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>100 The year Canada became a country</td>
<td>100 The year the North-West Mounted Police was formed</td>
<td>100 What is a lieutenant governor?</td>
</tr>
<tr>
<td>200 The names of the four provinces that joined to for Canada</td>
<td>200 The pay a NWMP constable received per day</td>
<td>200 The number of elected members in the council in the year 1875</td>
</tr>
<tr>
<td>300 The name of Canada’s first prime minister</td>
<td>300 The date the NWMP started their trip westward to Dufferin</td>
<td>300 The year in which the Assembly decided to do their work in English only</td>
</tr>
<tr>
<td>400 The amount Canada paid the Hudson’s Bay Company for Rupert’s Land</td>
<td>400 Why the NWMP went to the Cypress Hills</td>
<td>400 The year in which the Assembly decided that Francophone students had the right to learn in French in schools</td>
</tr>
<tr>
<td>500 Why the government of Canada sold land to settlers for only $10 per acre</td>
<td>500 The NWMP officer that Fort Macleod, Alberta was named after</td>
<td>500 The year in which the Assembly decided that the language of instruction in schools would be English</td>
</tr>
<tr>
<td>THE BRITISH MONARCHY</td>
<td>MISSIONARIES</td>
<td>METIS LIFE</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>THE IMPACT OF DISEASES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>100</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>The meaning of the word <strong>monarch</strong></td>
<td>Who missionaries are. <strong>members of religious order who teach religious beliefs</strong></td>
</tr>
<tr>
<td><strong>king or queen</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>200</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of our queen</td>
<td>The missionary who started a mission called Victoria</td>
</tr>
<tr>
<td><em>Victoria (then)</em></td>
<td><em>George McDougall</em></td>
</tr>
<tr>
<td><em>Elizabeth II (now)</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>300</th>
<th>300</th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of the queen during the fur trade</td>
<td>The site of the first Oblate mission in Alberta</td>
</tr>
<tr>
<td><strong>Victoria</strong></td>
<td><strong>St. Albert</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>400</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we mean by <strong>colonies</strong></td>
<td>The name of the missionaries at Lac Ste. Anne and Lac La Biche</td>
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<tr>
<td><strong>group of people living in a new territory and ruled by the mother country</strong></td>
<td><strong>Grey Nuns</strong></td>
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<td>When Queen Victoria was the queen of Canada</td>
<td>St. Albert was named after this missionary.</td>
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<td><strong>1838-1901</strong></td>
<td><strong>Albert Lacombe</strong></td>
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<tr>
<td>The food Metis women often sold to fur traders and voyageurs</td>
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<td><strong>pemmican</strong></td>
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<td>The occupation of many Metis after the fur trade</td>
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<td><strong>farmers</strong></td>
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<tr>
<td>What is meant by an epidemic?</td>
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<td><strong>fast spreading disease</strong></td>
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<td>The natural way for a body to protect itself from disease</td>
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<td><strong>immune system</strong></td>
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<td>The name of a disease that causes high fever and blisters</td>
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<td><strong>smallpox</strong></td>
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<td>FORMING CANADA</td>
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Early Settlement
Chapter Ten
Summary Questions

What made early settlers want to come to what is now Alberta?

What would early European settlers need or want?

What are some of Canada’s early connections to Great Britain?

How did missionaries start communities?

Why did missionaries come to Alberta?

What Alberta communities started as Francophone mission sites?

What changes did First Nations and Métis people experience?
Why did Canada expand to the west?

Why did the colonies join together to form Canada?

Why did the government of Canada want to expand to the west?

What was needed to expand to the west?

How did the North West Mounted Police provide safety for people in the west?

Why was the North West Mounted Police formed?

What contributions did the North West Mounted Police make to the early settlement of Alberta?
How did the Assembly of the North-West Territories affect people's quality of life?

What was the Assembly of the North-West Territories?

What were the responsibilities of the Assembly of the North-West Territories?

What decisions did the Assembly of the North-West Territories make?

In what ways did early settlers contribute to what is now Alberta?
What made early settlers want to come to what is now Alberta?

What would early European settlers need or want?
- settle in a British colony and help build the British Empire
- missionaries wanted to teach Aboriginals about their religion

What are some of Canada’s early connections to Great Britain?
- Hudson’s Bay Company owned by British businessmen; employees came from Britain

How did missionaries start communities?

Why did missionaries come to Alberta?
- teach Aboriginals about Christianity

What Alberta communities started as Francophone mission sites?
- St. Albert
- Lac Ste. Anne
- Lac La Biche
- Fort Chipewyan

What changes did First Nations and Métis people experience?
- exposure to new diseases
- new types of goods
- idea of taking from nature for non-personal use
Why did Canada expand to the west?

Why did the colonies join together to form Canada?
- felt it would be better to trade with each other
- feared U.S. would try to take them over
- would make it affordable to build railroad

Why did the government of Canada want to expand to the west?
- wanted Canada to go "from sea to sea"

What was needed to expand to the west?
- settlers to populate the west

How did the North West Mounted Police provide safety for people in the west?

Why was the North West Mounted Police formed?
- show western prairies were controlled by Canada
- bring law and order
- control/stop whiskey trade

What contributions did the North West Mounted Police make to the early settlement of Alberta?
- stopped whiskey trade
- kept law and order
How did the Assembly of the North-West Territories affect people’s quality of life?

What was the Assembly of the North-West Territories?
- government of North-West Territories

What were the responsibilities of the Assembly of the North-West Territories?
- made decisions for the North-West Territories
- decide how taxes would be spent

What decisions did the Assembly of the North-West Territories make?
- decided if Francophones had the right to be taught in French in schools
- decided Catholic people could have their own schools paid for with tax money

In what ways did early settlers contribute to what is now Alberta?
- churches
- schools
- health care
- language rights
Chapter Eleven

From Territory to Province
Social Studies Grade 4 Our Alberta
Chapter 11
From Territory to Province

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Lesson One

Concept: The Origins of Place Names in Alberta

Resources/Materials: Our Alberta, Book 2, pages 236 and 237
BLM 96, p. 1 (transparency) – optional
BLM 96, p. 2 (student copies) – optional
Worksheets #4.11.1a, #4.11.1b, #4.11.1c, #4.11.1d (student copies)

Introduction: Ask students if they happen to know how their colony was named. (Discuss) If not, this would be a good homework assignment. How did your school get its name? (For most colonies the school is named after the colony.)

Tell students that towns, cities, roads, parks, and schools get their names for a variety of reasons and we will find out what they are today.

Procedure:

1. Tell students that it is always interesting to investigate place names because they reflect the history of the place and some of the important people in that history.

2. Have students turn to textbook page 236. First examine the inquiry questions.

3. Next have them read the various captions and then discuss how the place got their names. Write headings on the board. Examples:

   Geographical Places    Important People    Other Places
   (named after another place)

4. If desired, put up the transparency of BLM 96, page 1 on the overhead (or distribute copies to students). With students try to add to the categories.

5. If desired, tell students you will be naming some of the places at the school and/or colony. (library, playground, classroom, hallway, etc.) Distribute copies of BLM p. 2. Give students a day or two to make their nominations.

6. Distribute Worksheets #4.11.1a, #4.11.1b, #4.11.1c, and #18d. This is a list of Hutterian Brethren colonies in Alberta as of 2007. Have students work in pairs or threes to come up with categories that would describe how various colonies were named. That is, after the mother colony, after a geographic feature, because of location. They are to write these heading in their notebooks and then write the names of some colonies under each heading. NOTE: Your German teacher may be able to help you compile a more up-to-date list of colonies.

Assignments:

1. Read Our Alberta, Book 2, pages 236 and 237.
2. Use Worksheets #4.11.1a, #4.11.1b, #4.11.1c, #4.11.1d to categorize colony names.
## Alberta Hutterite Colonies (Dariusleut and Lehrerleut)

<table>
<thead>
<tr>
<th>Year Founded</th>
<th>Name</th>
<th>Location</th>
<th>Founding Colony</th>
<th>Sect</th>
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<tr>
<td>1918</td>
<td>MILFORD</td>
<td>Raymond</td>
<td>Milford, South Dakota</td>
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<tr>
<td>1918</td>
<td>NEW ELMSPRING</td>
<td>Magrath</td>
<td>New Elmspring, South Dakota</td>
<td>L</td>
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<tr>
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<td>OLD ELMSPRING</td>
<td>Magrath</td>
<td>Old Elmspring, South Dakota</td>
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<tr>
<td>1918</td>
<td>ROCKPORT</td>
<td>Magrath</td>
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<tr>
<td>1918</td>
<td>EAST CARDSTON</td>
<td>Cardston</td>
<td>Warren Range, Montana</td>
<td>D</td>
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<tr>
<td>1918</td>
<td>ROSEBUD</td>
<td>Rockyford</td>
<td>Hutter, South Dakota</td>
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<tr>
<td>1918</td>
<td>SPRINGVALE</td>
<td>Rockyford</td>
<td>Jamesville, South Dakota</td>
<td>D</td>
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<tr>
<td>1918</td>
<td>STANDOFF</td>
<td>Fort Macleod</td>
<td>Sprink, South Dakota</td>
<td>D</td>
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<tr>
<td>1918</td>
<td>WILSON SIDING</td>
<td>Coaldale</td>
<td>Richards, South Dakota</td>
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<td>WEST RALEY</td>
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<td>New Dayton</td>
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<td>Rosebud</td>
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Worksheet #4.11.1a
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Lesson Two

Concept: Settlement and Change: The First Nations

Resources/Materials: Our Alberta, Book 2, pages 238 – 240
Worksheet #4.11.2 (student copies)
BLM 97, BLM 98, BLM 99 (2 pages) optional

Introduction: Have students turn to textbook page 238 and examine the photograph. Have them speculate about the photograph.

Review with students that the Canadian government was anxious for settlers to move to all the North-West Territories. It was afraid that the United States might try to take this area over and felt that settlement might deter them.

Remind them also that First Nations people are still occupying the land. Ask “Can anyone see a problem?”

Procedure:

1. Tell students that the Canadian government’s decision to encourage settlement in the West brought several problems: the settlers viewed nature differently from the Aboriginals; was is fair to allow settlers to just settle down in First Nations land?

2. Tell students that the coming of the horse, the introduction of the gun, and hunting buffalo for fun led to the quick decrease in the number of buffalo. This meant starvation for the Grassland and Parkland people.

3. Guide the reading of textbook page 238, emphasizing again how many First Nations depended on the buffalo for their survival.

4. Go over the meaning of the word treaty (formal agreement). Tell students that the First Nations people were not happy having their land taken over and they tried to resist. However their weapons were no match for those of the NWMP and settlers. Besides they were now beginning to starve. They felt they had no choice but to try to make some kind of agreement with the government.

5. Tell students that pages 239 and 240 explain some of these agreements. Guide the reading of this section, emphasizing was gained and what was given up.

6. Distribute Worksheet #4.11.2. Go over the directions.

7. BLM 97 – BLM 99 gives the students a chance to participate in a type of readers’ theatre which helps them understand the impact of the loss of the buffalo on First Nations people

Assignment:

1. Read Our Alberta, Book 2, pages 238 – 240.
2. Do Worksheet #4.11.2
The First Nations people were suffering greatly. European diseases had killed much of the Aboriginal population. With the buffalo population almost down to nothing, those that depended on the buffalo were starving. Their bow and arrows and spears were no match for the guns of the settlers and the NWMP who tried to protect them. The First Nations people felt they had no choice but to sign treaties with the Canadian government.

In Alberta three different treaties were signed with three different groups of First Nations. With the signing of the treaties, they gave up control of hundreds of thousand of hectares of land, the land of their people for ten of thousands of years. This also meant they would be giving up their traditional way of life.

In exchange for the land, the government gave each First Nation a smaller area of land called a reserve. Each First Nation was promised farm machinery, seeds, farm animals, and farm instruction. For each family of five there was set aside about two and a half square kilometres of land. Unfortunately, Alberta First Nations people were not farmers traditionally, but hunters and gatherers.

The First Nations were also given hunting and fishing rights on their reserves, education for their children, health care, and in some cases, yearly payments of five dollars to each individual.

In the end the First Nations signed the treaties as there did not seem to be much else they could do. Their lives had now changed forever.

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<th>What Was Gained</th>
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<td>- gave up traditional ways of life</td>
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Lesson Three

Concept: Settlement and Change: The Metis

Resources/Materials: Our Alberta, Book 2, pages 241-243
Wall map of Alberta or Canada or atlas
BLM 101

Introduction: Remind students that the Metis were the descendants of French fathers and Aboriginal mothers. They were not considered to be Aboriginal by the First Nations people and they were not accepted by the English or the Francophones. The Canadian government wasn’t quite sure how to deal with them either.

Procedure:

1. Have students read the first half of textbook page 241. Discuss “scrip”.

2. Next, discuss the term “resistance” – showing disagreement. Tell students that Metis throughout western Canada had to fight for a rightful place in Canada. Guide the reading of the bottom part of page 241.

3. Have students locate the town of St. Paul in central Alberta. Tell them that many Metis ended up living in or near St. Paul. Following that many settlers from Quebec settled there as well. This was all due to a Roman Catholic priest named Father Albert Lacombe. Have students read independently pages 242 and 243.

4. Distribute BLM 101. Go over the directions.

Assignment:

2. Do BLM 101.
BLM 101 Answers

Before 1866: The area was called *Mannawanis* which means “the place to gather duck eggs” in Cree. This was the site of a regular spring gathering.

1896: Father Lacombe obtained land for a Roman Catholic reserve for the Métis people. The settlement was named Saint-Paul-des-Métis.

1906: Francophone Oblate Fathers encouraged Francophones from Québec and other places to move to the area because of free and fertile land.

1908: Settlers from France and Québec moved to the area.

1910: Ukrainian and English people moved to the area.

1909: Farming problems had led to Saint-Paul-des-Métis mission being closed. Hail destroyed much of the crops. The land was opened to settlers.

1912: St. Paul became a village.

1929: Saint-Paul-des-Métis changed its name to St. Paul.

1937: St. Paul officially became a town.

1967: The world’s first UFO (Unidentified Flying Object) landing pad was built in St. Paul. Residents celebrated Canada’s 100th birthday.

2000 and on: St. Paul had become known as a centre for agriculture, the oil and gas industry, and tourism.
Lesson Four

Concept: Settlement and Change: The Coming of the Railway

Resources/Materials: Our Alberta, Book 2, page 226 OR wall map of Canada
Our Alberta, Book 2, pages 244 and 245
BLM 102, page 1 (1 copy)
BLM 102, page 2 (student copies)

Introduction: Ask students to imagine what it would be like to ride on a train. (Most have probably never seen a passenger train so tell them each passenger car is like a large bus, but a little wider and smoother riding.) Most settlers to Alberta did not come by wagons, but by train! Today we will find out why.

Procedure:

1. Have students turn to textbook page 226. Use the map on page 226 to explain that Canada wanted the colony of British Columbia to join the country of Canada. British Columbia said it would join if the Canadian government promised to build a railroad linking it with the rest of Canada.

2. Ask students to think about some of the problems there might be in building such a railway. (difficult terrain, long distances, going through First Nations lands)

3. Have students turn to textbook pages 244 and 245. Help students to realize that these pages really contain a timeline. The numbers and arrows give clues as to the order.


5. Discuss:
   “What might settlers coming from eastern Canada brought with them on the train?” (e.g., animals, household goods, tools, bedding, clothing)
   “What might they have left behind?” (e.g., non-essentials like toys, books, pianos, pets)
   “What would settlers do on the train?” (e.g., sleep, prepare and eat food, read, play, sew or knit)
   “Would animals be put in cars holding household goods?” (No. need for animals to have safe area; must be fed and watered without damaging household goods)

6. Show students a copy of BLM 102, page 1. Tell them these are the engine and the caboose of the train. They will be responsible for the passenger cars.

7. Distribute BLM 102, page 2. Tell each student to draw and colour a family in each of their cars. Colour the train car too. Students who finished early could draw, colour and cut out animals to be placed in one or two “animal” cars.

8. Once done assemble the train – tape it to the wall.

Assignment:

1. Read Our Alberta, Book 2, pages 226, 244, and 245.
2. Do BLM 102, page 2.
Lesson Five

Concept: Settlement and Change: Reasons for Coming

Resources/Materials: Our Alberta, Book 2, pages 246 – 252
Unlined sheet of paper (2 per student)
BLM 103 (student copies)

Introduction: Discuss with students why the Hutterites left Eastern Europe for North America 1874. (did not wanted to be forced to serve in army, religious persecution) In effect, they were being pushed out of what was then part of the Russian Empire.

Discuss why the Hutterites arrived in Alberta. (good farmland attracted them among other reasons) In effect, the good farmland was pulling them to Alberta.

Just the Hutterites were pushed out of Russia and eventually pulled to Alberta, various groups came because they were being pushed out of their homeland; other groups came because they promise of land and a new beginning pulled them to Alberta.

Procedure:

1. Remind students that most settlers came to Alberta using the railway. The Canadian government advertised all over eastern Canada, parts of the United States, much of Europe for people to come to settle in the western part of Canada. Have students turn to textbook page 252. Read to find out how the Canadian government and the railways cooperated in getting the settlers to the west.

2. Give students each two sheets of unlined paper. Have them fold the two sheets in half to form a booklet of eight pages. (They will have to use both sides of the papers to make the eight pages.) Staple, if desired.

3. Have students write these headings at the top of each page.
   Front Cover: REASONS FOR COMING TO ALBERTA
   Page Two: Coming for Business
   Page Three: Coming as a Community
   Page Four: Coming to Ranch
   Page Five: Coming to a British Colony
   Page Six: Coming for Religious Freedom
   Page Seven: Early Schools

4. Tell students to use textbook pages 246 – 251 to write two or three sentences that explain the "reason for coming". On page seven they should tell about early schools. Illustrate each page if time.

5. Distribute BLM 103. Students should use the information they read on pages 246 – 251 to complete the sheet.

Assignments:
1. Read Our Alberta, Book 2, pages 246 – 252
2. Complete booklet “Reasons for Coming to Alberta.”
3. Do BLM 103.

Optional – have an old-fashioned school day!
**Push Me—Pull Me**

Think of the many different reasons why settlers came to Alberta. Some reasons were because of advantages Alberta had to offer. These advantages **pulled** people here.

Some reasons were because of difficulties in their homeland. Often, these problems made settlers feel that they were **pushed** out of their country.

Complete the T-chart with reasons for being pushed or pulled.

<table>
<thead>
<tr>
<th>Push Me</th>
<th>Pull Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>- get away from slavery</td>
<td>- business opportunities (British)</td>
</tr>
<tr>
<td>- many Americans left the U.S.</td>
<td>- Farming opportunities (German-speaking people)</td>
</tr>
<tr>
<td>because U.S. was no longer British colony</td>
<td>- set up ranches to provide beef to NWMP</td>
</tr>
<tr>
<td>- Mormons wanted religious freedom</td>
<td>- many British people wanted to settle in a British colony</td>
</tr>
<tr>
<td>- Hutterites wanted religious freedom</td>
<td></td>
</tr>
<tr>
<td>- Icelanders had poor conditions at home</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Six

Concept: Becoming a Province

Resources/Materials: Our Alberta, Book 2, page 226
Our Alberta, Book 2, pages 253 – 255
Worksheet #4.11.6 (student copies)

Introduction: Ask students to speculate about the difference between a territory and a province. (A territory is mostly governed by the federal government. A province gets to make many more decisions about its own laws.) Most territories don’t have enough people to be able to support themselves.

Tell students that up until now, what is now Alberta was really part of the North-West Territories. Refer to textbook page 226. Note that Rupert’s Land was now considered part of the North-West Territories.

With more settlers moving in, the Canadian government thought it might be time to create a couple of new provinces.

Procedure:

1. Have students turn to textbook page 253. “Exactly how does province get created?” It varies so let’s read the next two pages to find out. Read and discuss.

2. Just as Alberta was named after one of Queen Victoria’s daughters, schools, towns, and streets get their names from a variety of sources. Guide the reading of page 255. Do the School Name Inquiry if it is feasible.

3. Distribute Worksheet #4.11.6. The directions are self-explanatory.

Assignment:

1. Read Our Alberta, Book 2, pages 253 – 255.
2. Do Worksheet #4.11.6
3. OPTIONAL. Do the School Name Inquiry Activity (textbook page 255) if it is possible.
Directions: Read textbook pages 253 – 255. Answer the questions using a word or phrase.

1. The name of the only premier of the North-West Territories __________________________

2. The year Alberta and Saskatchewan became provinces __________________________

1. The areas that are now Alberta and Saskatchewan were to be made into one province named this. __________________________

2. The name of the prime minister when Alberta became a province. __________________________

3. The name of Alberta’s first premier __________________________

4. The title of Queen Victoria’s son-in-law __________________________

5. The name of Queen Victoria’s daughter __________________________

6. The person after whom Alberta is named __________________________

7. The names of eight communities that wanted to be the capital city of Alberta

   __________________________

   __________________________

8. The name of the building where Alberta’s laws are made __________________________

9. The year the Legislature Building was completed __________________________

10. The name of a town in Alberta whose name means the crowning of a king or queen.

    __________________________

11. How your colony got its name. __________________________

    __________________________

    __________________________

12. How your school got its name __________________________
Directions: Read textbook pages 253 – 255. Answer the questions using a word or phrase.

1. The name of the only premier of the North-West Territories: Frederick Haultain
2. The year Alberta and Saskatchewan became provinces: 1905
3. The areas that are now Alberta and Saskatchewan were to be made into one province named this: Buffalo

2. The name of the prime minister when Alberta became a province: Laurier
3. The name of Alberta’s first premier: Alexander Rutherford
4. The title of Queen Victoria’s son-in-law: Marquis of Lorne
5. The name of Queen Victoria’s daughter: Louise Caroline Alberta
6. The person after whom Alberta is named: Louise Caroline Alberta
7. The names of eight communities that wanted to be the capital city of Alberta: Calgary, Edmonton, Red Deer, Banff, Medicine Hat, Athabasca, Blackfords

8. The name of the building where Alberta’s laws are made: Legislature
9. The year the Legislature Building was completed: 1912
10. The name of a town in Alberta whose name means the crowning of a king or queen: Coronation
11. How your colony got its name: 

12. How your school got its name: 
Lesson Seven

Concept: From Territory to Province, Chapter 11, Review

Resources/Materials: Our Alberta, Book 2, page 256
BLM 107 (2 pages) transparency or teacher’s copy
AND/OR the From Territory to Province – Review sheets (student copies)
AND/OR Worksheet #4.11.7a and #4.7.11b (student copies)

Introduction: Review with students that the desire for the Canadian government to bring in settlers meant a great deal of change.

Procedure:

1. Have students turn to textbook page 256. Read the blue paragraph aloud to students. This summarizes the changes.

2. Briefly discuss the changes in these categories:
   - Changes to the First Nations
   - Changes to the Metis
   - The role of the railway
   - Who were the settlers
   - From where did the settlers come?

3. Using BLM 107, orally discuss the inquiry questions and/or have them do the From Territory to Province – Review sheets.

4. Instead of, or in addition to BLM 107 or the review sheets, students can do Worksheet #4.11.7a.

Assignment:

1. Read Our Alberta, Book 2, page 256.
2. Do BLM 107 (with students)
3. AND/OR Do the From Territory to Province – Review sheets
4. AND/OR Do Worksheets #4.11.7a and #4.11.7b.
What changes happened as the North-West Territories became the province of Alberta?

What do the place names tell about history and change in Alberta?

What do place names in Alberta tell about our identity?

How did settlement affect different groups of people?

What led to the signing of treaties?

What changed for the First Nations and Métis people during this period?

What is the history of Saint-Paul-des-Métis?

How did Francophone people become established in the St. Paul area?
How did the coming of the railway change the west?

How did the coming of the railway affect immigration?

How did the coming of the railway affect the establishment of towns?

Why did various people make the choice to come to what is now Alberta?

What drew some settlers to what is now Alberta?

Why would schools be so important to settlers?
How do names tell stories of Alberta’s history?

What events and people led to Alberta changing from a territory to a province?

In what ways did immigrants and other settlers contribute to Alberta?
What changes happened as the North-West Territories became the province of Alberta?

What do the place names tell about history and change in Alberta?
- many named after fur trading posts and missions
- many named after NWMP posts

What do place names in Alberta tell about our identity?
- relationship with First Nations
- relationship with NWMP
- relationship with religion

How did settlement affect different groups of people?

What led to the signing of treaties?
- buffalo herds disappearing, diseases → Aboriginals were beginning to starve and die. → felt they had little choice

What changed for the First Nations and Métis people during this period?
- put on reserves or given no place at all
- traditional way of life no longer possible

What is the history of Saint-Paul-des-Métis?
- started by Oblates for the Métis

How did Francophone people become established in the St. Paul area?
- Roman Catholic priests encouraged Francophones to settle in St. Paul area
How did the coming of the railway change the west?

How did the coming of the railway affect immigration?
- encouraged immigration was main way that settlers came to west

How did the coming of the railway affect the establishment of towns?
- towns established on railway line

Why did various people make the choice to come to what in now Alberta?

What drew some settlers to what is now Alberta?
- business opportunities
- chance for new start
- farming opportunities
- escape religious persecution

Why would schools be so important to settlers?
- students needed to be able to read, write, do math
How do names tell stories of Alberta’s history?

What events and people led to Alberta changing from a territory to a province?
· first thought areas now known as Alberta and Saskatchewan should be one province
· this was not considered further → too difficult to manage

In what ways did immigrants and other settlers contribute to Alberta?
· brought business knowhow
· brought farming/ranching skills
· helped establish new communities
· brought diverse cultures
Directions: Match the following questions with the correct answers that are listed on the next page.

_____ How do places get their names?
_____ How did the rapid decrease in the plains buffalo population affect the Aboriginals?
_____ Why did the Canadian government encourage settlers to move west?
_____ Why did the First Nations decide to sign treaties with the Canadian government?
_____ What did First Nations people give up by signing the treaties?
_____ What did First Nations people gain by signing the treaties?
_____ What was a scrip?
_____ Why was the town of St. Paul established?
_____ How is it that many Francophones settled in St. Paul?
_____ How did the coming of the railway change the west?
_____ Which settlers came for because of business?
_____ Name one group of settlers that came and stayed together as a community.
_____ Why did people first come to Alberta to ranch?
_____ Why did some people want to come to settle in a British colony like the North-West Territories?
_____ Why did people from Iceland come?
_____ Why did Hutterites and Mormons settle in the area?
_____ Why was school important to the settlers?
_____ How did the Canadian government encourage people to settle in the west?
_____ Who was Alberta’s first premier?
_____ After whom did our province get its name?
Answers

A. Ranchers first came to provide beef to the North West Mounted Police.

B. The First Nations gave up their land and their traditional hunting and gathering grounds.

C. These settlers wanted adventure and to help to build the British Empire.

D. Places get their names from important people, landforms, bodies of water, and other places.

E. This is a certificate signed by the Metis. They gave up any claim to Aboriginal land in exchange for 65 to 97 hectares of land.

F. The railway was the main way that settlers came to the west.

G. The province was named after Queen Victoria’s daughter, Princess Louise Caroline Alberta.

H. They had many problems in the homeland: cold winters, wet springs, and volcanic ash.

I. The Oblate fathers wanted to start a Roman Catholic reserve for the Metis.

J. The Canadian government wanted to develop the North-West Territories and expand Canada.

K. The Aboriginals began to starve because the buffalo provided them with their basic needs.

L. All kinds of people came because of business.

M. These two groups came because here they would have religious freedom.

N. The Canadian government advertised in eastern Canada, the U.S., and Europe.

O. Father Therien sent letters to family and friends in Quebec telling them about St. Paul.

P. The First Nations people were starving and knew they had little choice in the end.

Q. The first premier of Alberta was Alexander Rutherford.

R. Settlers wanted their children to be able read, write, and do math.

S. Some Germans came to Pincher Creek and Medicine Hat and stayed together as a community.

T. First Nations people would be put on land called reserves. They would get some farm equipment, seeds, farm animals, education, health care, and hunting and fishing rights.
Directions: Match the following questions with the correct answers that are listed on the next page.

D. How do places get their names?
K. How did the rapid decrease in the plains buffalo population affect the Aboriginals?
J. Why did the Canadian government encourage settlers to move west?
P. Why did the First Nations decide to sign treaties with the Canadian government?
B. What did First Nations people give up by signing the treaties?
T. What did First Nations people gain by signing the treaties?
E. What was a scrip?
I. Why was the town of St. Paul established?
O. How is it that many Francophones settled in St. Paul?
F. How did the coming of the railway change the west?
L. Which settlers came for because of business?
S. Name one group of settlers that came and stayed together as a community.
A. Why did people first come to Alberta to ranch?
C. Why did some people want to come to settle in a British colony like the North-West Territories?
H. Why did people from Iceland come?
M. Why did Hutterites and Mormons settle in the area?
R. Why was school important to the settlers?
N. How did the Canadian government encourage people to settle in the west?
Q. Who was Alberta’s first premier?
G. After whom did our province get its name?
Lesson Eight

Concept: Assessment: Chapters Ten and Eleven

Resources/Materials: The Stories, Histories and Peoples of Alberta: Early Settlement and From Territory to Province – Review (student copies)
The Stories, Histories and Peoples of Alberta: Early Settlement and From Territory to Province – Test (student copies)

ASSESSMENT FOR CHAPTERS TEN AND ELEVEN

If they choose, teachers can use the following to assess students’ knowledge and skills of the content of Chapters Ten and Eleven of Our Alberta, Book 2.

1. Review

2. Test
The Stories, Histories and Peoples of Alberta
Part II
Early Settlement and From Territory to Province

REVIEW

Missionaries (p. 219 – 223)

1. Who were the missionaries?

2. From what countries did they come?

3. Why did they come?

4. What are some of the things they did?

5. How did they start communities?

The Métis (p. 224)

6. What kinds of work did Métis men do?

7. What kinds of work did Métis women do?

8. When the buffalo began to disappear how did the Oblates missionaries try to help?
Diseases (p. 225)

9. Why did the Aboriginals catch European diseases so easily?

Forming Canada (p. 226 – 227)

10. Name the four provinces that joined to form the country of Canada in 1867.

11. Who was Canada’s first prime minister?

12. Why was the Canadian government anxious to settle the North-West Territories?

The North West Mounted Police (p. 228 – 231)

13. Which of the following were reasons the NWMP was formed. (Circle them.)

- to show the western prairies were controlled by Canada
- to bring law and order
- to stop the whiskey trade
- to give young men in the east work

14. What was happening at Fort Whoop-Up that the NWMP wanted to stop?

15. Name three NWMP forts.
**Assembly of the North-West Territories** (p. 232, 233)

16. The assembly made many of the rules and laws for the North-West Territories. One of the laws had to do with the language in which students should be taught in schools. Some said it should be in English only and others said that parents should have a choice as to whether it should be English or French. What do you think? Tell why.

---

**Naming Places** (p. 236, 237)

17. Tell about four different ways that communities, schools, streets, and so on get their names.

---

**Settlement and Change** (p. 238)

18. What happened to the millions of buffalo?

19. How did this affect the Aboriginals?

---

**Signing Treaties** (p. 239, 240)

20. Circle the reasons why First Nations people signed the treaties.

- Disease and the loss of buffalo made the future seem hard and starvation was possible.
- Missionaries were urging them to sign the treaties.
- Non-Aboriginal people were already starting to settle on Aboriginal lands.
- They wanted to leave the land.
21. Write **GAIN** if it tells what First Nations gained in the treaty and **LOST** if it tells what they lost.

____ farming equipment  ____ seeds

____ their land  ____ education

____ reserve  ____ traditional way of life

____ hunting and fishing rights  ____ farm animals

22. What does this mean? “The government intended to use the land for settlers. First Nations people believed they were agreeing to the sharing of the land, not the ownership of land. They respected these agreements.”

---------------------------------------------------------

---------------------------------------------------------

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---------------------------------------------------------

**Métis Struggles** (p. 241 – 243)

23. Instead of treaties, Métis were offered scrips which were ____________________________

____________________________________

24. What is the connection between the Métis, Father Albert Lacombe, and the community of St. Paul?

____________________________________

____________________________________

25. Francophones from Quebec settled in St. Paul because ____________________________ encouraged them.

**Building the Railway** (p. 244 – 245)

26. The railway across Canada was important to the settlement of Alberta because ____________________________
Reasons for Coming  (p. 246 – 249)

27. Match the reasons for settling in Alberta with the group or groups.

<table>
<thead>
<tr>
<th>business</th>
<th>a community</th>
<th>ranching</th>
</tr>
</thead>
<tbody>
<tr>
<td>a British Colony</td>
<td>a community</td>
<td>religious freedom</td>
</tr>
<tr>
<td></td>
<td>new life</td>
<td></td>
</tr>
</tbody>
</table>

__________________________ Mormons and Hutterites

__________________________ farmers from Iceland who had problems such as cold winters, wet springs, and volcanoes

__________________________ people from Britain, Canada, and the U.S. who wanted to build up the British Empire

__________________________ to provide beef for the NWMP

__________________________ some Germans who wanted to settle where there were other German settlers

__________________________ farmers, doctors, lawyers, teachers, labourers, and business people who set up banks, stores, and churches

Early Schools (p. 250, 251)

28. Why do you think schools were important to people moving west?

__________________________________________________________

Advertising the West (p. 252)  (There’s nothing to do on this question but read.)

29. The ways that the Canadian government encouraged people to settle in the west were:
   - Advertising in eastern Canada, the U. S., and Europe
   - Paying agents for getting people to settle in the west
   - Offering free or inexpensive land.
Becoming a Province (p. 253 – 255)

30. Write the correct letter in the space.

A. First premier of the North-West Territories
B. The name of a province that would have combined Alberta and British Columbia
C. First premier of Alberta
D. Year Alberta and Saskatchewan became provinces
E. The person who was Queen Victoria’s daughter and after whom the Alberta is named.
F. Was chosen as the capital of Alberta because of its central location

_____ Princess Louise Caroline Alberta  _____ Edmonton
_____ Alexander Rutherford  _____ Frederick Haultain
_____ Buffalo  _____ 1905
The Stories, Histories and Peoples of Alberta
Part II
Early Settlement and From Territory to Province

REVIEW

**Missionaries** (p. 219 – 223)

1. Who were the missionaries? **members of a religious order; sometimes sent to teach people about religious beliefs**

2. From what countries did they come? **France, England**

3. Why did they come? **teach Aboriginals their religious beliefs**

4. What are some of the things they did?
   - learned First Nations languages
   - set up schools
   - held church services
   - cared for sick
   - set up hospitals
   - built churches

5. How did they start communities?
   - set up missions, which attracted settlers

**The Métis** (p. 224)

6. What kinds of work did Métis men do? **hunters, trappers, voyageurs, farmers**

7. What kinds of work did Métis women do? **made and sold pemmican**

8. When the buffalo began to disappear how did the Oblates missionaries try to help? **taught Métis farming skills**
Diseases (p. 225)

9. Why did the Aboriginals catch European diseases so easily?
   They had no resistance to these diseases

Forming Canada (p. 226 – 227)

10. Name the four provinces that joined to form the country of Canada in 1867.
    Quebec, Ontario, New Brunswick, Nova Scotia

11. Who was Canada’s first prime minister? John A. Macdonald

12. Why was the Canadian government anxious to settle the North-West Territories?
    Needed settlers to populate such a large area
    The U.S. seemed to want to attach Canadian territory

The North West Mounted Police (p. 228 – 231)

13. Which of the following were reasons the NWMP was formed. (Circle them.)
   ☐ to show the western prairies were controlled by Canada
   ☐ to bring law and order
   ☐ to stop the whiskey trade
     - to give young men in the east work

14. What was happening at Fort Whoop-Up that the NWMP wanted to stop?
    Whiskey trade

15. Name three NWMP forts.
    Fort Calgary, Fort Normandeau, Fort Macleod, etc.
Assembly of the North-West Territories (p. 232, 233)

16. The assembly made many of the rules and laws for the North-West Territories. One of the laws had to do with the language in which students should be taught in schools. Some said it should be in English only and others said that parents should have a choice as to whether it should be English or French. What do you think? Tell why.

Naming Places (p. 236, 237)

17. Tell about four different ways that communities, schools, streets, and so on get their names.

- people who have made significant contributions
- historical people
- geographical features
- particular location
- after another place

Settlement and Change (p. 238)

18. What happened to the millions of buffalo? Killled off for sport, fur, bones

19. How did this affect the Aboriginals? No longer had buffalo for basic needs

Signing Treaties (p. 239, 240)

20. Circle the reasons why First Nations people signed the treaties.

- Disease and the loss of buffalo made the future seem hard and starvation was possible.
- Missionaries were urging them to sign the treaties.
- Non-Aboriginal people were already starting to settle on Aboriginal lands.
- They wanted to leave the land.
21. Write **GAIN** if it tells what First Nations gained in the treaty and **LOST** if it tells what they lost.

**GAIN** farming equipment    **GAIN** seeds
**LOST** their land    **GAIN** education
**GAIN** reserve    **LOST** traditional way of life
**GAIN** hunting and fishing rights    **GAIN** farm animals

22. What does this mean? “The government intended to use the land for settlers. First Nations people believed they were agreeing to the sharing of the land, not the ownership of land. They respected these agreements.

   government thought First Nations agreed to give up land for good
   First Nations thought they agreed to share the land with settlers

---

**Métis Struggles** (p. 241 – 243)

23. Instead of treaties, Métis were offered scrips which were **certificates where Métis**

   agreed to give up any claims to Aboriginal land in exchange for 65-97 ha of land

24. What is the connection between the Métis, Father Albert Lacombe, and the community of St. Paul?

   Father Lacombe set up the community of St. Paul for Métis

25. Francophones from Quebec settled in St. Paul because the **R. Catholic priests** encouraged them.

**Building the Railway** (p. 244 – 245)

26. The railway across Canada was important to the settlement of Alberta because

   main ways of bringing in settlers
Reasons for Coming (p. 246 – 249)

27. Match the reasons for settling in Alberta with the group or groups.

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<td>people from Britain, Canada, and the U.S. who wanted to build up the British Empire</td>
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<td>some Germans who wanted to settle where there were other German settlers</td>
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<tr>
<td>business</td>
<td>farmers, doctors, lawyers, teachers, labourers, and business people who set up banks, stores, and churches</td>
</tr>
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</table>

Early Schools (p. 250, 251)

28. Why do you think schools were important to people moving west?

   knew children had to learn to read, write, do math

Advertising the West (p. 252) (There’s nothing to do on this question but read.)

29. The ways that the Canadian government encouraged people to settle in the west were:
   - Advertising in eastern Canada, the U. S., and Europe
   - Paying agents for getting people to settle in the west
   - Offering free or inexpensive land.
### Becoming a Province (p. 253 – 255)

30. Write the correct letter in the space.

<p>| | | | | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>E. Princess Louise Caroline Alberta</td>
<td>F. Edmonton</td>
</tr>
<tr>
<td>C. Alexander Rutherford</td>
<td>A. Frederick Haultain</td>
</tr>
<tr>
<td>B. Buffalo</td>
<td>D. 1905</td>
</tr>
</tbody>
</table>
The Stories, Histories and Peoples of Alberta
Part II
Early Settlement and From Territory to Province

Test

1. Answer T (true) or F (false).

_____ The Hudson’s Bay Company sent many workers who spoke English and followed English customs.

_____ Missionaries were sent by their churches to teach the Aboriginals about their religion.

_____ Only missionaries from France came.

_____ Missionaries planted gardens, started schools, set up hospitals, and orphanages.

_____ Father Albert Lacombe brought many Métis families from Lac Ste. Anne and established a settlement at St. Albert.

_____ The Métis had very little to do with the fur trade. They preferred to stay away from the fur traders.

2. When the Aboriginals began interacting with the fur traders, many of the Aboriginals began to die from diseases. Why did this happen?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Name the four provinces that joined together to make the country of Canada in 1867.

__________________________________________________________________________

__________________________________________________________________________
4. Why did the Canadian government want to settle the western part of Canada?

5. Put an X beside those phrases that tell why the North West Mounted Police was formed.
   
   _____ to show that the western prairies was controlled by Canada
   _____ to bring law and order
   _____ to stop the whiskey trade
   _____ to provide work for those who were too lazy to do other jobs.
   _____ to get rid of troublemakers in the eastern parts of Canada

6. Throughout Alberta’s history many people have felt that children should be taught only using the English language. Others feel that parents should have the choice as to whether their children should be taught in English or in French.

   In a paragraph tell how you feel.
7. Communities, schools, libraries, and streets are given their names for a variety of reasons. Tell about three of these reasons.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

8. Explain how the decrease in the buffalo population affect the life of many of the First Nations.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Use the following information to answer questions 9 – 11.

During the 1870s the Canadian government signed treaties with the First Nations of Alberta. The Canadian government wanted to be sure that settlement by non-Aboriginal people would continue.

9. Which of the following is not a reason why the First Nations felt they should sign the treaties?

a. With the disappearance of the buffalo, many First Nations people were starving.
b. The First Nations realize they could not fight the Canadian government because the government’s people had better weapons.
c. Diseases were causing many Aboriginals to die and others were very weak. It was becoming more and more difficult for the First Nations people to survive.
d. The First Nations chiefs wanted the Canadian government to feed and clothe them.

10. As part of the treaty the First Nations had to give up

a. their land.
b. their traditional clothing.
c. their ceremonies.
d. their traditional weapons.
11. Which of the following does **not** tell about something the First Nations were promised in the treaties?

a. farming equipment  
b. an area of land called a reserve  
c. a payment of one hundred dollars per year  
d. the right to hunt and fish all year round

*Use the following information to answer question 12.*

Some Métis people were included in the early treaties. As a group, however, they were not included in the signing of treaties. Instead, the government gave Métis people certificates called scrip.

The scrip certificates were granted to each Métis person. If a Métis person agreed to give up their claims to Aboriginal land, their scrip could be exchanged for about 65 to 97 hectares of land. Scrip was often sold to buy things that were needed, such as food and clothing. Many Métis people felt they had little choice but to accept the scrip.

12. You can infer from the information that

a. Métis people were lucky to be offered the scrip.  
b. the government did not think the Métis should be treated the same as the Aboriginals.  
c. the Métis could not read and write well.  
d. the government was too generous to the Métis.

13. Who was the person who helped the Metis and Francophones establish the settlement of St. Paul?

a. Colonel James Macleod  
b. Father Albert Lacombe  
c. Germain Joly  
d. Alexander Rutherford

14. How did the building of the railway help the settlement of western Canada?

a. It helped the North West Mounted Police get to the west much quicker.  
b. It was the main way that settlers came to the west.  
c. Most settlers got work by helping to build the railway.  
d. The railway could not go through First Nations reserve land.
15. Which of the following is true about the towns along the railway?

   a. New towns were established along the railway line.
   b. The railway was forced to join towns that were already established.
   c. The railway made sure that there was at least one hundred kilometres between towns.
   d. The government made sure that the people building the railway came from the towns along the way.

16. Tell about four different reasons that people chose to settle in the west.

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17. Why do you think schools were important to the settlers?

________________________________________________________________________

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18. Which of the following does not tell about a way the Canadian government encouraged people to settle in western Canada?

   a. The government advertised in Eastern Canada, the United States, and Europe.
   b. The government paid money to agents if they convinced settlers to come to the west.
   c. The government offered land for free or for a very low price.
   d. The government ordered people to send for their relatives.

19. Alberta became a province in the year

   a. 1867.
   b. 1908.
   c. 1905.
   d. 1497.
20. Alberta’s first premier was
   a. Frederick Haultain.
   b. Wilfred Laurier.
   c. Alexander Rutherford.
   d. John A. Macdonald.

21. The province of Alberta was named after Princess Louise Caroline Alberta who was
   a. the daughter of the Marquis of Lorne.
   b. the daughter of Queen Victoria.
   c. the wife of King Henry VII.
   d. the wife of Alexander Rutherford.

22. Edmonton was chosen as the capital city of Alberta because
   a. it was the largest community.
   b. it was where the premier lived
   c. it was close to the centre of the province.
   d. no other town wanted to be the capital.
The Stories, Histories and Peoples of Alberta

Part II
Early Settlement and From Territory to Province

Test

1. Answer T (true) or F (false).

T The Hudson’s Bay Company sent many workers who spoke English and followed English customs.

T Missionaries were sent by their churches to teach the Aboriginals about their religion.

F Only missionaries from France came.

T Missionaries planted gardens, started schools, set up hospitals, and orphanages.

T Father Albert Lacombe brought many Métis families from Lac Ste. Anne and established a settlement at St. Albert.

F The Métis had very little to do with the fur trade. They preferred to stay away from the fur traders.

2. When the Aboriginals began interacting with the fur traders, many of the Aboriginals began to die from diseases. Why did this happen?

had no resistance to diseases

3. Name the four provinces that joined together to make the country of Canada in 1867.

New Brunswick, Nova Scotia, Québec, Ontario
4. Why did the Canadian government want to settle the western part of Canada?

- wanted to fill up area with settlers
- fears that U.S. would try to invade the area

5. Put an X beside those phrases that tell why the North West Mounted Police was formed.

- X to show that the western prairies was controlled by Canada
- X to bring law and order
- X to stop the whiskey trade
- ---- to provide work for those who were too lazy to do other jobs.
- ---- to get rid of troublemakers in the eastern parts of Canada

6. Throughout Alberta’s history many people have felt that children should be taught only using the English language. Others feel that parents should have the choice as to whether their children should be taught in English or in French.

In a paragraph tell how you feel.
7. Communities, schools, libraries, and streets are given their names for a variety of reasons. Tell about three of these reasons.

- people who made significant contributions to community
- historical figures
- after a particular location
- geographic features
- after another place

8. Explain how the decrease in the buffalo population affect the life of many of the First Nations.

- had no way of providing for basic needs


Use the following information to answer questions 9 – 11.

During the 1870s the Canadian government signed treaties with the First Nations of Alberta. The Canadian government wanted to be sure that settlement by non-Aboriginal people would continue.

9. Which of the following is not a reason why the First Nations felt they should sign the treaties?

a. With the disappearance of the buffalo, many First Nations people were starving.
b. The First Nations realize they could not fight the Canadian government because the government’s people had better weapons.
c. Diseases were causing many Aboriginals to die and others were very weak. It was becoming more and more difficult for the First Nations people to survive.
- The First Nations chiefs wanted the Canadian government to feed and clothe them.

10. As part of the treaty the First Nations had to give up

a. their land.
b. their traditional clothing.
c. their ceremonies.
- their traditional weapons.
11. Which of the following does not tell about something the First Nations were promised in the treaties?

a. farming equipment
b. an area of land called a reserve
C. a payment of one hundred dollars per year
d. the right to hunt and fish all year round

Use the following information to answer question 12.

Some Métis people were included in the early treaties. As a group, however, they were not included in the signing of treaties. Instead, the government gave Métis people certificates called scrip.

The scrip certificates were granted to each Métis person. If a Métis person agreed to give up their claims to Aboriginal land, their scrip could be exchanged for about 65 to 97 hectares of land. Scrip was often sold to buy things that were needed, such as food and clothing. Many Métis people felt they had little choice but to accept the scrip.

12. You can infer from the information that

a. Métis people were lucky to be offered the scrip.
B. the government did not think the Métis should be treated the same as the Aboriginals.
c. the Métis could not read and write well.
d. the government was too generous to the Métis.

13. Who was the person who helped the Metis and Francophones establish the settlement of St. Paul?

a. Colonel James Macleod
B. Father Albert Lacombe
c. Germain Joly
d. Alexander Rutherford

14. How did the building of the railway help the settlement of western Canada?

a. It helped the North West Mounted Police get to the west much quicker.
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- c) The railway made sure that there was at least one hundred kilometres between towns.
- d) The government made sure that the people building the railway came from the towns along the way.

16. Tell about four different reasons that people chose to settle in the west.

- wanted to set up business or find work
- wanted to establish community with others of same ethnic origin
- ranch / farm
- help build up British Empire
- wanted a new start
- wanted religious freedom

17. Why do you think schools were important to the settlers?

- want children to be literate, have math skills

18. Which of the following does not tell about a way the Canadian government encouraged people to settle in western Canada?

- a. The government advertised in Eastern Canada, the United States, and Europe.
- b. The government paid money to agents if they convinced settlers to come to the west.
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   a. it was the largest community.
   b. it was where the premier lived
   C. it was close to the centre of the province.
   d. no other town wanted to be the capital.
ASSESSMENT FOR CHAPTER EIGHT TO ELEVEN

The following are included for teachers who want to do a comprehensive assessment of the students’ knowledge and skills of the content of Chapters Eight through to Eleven of *Our Alberta, Book 2*:

1. Test

**NOTE: There are no review sheets.**

The above may be used in addition to, or in place of, the assessments for Eight and Nine and Ten and Eleven.
The Stories, Histories and Peoples of Alberta
Chapters 8 to 11
Test

Directions: For each question choose the best answer. Write the letter of your answer on the answer sheet.

1. Which of the following statements best tells how the Aboriginals felt about nature?
   a. People should be able to use things from nature any way they wish.
   b. People must respect nature and make sure they do not waste what they take from nature.
   c. There is no real connection between people and nature.
   d. People do not need to worry about what they take from nature.

2. Why was the buffalo important to many First Nations?
   a. The buffalo was a symbol of courage.
   b. The buffalo always went to the best grazing land.
   c. The buffalo showed them how not to be afraid.
   d. The buffalo provided them with most of their basic needs.

3. Which of the following statements is true about the language of Aboriginal groups in Alberta?
   a. They were all totally different.
   b. They were all the same.
   c. Some of them were similar.
   d. They could be put into five different groups.

4. Pretend you were working in the garden and you came across an old Aboriginal arrowhead. What is the best thing to do with it?
   a. Take it to a museum or university.
   b. Take it home and put it in a safe place.
   c. Give it to your school teacher.
   d. Give it to an Aboriginal person.

5. What must you keep in mind if you went to visit a medicine wheel.
   a. Medicine wheels bring good luck.
   b. Most medicine wheels were made by doctors in hospitals nearby.
   c. The medicine wheels are one of the most beautiful decorations of an Aboriginal family.
   d. Medicine wheels are considered sacred and have special meaning.
A Kainai child wrote the following about the tipi.

"My parents sleep against the west wall, opposite our tipi door. Our family keeps our sacred bundle above our heads as we sleep. A bundle contains materials considered sacred by our people.

"My brothers and sister sleep in the buffalo robes along the said. Our food containers are kept on the north side of the door. The south side of the doorway is for our firewood.

"Many small things are kept in containers. Small ones hold dried meat and larger ones, our clothes. We must always keeps things put away and in the right spot.

6. You can infer from what the Kainai child wrote that

a. the most comfortable place to sleep in a tipi was against the west wall.
b. the size of its tipi showed how important a family was.
c. the Kainai cared more about the inside of a tipi than the outside.
d. the Kainai thought it was important for everything to be kept in an orderly way.

7. The best way to show respect for historical places and objects is

a. to make sure you keep them safe and to not damage them in any way.
b. to put a building up around them.
c. to add your own designs to them to make them look even better.
d. to put a coat of paint on them so they last longer.

8. Quality of life is

a. all the things that are important to a person and make his or her life good.
b. the amount of money that you make.
c. getting all your work done in school.
d. finding a meteorite like the Manitou Stone.

9. Which of the following would not be a way that First Nations people try to preserve their culture?

a. Elders tell stories to the younger people.
b. Powwows are held every year.
c. Children learn about the climate of Europe in school.
d. Artists create art that represent stories told to them by Elders.
10. It is important for Aboriginal children to keep their language and culture because
   a. it would be no use going to school otherwise.
   b. it helps them to maintain their identity.
   c. they don’t really understand the English language.
   d. many would not know their parents if they did not.

For questions 11 to 21 answer T for true and F for false.

_____ 11. The fur trade began in Alberta because they were running out of fur-bearing animals in eastern Canada.

_____ 12. The Hudson's Bay Company was given the right to the furs in Rupert's Land by the king of England.


_____ 14. The beaver furs were mainly used to make fur coats for people in Asia.

_____ 15. Fur trading posts and forts were always built away from rivers and lakes.

_____ 16. The fur trade introduced the First Nations people to new kinds of goods.

_____ 17. During the fur trade many Aboriginals acted as guides and interpreters.

_____ 18. The voyageurs were men who transported trade goods from Montreal to the forts and furs from the trading forts back to Montreal.

_____ 19. People have found that what is written in journals and what is shown in paintings never give us any clues about life in the past.

_____ 20. In a fur trading fort the chief factors acted as the head of the fort.

_____ 21. The Metis had very little to do with the fur trade because they were not always accepted by the Aboriginals.
Match the words and phrases in the box to the sentences.

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<td>Father Lacombe</td>
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<td>John A. Macdonald</td>
<td>whiskey trade</td>
<td>Colonel Macleod</td>
<td>monarch</td>
<td>North-West Territories</td>
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22. Canada's first prime minister
23. group of people who settle in a new area and keep connections with the country they came from
24. person who is sent to teach people his or her religious beliefs
25. members of a Roman Catholic religious order
26. the name of a Roman Catholic priest who contributed much to the development of Alberta
27. the body's ability to fight against certain diseases
28. the name of a North West Mountain Police officer
29. a disease which caused many Aboriginals to die
30. the NWMP were sent to try to stop this
31. a community first established by the Metis and then Francophones from Quebec
32. a large area that took up most of the centre parts of Canada
33. queen or king
34. The number of buffalo on the prairies went down because
   
a. a disease spread among them.
   b. hundreds of thousands were killed for their furs and bones by the Hudson’s Bay Company and by American fur traders.
   c. the Aboriginals did not really care if they were wasted.
   d. the winters were too cold.

35. The First Nations of Alberta lost their traditional lands when
   
a. they signed treaties with the Canadian government.
   b. they lost it in a war with the Canadian government.
   c. they fought with the First Nations in Saskatchewan.
   d. they didn’t take good care of them.

36. Which of the following does not tell what the First Nations people gained from signing the treaties?
   
a. hunting and fishing rights
   b. a square mile of land per family of five
   c. farm animals
   d. one thousand dollars per person per year

37. The Canadian government wanted to First Nations to live on reserves because
   
a. it wanted to free up land for settlers.
   b. it felt there were not enough First Nations people to use all the available land.
   c. it did not want to make enemies of the First Nations people.
   d. the buffalo herds were gone.

38. The Metis were unhappy with the Canadian government because
   
a. it did not give them enough land to live on.
   b. they were given more money than the First Nations people.
   c. it ignored them completely.
   d. it treated them like it treated the Aboriginals.

39. Many Francophones from Quebec came to settle in Alberta because
   
a. Quebec was becoming too crowded.
   b. they were encouraged to come to Alberta by Roman Catholic priests.
   c. they wanted the more comfortable houses that were in Alberta.
   d. their children would be taught in English in Alberta schools.
40. The main reason the railway was built through the prairies was
   a. to provide work for the men of eastern Canada.
   b. because the First Nations people wanted it.
   c. to connect British Columbia to the eastern part of Canada.
   d. so little towns could be established along the way.

41. Which statement **best** tells about the reasons settlers came to Alberta?
   a. The land was very expensive so they knew it would be good land.
   b. The settlers wanted to hunt buffalo just as the Aboriginals did.
   c. Most were rich and wanted to retire on the wide open plains.
   d. Settlers came for many different reasons.

42. The first ranches were established in Alberta
   a. to provide beef for the North West Mounted Police.
   b. because ranchers from the United States were running out of good grazing land.
   c. because the farm land in Alberta was not very rich.
   d. to raise beef that could later be sold to the First Nations people.

*Use the following information to answer question 43.*

In the mid-1800s, farmers in Iceland had many problems. Winters were cold, springs were wet, and volcanic ash often covered their farms. A group of farmers went to the United States. In 1888 they moved to the area of Tindastoll, later renamed Markerville, just outside of Red Deer.

43. According to the information, the Icelandic farmers
   a. liked the United States better than they liked Canada.
   b. found out that the soil in the United States was not as good as Canadian soil.
   c. moved because they wanted a better life.
   d. did not really contribute much to life in Markerville.

44. The Hutterites and the Mormons were alike in that
   a. their religions both started in the United States.
   b. they both came to Alberta because they wanted religious freedom.
   c. both do not believe in drinking alcohol.
   d. they both believe in sharing work and owning things together.
45. Which of the following is **not** true about how the Canadian government encouraged people to settle in the western part of Canada.

a. The prime minister went to all the countries to tell them about Canada.
b. The Canadian government sold land cheaply and even gave it away.
c. The Canadian government advertised in eastern Canada, the United States, and Europe.
d. The Canadian government hired agents who received money for every person they convinced to travel to Canada.

*Use the following information to answer question 46.*

In the new settlements groups of parents would get together to make sure schools were built. They got together and bought the materials. Then they had a work bee. During the work bee all the parents worked together to build the school. They even made the desks. It usually took several days.

46. From the above information you can infer that

a. parents wanted to get their children out of the house so they could work.
b. there was no one who was really good at carpenter’s work.
c. parents thought it was important that their children go to school.
d. students were expected to do well in school.

47. Alberta was named after

a. the daughter of Queen Elizabeth II.
b. the wife of King Richard the IV.
c. the daughter of Queen Elizabeth I.
d. the daughter of Queen Victoria.

48. Alberta became a province in 1905, and its first premier was

a. Frederick Haultain.
b. Sir Wilfred Laurier.
c. Sir John A. Macdonald.
d. Alexander Rutherford.

49. The most important contribution that immigrants and other settlers have made to Alberta is

a. they brought with them many interesting customs.
b. they helped to establish new communities.
c. they brought with them knowledge and skills.
d. all of the above.
50. Which of the following is true?

a. What has happened in the past has nothing to do with our lives today.
b. Most places in Alberta are named after other important places.
c. What has happened in the past has a lot to do with our lives today.
d. Stories that our elders tell us are just for fun and don't really help us understand the past.
The Stories, Histories and Peoples of Alberta
Final Test
Answer Sheet

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The Stories, Histories and Peoples of Alberta
Final Test
Answer Sheet

1. b
2. d
3. c
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5. d
6. d
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9. c
10. b
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12. T
13. T
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22. G
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36. d
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38. a
39. b
40. c
41. d
42. a
43. c
44. b
45. a
46. c
47. d
48. d
49. d
50. c
Unit 3

Alberta: Celebrations and Challenges
ASSESSMENT

A. Traditional Test

There is only one test provided. It can be given after Chapter Thirteen.

B. Rubrics

Assessment using rubrics may be done using BLMs A-1 to A-6.
Chapter Twelve

Growth and Change
Social Studies Grade 4 Our Alberta
Chapter 12
Growth and Change

Contents

Lesson One  Homesteading  3
Lesson Two  Homesteaders: The Francophones  4
Lesson Three  Starting a Homestead  5
Lesson Four  Challenges and Changes: Drought and Unemployment  6
Lesson Five  Challenges and Changes: War, Prejudice and Discrimination  8
Lesson Six  The Growth of Cities and Preserving Our Heritage  9
Lesson Seven  Growth and Change – Review  10
Lesson One

Concept: Homesteading

Resources/Materials: Our Alberta, Book 2, pages 258 and 259
- Large piece of cardboard – or better yet, a big pan of squares or cake, uncut
- Worksheet #4.12.1 (student copies) - optional

Introduction: Present the following situation to students:
*Pretend you are having a party, but you don’t quite know how many guests you will be having. You think there might be around 15, but there could be more. You just don’t know. Bring out the cardboard (or pan of squares or cake). Pretend this is a pan of squares and you want to cut the squares before your guests arrive. How would you go about doing it?*
(Most students will probably suggest that you cut the pan so that you have a few spare, just in case.)

Procedure:
1. Recall with students that the Canadian government wanted settlers to move to the west. They offered inexpensive and even free land. These settlers were called **homesteaders**. The homesteaders had to clear the land, plough it under, plant crops, set up a place to live, make a place for any farm animals, and anything else that was needed. Just like you had to decide how to divide up the squares, the government had to decide how to divide the land for the homesteaders.

2. Have student turn to textbook page 258 and read to find out how the government decided to divide up the land.

3. After the reading, review what was read, including discussing how the government decided that a quarter section of land was appropriate for each homesteader.

4. Go on to discuss what all was part of the Homestead Act by reading page 259.

DO #5 and/or #6

5. Tell students they should use the information from the web on page 259 to write a paragraph about the Homestead Act. If necessary, compose the topic sentence with the students.  
   **Example:** The settlers were called homesteaders, and they had to do certain things that were listed in the Homestead Act of 1872.

6. Distribute Worksheet #4.12.1. Tell students that it shows the map of a township. They are to colour in the number of quarter sections that would be allotted to their colony if they had been homesteaders. Have students figure out the total number of acres the colony would occupy (number of quarter sections X 160) and compare this figure with the number of acres it now farms.

Assignments:
1. Read *Our Alberta, Book 2*, pages 258 and 2559.
2. Write paragraph about homesteading.
3. AND/OR Do Worksheet #4.12.1, using the information from the textbook.
Directions: Colour in the number of quarter sections your colony would receive if you had been homesteaders in the late 1800s. On each quarter section write the initials of the family that would live there.
Lesson Two

Concept: Homesteaders: The Francophones

Resources/Materials: Our Alberta, Book 2, pages 260 and 261
Wall map of Alberta or Canada OR atlas OR Alberta roadmap
Worksheet #4.12.2 (student copies)

Introduction: Have students recall their first few days of school (grade one or kindergarten, as appropriate). Discuss their feelings, especially with regard to being in a situation where English is the language of instruction and German is the language of their home.

Tell students that Francophone Albertans have a long and interesting history in Alberta, yet many go to schools where English is the only language of instruction. They have had to be continually active in ensuring that they could have their school instruction in French.

Tell students that today we will be learning about how and where Francophones homesteaded and about their efforts to maintain their identities.

The concept of identity is difficult for most students of this age; so it may be necessary to spend time discussing the concept.

Procedure:

1. Have student turn to textbook page 260. Tell students this page is about the Plamondon family who homesteaded in central Alberta. Using a map try to locate some of the names of communities that have French names such as Plamondon, Legal, Beaumont, and Morinville.

2. Tell students that Francophones, originally from Quebec homesteaded in this area. They are to read page 260 to find out about a particular family, the Plamondons.

3. Next direct them to read page 261. It is about the effect that schools have had on helping Francophones to maintain their identity.

4. Distribute Worksheet #4.12.2. Discuss the directions, if necessary.

Assignments:

1. Read Our Alberta, Book 2, pages 260 and 261.
2. Do Worksheet #4.12.2.
Directions: Read page 260 in your textbook. The sentences below tell about the Plamondon family. Write the appropriate word in the blank: **who, what, when, where, why, or how.**

__________ Isadore, Joseph Plamondon’s 19-year-old son

__________ Francophone missionaries encouraged the families in Michigan to move north.

__________ the area between Lacombe and Morinville

__________ prepared to settle and set up a farm

__________ July 1908

__________ believed Alberta would be a place where they could keep their language, religion, and culture

__________ learned to survive from the Metis who taught them how to use the natural resources that surrounded their new home

**Francophone Identity**

(page 261)

Directions: Match the dates with the descriptions: 1891, 1905, 1987, 1969, 2006

__________ The language of instruction in school must be English. Only one hour of instruction in French is allowed.

__________ There are now 27 schools in five regions.

__________ Francophones living in the North-West Territories have the right to use French as their language of instruction in schools.

__________ The Official Languages Act states that government services must be provided in both English and French.

__________ Francophones get back the right to have their children instructed in French after working for this right for nearly one hundred years.
Directions: Read page 260 in your textbook. The sentences below tell about the Plamondon family. Write the appropriate word in the blank: who, what, when, where, why, or how.

who Isadore, Joseph Plamondon’s 19-year-old son

why Francophone missionaries encouraged the families in Michigan to move north.

where the area between Lacombe and Morinville

what prepared to settle and set up a farm

when July 1908

why (why) believed Alberta would be a place where they could keep their language, religion, and culture

how learned to survive from the Metis who taught them how to use the natural resources that surrounded their new home

Francophone Identity (page 261)

Directions: Match the dates with the descriptions: 1891, 1905, 1987, 1969, 2006

1905 The language of instruction in school must be English. Only one hour of instruction in French is allowed.

2006 There are now 27 schools in five regions.

1891 Francophones living in the North-West Territories have the right to use French as their language of instruction in schools.

1969 The Official Languages Act states that government services must be provided in both English and French.

1987 Francophones get back the right to have their children instructed in French after working for this right for nearly one hundred years.
Lesson Three

Concept: Starting a Homestead

Resources/Materials: About Alberta, Book 2, pages 262 – 267
BLM 110 (3 pages) – student copies
Worksheet #4.12.3 – one copy per group of two or three students

Introduction: Tell students you have a challenge for them that they will have to work on with a partner or two. Distribute Worksheet #4.12.3 to students and give them 10 minutes to prepare a response.

Have students share their responses. Record answers on board, if desired.

Conclude that just like they had to, homesteaders had to rely on their natural resources to live.

Procedure:

1. Have students turn to textbook pages 262 – 267. Tell them that these pages tell about the life of homesteaders. They are to make notes on these pages in their notebooks. They will probably need some help in getting started as some of the headings they need to use are not readily apparent.

Tell them they can use whatever form they prefer. (i.e., point-form notes, web, chart, etc.)

2. The major headings will probably be: Homes (or Shelter)
Medical Care
Food
Family
Towns

3. Ask students to imagine they are a homesteading family who has just paid ten dollars for their homestead. Discuss what they would like their homestead to look like and what dreams they may have for the future.

4. Distribute BLM 110. Guide the reading of page 1. Then tell them to work with a partner to complete the assignment.

Assignments:
2. Make notes on pages 262 – 267
3. Do BLM 110 (group work)

Optional – Make your own sod house out of small square of corrugated cardboard. Don’t forget to include windows and a door.
LOST ON A DESERT ISLAND!

Pretend you are sailing on a small boat with your best friend when all of a sudden a storm comes up. The storm is a bad one. It lasts for hours. Once the storm is over, you realize you are hopelessly lost. To top it all off your boat has a hole in it and water is coming into the boat. Your boat is going to sink. You think you will die!

All of a sudden your friend spots a small island close by. You and your friend decide the best thing to do is to jump off the boat and swim to the island. You must leave all your belongings behind. When you get to the island, you are tired. You explore the island and this is what you found:

- A few small trees with big leaves
- Some berries on some bushes
- A stream flowing through the middle of the island
- The wreck of a small boat still with its sail

You don’t know when you might be rescued so you and your friend decide you have to be prepared to live on the island for a while.

What will you do for food, clothing, and shelter?

<table>
<thead>
<tr>
<th>Food</th>
<th>Clothing</th>
<th>Shelter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LOST ON A DESERT ISLAND!

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- The wreck of a small boat still with its sail

You don’t know when you might be rescued so you and your friend decide you have to be prepared to live on the island for a while.

What will you do for food, clothing, and shelter?

**Examples:**

<table>
<thead>
<tr>
<th>Food</th>
<th>Accept any reasonable responses</th>
<th>Shelter</th>
</tr>
</thead>
<tbody>
<tr>
<td>berries</td>
<td>make from sail</td>
<td>use tree branches and sail</td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Challenges and Changes: Drought and Unemployment

Resources/Materials: Our Alberta, Book 2, pages 268 – 274
BLM 111 (student copies)

Introduction: Read “Memories of a Lacombe Childhood” on textbook pages 270 and 271 aloud to students. Following the reading, discuss the activities that Scott Reed remembers. Then use these questions to begin discussion.

“Do you think there were ever times when things were quite so enjoyable?”
“Do you think other people might have had some different memories of being a child?”

Tell students that for the next couple of days, we will be examining some of the different experiences that the first Albertans might have had.

Procedure:

1. Have students turn to textbook page 268. Read the title and discuss what it means. Then have students read the inquiry question and discuss what it means.

2. In notebooks have students write the heading “Challenges and Changes”. Then have them begin to make some notes, the first subheading being “How Technology Affected the Quality of Life”. They should then read page 268 and make notes.

Example: Challenges and Changes

A. How Technology Affected the Quality of Life
   - Made work easier and more efficient
   - New types of wheat developed
   - Better equipment (plows with several blades, seed drills)
   - Threshing machines

Students can continue their notes while reading page 268:

B. How Weather Affected the Quality of Life
   - Hail wiped out crops
   - Grasshoppers wiped out crops
   - Severe drought
   - Severe wind led to erosion of soil

C. How Unemployment Affected the Quality of Life
   - Great Depression left people without work
   - Few jobs anywhere
3. Discuss the difference between “fact” and “opinion”. Then distribute BLM 111. Go over directions.

Assignments:

2. Make notes on what was read.
3. Do BLM 111.
The Great Depression: Facts and Opinions

Various people have written about The Great Depression. Some of what has been written is fact and can be proven. Other things have been opinion, or one person’s belief or understanding.

Read the following. Underline or highlight facts with one colour and opinions with a different colour. Make a legend to show the difference.

Legend

☐ = Fact  ➔ underlined
☐ = Opinion ➔ boxed

Answer may vary depending on how students view some of the statements.

1. “Many people were out of work and money and food began to run low. It was said by the Federal Department of Labour that a family needed between $1200 and $1500 a year to maintain the ‘minimum standard of decency.’ At that time, 60 per cent of men and 82 per cent of women made less than $1000 a year.”

2. “Even the weeds along the ditches were starving for rain. If another car met or passed you, it was best to pull over, stop, and let the dust settle. ...It’s hard to explain how my heart bounded. This land may be dry and hot and windy, full of insects and pests, but I loved it. It was home.”
3. "The depression years brought new challenges to Alberta farmers. Wheat prices plunged, and farm incomes fell ... Poor cultivation methods added to the problem, causing millions of acres to blow out of control. In the mid-1930s, soil drifts up to 10 feet high [3 metres] were being cleared by the CPR’s snowplows. In the eastern dry belt, farmers left the land, and entire rural communities were abandoned."

4. "Monthly relief rates for a family of five varied from $60 in Calgary to $19 dollars in Halifax... Because local governments refused to aid single, homeless men, between 1932 and 1936 the federal government established unemployment relief camps."

Lesson Five

**Concept:** Challenges and Changes: War, Prejudice and Discrimination

**Resources/Materials:** Our Alberta, Book 2, pages 272 – 274  
BLM 112 – student copies  
BLM 113 – student copies

**Introduction:** Review with students how the forces of nature, economics, and technology affected the quality of life of Albertans. Then go on to discuss some social issues that also affect peoples lives. Discuss with students that as human beings we are emotional and that in most instances that is a positive part of being human. However, our emotions do affect how we think about certain things.

“Have you ever been so angry at someone, perhaps a friend, that you wished you didn’t have to see him or her again?”

“How long did the feeling last?” For most people high emotions are temporary and usually go away with a bit of time.

The way we treat other people depends a lot on our emotions. Some events are very emotional to us and affect the way we act.

**Procedure:**

1. Tell the students to turn to textbook page 272 and tell students that this page tells about a world-wide event. It affected how we treated some groups of people. Guide the reading. Introduce the terms “prejudice” and “discrimination” during the reading.

2. Tell students to read page 274 and find out another case in which prejudice and discrimination played a role in how we treat people.

3. If appropriate, compare these two instances with how Hutterites are sometimes treated.

4. Finally, recall the story of Scott Reed from last day. Tell students that he married a woman who came from a country called the Ukraine next to Russia. She recalls many different things than did her husband.

5. Tell students to read about Manya Oksukevich on page 273. Then distribute BLM 112 and BLM 113. Go over the instructions.

**Assignments:**


2. Do BLM 12.

Lesson Six

Concept: The Growth of Cities and Preserving Our Heritage

BLM 115 (student copies) and unlined paper
AND/OR
BLM 116 (4 pages) – student copies

Introduction: Discuss with students why a colony splits. (There may be many reasons, but the one to emphasize is that eventually there is not enough work for everyone.)

In order to live people must have paying jobs. This fact has a lot to do with where people live where they do. When Alberta first became a province in 1905, most people lived in rural and areas and one some lived in cities such as Calgary. Now most people (80%) live in the cities and only 20% live in rural areas. The trend is continuing. There are fewer people living in small towns and on farms. (evidenced by abandoned farm houses, empty stores in towns, smaller school populations)

Procedure:

1. Discuss the reasons for the trend:
   - Not as many people are needed to do farm jobs because of technology.
   - People want to live in cities because of health care, stores, entertainment alternatives.
   - There is more work in “office” type industries

2. Tell students there is another reason why come Alberta cities are growing. Have them turn to textbook page 275 and guide the reading. Tell students that the oil and gas industry has provided employment throughout the province. Oil and are just one part of the industry. Discuss the oil and gas exploration in the area around where the colony is.

3. Conclude that the natural environment and natural resources help the development of cities.

4. Distribute either BLM 115 AND/OR BLM 116 and go over the instructions.
   NOTE: BLM 115 asks students to make a presentation. This would be great, but might be hard to manage. You can just have the students make the mural panels. You could also divide up the assignment among students so that each person does one of the mural panels.

5. Next write on the board “Who we are depends a lot on what we were.” Discuss the meaning of the saying. Try to get students to understand that we can get a better idea of our own identity (who we are) by knowing something of our past. This is because so many of our values, attitudes, traditions, and customs are rooted in the past.

6. That’s what it is a good idea to preserve parts of the past.

7. Have students turn to textbook pages 276 and 277. Tell students that these two pages tell about two examples of how people have tried to preserve their heritage. Guide the reading.

Assignments:

2. Do BLM 115 AND/OR BLM 116.
Oil and Gas Mini-Booklet

Table of Contents

1. Table of Contents
2. Discovering Natural Gas in Alberta
3. Discovering Oil in Alberta
4. Oil Sands in Alberta
5. Effects on the Environment
6. Fast Facts
7. Summary Statement
Discovering Natural Gas in Alberta

Natural gas was first found in Alberta by accident. In 1883, the CPR was drilling for water near Medicine Hat. The company wanted a good water supply for their steam trains. Well... they found water with their rig, but the water started to bubble and bloop. Next, it blasted a huge stinky burp into the air. The workers started to run. It was a good thing because the wooden drill rig burst into a giant fireball. The blast was caused by natural gas.

Natural gas is used for making electricity and in manufacturing. It is particularly important for making cement, steel, and wood products. It is used for making fertilizer and petrochemicals. It is very important in our homes and schools.

On the back of page 1 make a summary list of how natural gas is used today.

page 2

Discovering Oil in Alberta

Oil was first located in southern Alberta in Turner Valley in 1914. Various oil companies were formed to search for more drilling locations. The Imperial Oil Company was one of these. From 1920 to 1947, it drilled 133 wells—but none had oil. Harry "Dry Hole" Hunter was in charge of drilling. One last try was planned for an area near Leduc. The drilling rig suddenly hit what looked like the rocky top of an oil deposit.

The company invited guests for the ceremony of "bringing in the well" on that morning in 1947. However, there had been equipment problems the night before. The guests and press came, but nothing happened. Many of the guests gave up and left home. They should have stayed. Late in the afternoon, with a huge column of smoke and fire, oil started to gush out. History was made! Alberta’s oil boom had started, and "Dry Hole" Hunter needed a new name!

On the back of page 2, make a list of reasons why Imperial Oil Company probably kept trying to find oil wells.

- knew there was a big supply
- knew people would use products made from oil
- wanted to increase profits

page 3
Oil Sands in Alberta

Review the story “Bitumen” in Our Alberta Book 1 (pages 112–113). Summarize the key events.

- bitumen is a tar-like oil
- millions of years ago inland sea disappeared
- left behind oil sand containing bitumen
- Dene Suliné and Cree first knew about it
- open pit mine developed
- oil sands put under pressure to get crude oil out
- made into fuels, plastics, wax, asphalt

Effects on the Environment

Activities of the oil and gas industry often damage the environment. Companies must now set aside money to do research and make environmental plans. Describe other ways the oil and gas industry affects the environment. List a solution beside each. One example is given. (Hint: Start by reviewing Our Alberta Book 1, pages 90–91.)

<table>
<thead>
<tr>
<th>Damage</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forests: Cut down</td>
<td>Companies are now required to replant forest sites after use. This is called reclaiming.</td>
</tr>
<tr>
<td>Air:</td>
<td>Install scrubber in smoke stacks</td>
</tr>
<tr>
<td>Water:</td>
<td>Purify water used before it is released back to nature</td>
</tr>
<tr>
<td>Land:</td>
<td>Put soil back, Plant trees over soil</td>
</tr>
</tbody>
</table>
**Fast FACTS**

- By the 1950s, pipelines were carrying Alberta oil and natural gas to other provinces and the United States.
- Calgary, Edmonton, and other urban centres have grown in order to supply the needs of the oil and gas industry.
- The United States is depending on Alberta oil to meet half of their future needs.
- About one third of Alberta’s money comes from oil and gas dollars.

On the back of page 5, write a new “Fast Fact” about the oil and gas industry.

- Demand for oil going worldwide

Summary Statement

Oil is important in Alberta because
- Provides employment
- Used to heat homes in many cases
- Used to make products we need: fuels, plastics, wax, asphalt

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Lesson Seven

Concept: Growth and Change – Review

Resources/Materials: About Alberta, Book 2, pages 278 and 279
BLM 120 (2 pages) – transparency or teacher copy
AND/OR the Growth and Change – Review sheets (student copies)

Introduction: On the board draw a timeline. At the left end write 1905 and on the right end the current year. Discuss with students that many events and developments have occurred since Alberta first became a province in 1905.

Procedure:

1. With students write dates and events and developments on the time line to show the changes in the province over time. You can put in the year the colony was formed

<table>
<thead>
<tr>
<th>1905</th>
<th>1930s</th>
<th>1939 – 1945</th>
<th>201_</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta becomes province</td>
<td>Homesteaders settle</td>
<td>Great Depression</td>
<td>World War II</td>
</tr>
<tr>
<td>Immigrants mostly from northern Europe</td>
<td>Increase in the number of immigrants from southern and eastern Europe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Use the timeline to discuss some of the challenges and changes in the past dealing with the environment, political climate, economies, and social fabric.

3. Have students turn to textbook page 278. The blue paragraph summarizes the chapter.

4. Direct students’ attention to the “Developing Your Thinking” on page 278 and the “Appreciating Our Alberta” on page 279 Students can do these two activities as their chapter assignment.

5. If you wish, lead a discussion using the inquiry questions on BLM120 AND/OR have them answer the questions in their notebooks or on Worksheet #5.

Assignments:

1. Read Our Alberta, Book 2, pages 278 and 279.
2. Do “Developing Your Thinking and Appreciating Our Alberta”, textbook pages 278 and 279
   OR
How did Alberta change after 1905?

How was the Homestead Act important to Alberta?

How have language and education rights changed for Francophone people?

What factors contribute to the quality of life in Alberta?

How did homesteaders meet their needs?

What natural resources did homesteaders depend on to meet their needs?

What services and goods did homesteaders need?
What changes affected the quality of life in Alberta?

What changes happened between 1905 and 1950?

How were various groups of people affected by the changes?

How can people have different points of view about events and periods in history?

Why did urban communities grow?

In what ways has Alberta grown?

What effects did the discovery of vast amounts of gas and oil have on Alberta?
What can artifacts and buildings teach us about the past?

How can we value and respect our own and other cultural identities?

How do buildings show the development of communities in Alberta?

In what ways did immigrants who came to Alberta after 1905 contribute to the province?
How did Alberta change after 1905?

How was the Homestead Act important to Alberta?

- helped bring in settlers
- settlement done in orderly fashion

How have language and education rights changed for Francophone people?

Francophones once had right to be taught in French in schools. This right was later removed. Now Francophones have right to organize own schools.

What factors contribute to the quality of life in Alberta?

- employment
- right to education
- good health care
- right to maintain traditions, culture
- safety / security

How did homesteaders meet their needs?

What natural resources did homesteaders depend on to meet their needs?

- soil, water, sod, trees, berries, wildlife, etc

What services and goods did homesteaders need?

- medical, educational, lumber, cloth, some foodstuffs, etc
What changes affected the quality of life in Alberta?

What changes happened between 1905 and 1950?
- more settlers arrived from variety of countries
- towns grew, some into cities
- drought, winds, war

How were various groups of people affected by the changes?
- some struggled, but were doing relatively well
- some experienced prejudice and discrimination
- some struggled just to survive

How can people have different points of view about events and periods in history?
- depends on how they were treated
- depends on how well they eventually fared

Why did urban communities grow?

In what ways has Alberta grown?
- more people live in urban centres; fewer in rural areas

What effects did the discovery of vast amounts of gas and oil have on Alberta?
- growth in cities like Calgary, Red Deer, Edmonton, Fort McMurray
- more people moving to Alberta
- higher standard of living
- more jobs
- government has higher tax revenue
What can artifacts and buildings teach us about the past?

How can we value and respect our own and other cultural identities?

- must celebrate our own heritage
- must accept differences among us

How do buildings show the development of communities in Alberta?

- show what life was like at particular times in history
- gives idea of building technologies at certain times in history

In what ways did immigrants who came to Alberta after 1905 contribute to the province?

- brought new ideas, traditions, customs, languages
Lesson Thirteen

Today and Tomorrow
# Social Studies Grade 4 Our Alberta

## Chapter 13

### Today and Tomorrow

## Contents

<table>
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<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>3</td>
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<td>Lesson Two</td>
<td>The Multi-cultural Nature of People and Communities in Alberta Today</td>
<td>4</td>
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<td>Change in Communities</td>
<td>5</td>
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<td>Lesson Four</td>
<td>The Future</td>
<td>6</td>
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<tr>
<td>Lesson Five</td>
<td>Chapter Thirteen Review</td>
<td>8</td>
</tr>
</tbody>
</table>

**Lesson Six**

*Assessment: Chapters Twelve and Thirteen* | 9
Lesson One

NOTE: Lessons Eight through Twelve are designed to culminate the year’s work.

Concept: Hypothesizing About the Future

Resources/Materials: Our Alberta, Book 2, pages 280 and 281
Worksheet #4.13.1 (student copies)

Introduction: Review with students the various stages of development of Alberta.

That is:
- Aboriginals came to North America from Asia via land bridge
- Many many different Aboriginal cultures developed – respect for nature
- Fur traders came and interacted with First Nations
- Missionaries
- Building of railway brings settlers
- Settlers – homesteaders – mostly from U.S., eastern Canada, northern Europe
- Alberta becomes province in 1905
- Gradually immigrants coming from all part of world.

Ask: “What will the future be like for Alberta?”

Procedure:

1. Remind students that many of our values, traditions, and culture have their roots in heritage.

2. Tell students that they will discuss some questions that have to do with what it means to be an Albertan and what the future holds.

3. Have students turn to textbook pages 280 and 281. Go over the inquiry questions with them.

4. Tell students to reread the questions and then each child’s response.

5. As an assignment have students copy the questions in their books and write a sentence or two that expresses the response.

6. ALTERNATELY, have students do Worksheet #5.

Assignments:

1. Read Our Alberta, Book 2, pages 280 and 281.
2. Copy questions on pages 280 and 281 and write main idea of response.

OR

Directions: Write the questions from pages 280 and 281 on the line above the appropriate response.

1. ________________________________

We are all Albertans. We are all different in some ways, but we have many things in common.

2. ________________________________

Our past, present, and future are all connected. To really understand the present and the future, we must know about our past.

3. ________________________________

Most people in Alberta speak English, but I am a Francophone. In Alberta I can go to a Francophone school so I can learn school subjects in French and learn about people and events that are important to Francophones.

4. ________________________________

People from all over the world are immigrating to Alberta. Some experienced hardship, but in the end we are all Albertans.

5. ________________________________

In Alberta today there are people who came from all over the world. It is not uncommon for a person to have ancestors from several different parts of the world.

6. ________________________________

In the future people will continue to value some of the same things they did in the past. For example, First Nations people will be able to keep their language and traditions and have a special relationship with nature.
Directions: Write the questions from pages 280 and 281 on the line above the appropriate response.

1. What does it mean to belong in Alberta?
   We are all Albertans. We are all different in some ways, but we have many things in common.

2. What does our future hold?
   Our past, present, and future are all connected. To really understand the present and the future, we must know about our past.

3. What do you value about Alberta?
   Most people in Alberta speak English, but I am a Francophone. In Alberta I can go to a Francophone school so I can learn school subjects in French and learn about people and events that are important to Francophones.

4. How is Alberta changing?
   People from all over the world are immigrating to Alberta. Some experienced hardship, but in the end we are all Albertans.

5. How can we describe the people and communities of Alberta today?
   In Alberta today there are people who came from all over the world. It is not uncommon for a person to have ancestors from several different parts of the world.

6. How will we keep our cultures and languages alive in a changing world?
   In the future people will continue to value some of the same things they did in the past. For example, First Nations people will be able to keep their language and traditions and have a special relationship with nature.
Lesson Two

Concept: The Multi-cultural Nature of People and Communities in Alberta Today

Resources/Materials: Our Alberta, Book 2, pages 282 – 284  
Worksheets #4.13.2a and #4.13.2b (student copies)

Introduction: Discuss students’ trips to town or to the city. Discuss the differences in the kinds of people they see: age, way they dress, way they behave, languages, mannerisms, etc.
Why do almost all people in southern Alberta speak English? (Historically, the first settlers were from English speaking countries. When other immigrants moved in, they learned to speak English too. In some parts of central Alberta, most people speak French on a daily basis in their communities.
Review how changing immigration patterns have increased the number of cultural groups represented in Alberta. Some people want to keep Alberta like it was when it first became a province; others feel that change is good and that the multi-cultural nature of Alberta makes it a better place to live.

Procedure:

Discuss these differences in Albertans:
1. Language. Multiculturalism usually means that many people’s first language is not English, at least for the first generation of immigrants. For example, in some Alberta schools as many as 60 different languages are represented.
   Some cultural groups have symbols that represent who they are.

2. Recreational Activities – what people like to do for fun.

3. Ask students if they can think of other types of differences they may know about.
   Examples: occupations, dress, hairstyles, celebrations, festivals, etc.

4. Have students turn to textbook pages 282 to 284. Guide the reading if you have time; otherwise, have students read these pages independently.

5. Conclude that Albertans have many things in common, but they have differences as well. We must respect, accept, and tolerate these differences if we are to get along.

6. Discuss with students the idea of being good citizens – people who do things to make the community a good place to live.

7. Distribute Worksheets #4.13.2a and #4.13.2b and go over the directions if necessary. You may need to give students some ideas for their flag. (e.g., cross stands for Christianity; barns, wheat fields, and plough stand for farming; a link style chain around everything could stand for a communal lifestyle, etc.)

Assignment:
2. Do Worksheets #4.13.2a and #2.13.2b.
Directions: Use the chart on page 282 to help you complete this page.

Label the pie chart. You can choose to make a legend or to write the names of the language groups on the chart itself.
Don’t forget to give your pie chart a title.
Directions: On page 283 you saw a flag of Alberta and some flags for a few of Alberta’s cultural groups. Make a flag that would represent your cultural group. Don’t forget to colour it.
Languages Spoken in Alberta

**Directions:** Use the chart on page 282 to help you complete this page.

Label the pie chart. You can choose to make a legend or to write the names of the language groups on the chart itself.
Don't forget to give your pie chart a title.
Lesson Three

Concept: Change in Communities

Resources/Materials: Our Alberta, Book 2, pages 285 – 289
Worksheets #4.13.3a and #4.13.3b (student copies)

Introduction: On the board write the terms “immigrant” and “refugee”. Tell students that these two words tell about people who move into a place to live.

Immigrants move into a place because they want to start a new life in a new place.
Refugees move into a place because their lives will be in danger if they do not leave their country.

Alberta has had immigrants from all over the world. It has also had many refugees: Hungarians, Czechoslovaksians, Romanians, Vietnamese, and other. “Should Hutterites be considered immigrants or refugees?”

Immigrants and refugees have changed our communities in many ways.

Procedure:

1. Have students turn to textbook page 285. Read the inquiry question and have students read to find out their answers.

2. Tell students they will be reading pages 286 where they will read about two different communities, the Francophone community and the town of Brooks. Then page 287 tells about how the Alberta government tries to newcomers adjust to life in Alberta.

3. “Remember who we are today is influenced by our past.” So it is important to know some things about our past. Have students turn to page 288. Clarify the meaning of the heading, if necessary.

4. Tell students how some cultural groups, the Chipewyan First Nation, the Sikhs, and the Punjabis try to maintain their cultures.

5. Distribute Worksheets #4.13.3a and #4.13.3b.

Assignments:

1. Read Our Alberta, Book 2, pages 286 – 289
2. Do Worksheets #4.13.3a and #4.13.3b.
Directions: Read textbook pages 285 – 287; then answer the questions.

1. From what continents have people moved to Alberta?

2. About how many immigrants would move to Alberta in five years?

3. Fill in the chart about the Francophone community and the town of Brooks.

<table>
<thead>
<tr>
<th>Community</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francophone</td>
<td></td>
</tr>
<tr>
<td>Brooks</td>
<td></td>
</tr>
</tbody>
</table>

4. According to “Reyna’s Story” on page 287, what are two ways that the Alberta government helps newcomers adjust to life in Alberta.

   a. __________________________________________

   b. __________________________________________
Directions: Read textbook pages 288 and 289; then answer these questions.

1. On page 288 Alec talks about ways that the Athabasca Chipewyan First Nation people try to maintain their culture. What are some of these ways?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Page 289. What does Dilpreet think it means to belong in Alberta?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Page 289. How does Meyokumin School in Edmonton try to help immigrants students feel like they belong?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. If an immigrant or refugee came to your school. What would you do to try to make that person feel like he or she belonged?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**How is Alberta Changing?**

**Directions:** Read textbook pages 285 – 287; then answer the questions.

1. From what continents have people moved to Alberta?
   
   North America, Asia, Australia, Africa, Europe, South America

2. About how many immigrants would move to Alberta in five years?
   
   200,000

3. Fill in the chart about the Francophone community and the town of Brooks.

<table>
<thead>
<tr>
<th>Community</th>
<th>Changes</th>
</tr>
</thead>
</table>
| Francophone | • came from other parts of Canada  
|             |   • came from other parts of the world: Africa, Caribbean, Europe, Vietnam, Haiti, Lebanon, etc. |
| Brooks      | • came as refugees  
|             | • most work at meat processing plant                                    |

4. According to “Reyna’s Story” on page 287, what are two ways that the Alberta government helps newcomers adjust to life in Alberta.

   a. provides English or French lessons

   b. financial help, if needed
Directions: Read textbook pages 288 and 289; then answer these questions.

1. On page 288 Alec talks about ways that the Athabasca Chipewyan First Nation people try to maintain their culture. What are some of these ways?
   - host the K’ai Dene Gathering
   - held to share culture and ideas on how to preserve their First Nations for the future

2. Page 289. What does Dilpreet think it means to belong in Alberta?
   - be respectful of each other
   - accept and be respectful of differences others may have
   - learn about each other’s culture and heritage

3. Page 289. How does Meyokumin School in Edmonton try to help immigrants students feel like they belong?
   - opportunity to be taught in different languages
   - set up clubs centred around language and culture

4. If an immigrant or refugee came to your school. What would you do to try to make that person feel like he or she belonged?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Lesson Four

Concept: The Future

NOTE: If at all possible, devote an entire period to discussion of the ideas in this lesson. If this is not feasible, then stop after point 3 on the first day.

Resources/Materials: Our Alberta, Book 2, pages 290 – 295
BLM 123 (student copies)
BLM 124 (teacher copy)

Introduction: Read the Indian folk tale on BLM 124 to students. Discuss the moral of the story. Then ask students how this folk tale might apply to what we have studied about Alberta this year. (If we want to get a good picture of what Alberta is, we must not just think about one aspect of the province. Instead we must think about every aspect and put them together.

Procedure:

1. Have students turn to textbook page 290. Read the inquiry question. Tell students that several different aspects of Alberta as they are now are covered on pages 290 and 291. Our job is to predict the future of each of these aspects.

2. Guide the reading of pages 290 and 291. After each section have students make predictions about the future.

3. Distribute BLM 123. Have students write any six of these headings at the top of the sections, with the idea that they will be predicting what Alberta will be like in the future:

   - Schools
   - Homes
   - Occupations
   - Parks and recreation
   - Natural resources
   - Transportations
   - Food
   - Clothing
   - communications
   - health care
   - child care
   - care for the elderly

They can make their predictions using point-form notes.

If you prefer, have students work in pairs. You could also assign one group the first six and another group the other six.
4. On September 1, 2005 Alberta celebrated its 100th birthday as a province. (Recall any celebrations you may have done at your school.) Guide the reading of textbook page 292 to find out some of the other things that were done to celebrate this occasion.

5. Introduce the idea of a time capsule as a container filled with pictures, writings, and objects that represent a particular place at that particular time.

6. Have students turn to textbook page 293 to find out more about time capsules.

7. Finally tell students that we will be making our own time capsule. To get some ideas turn to page 294. On pages 294 and 295 we find out what our six students guides would put into the time capsule.

8. **Time Capsule.** To set up your time capsule have students choose an aspect to contribute (or assign them). Brainstorm for ideas for each student, if necessary.

   Each contribution must include a written response as well as an object, illustration, photograph, or something comparable.

   **NOTE:** Time capsules are usually buried in an air tight container or stored in a safe place to be opened at a future unspecified time in the future. This is probably not practical. In this regard, you may want students to just “lend” objects or photographs for this activity, to be returned later.

9. Once the time capsule contributions are assembled, have students tell the others about their contributions and why they chose to include them.

**Assignment:**

2. Do BLM 123.
Lesson Five

Concept: Chapter Thirteen Review

Resources/Materials: Our Alberta, Book 2, pages 296 and 297
BLM 125 (teacher or student copies)
AND/OR Chapter Thirteen – Review sheets (student copies)

Introduction: Review with students that the class have discussed many ideas about Alberta:

- Alberta is made up of many different cultural groups.
- Alberta is made up of many different communities.
- Alberta is made up of many different regions, each with their own unique combination of landforms, bodies of water, climate, vegetation, and animal life.
- Alberta is fortunate to have an abundance of natural resources which we must use carefully and wisely.

We have studied the past and the present. No one can predict the future for sure. BUT we can have influence on the future.

Procedure:

1. In order to have a positive influence on the future, we must have in our heads what we want Alberta to be like in the future, and then we must think about what we can do to make it happen.

2. Have students turn to textbook page 296. Read the blue section to students. Then if you like, have students do the “Developing Your Thinking” activity on page 297.

3. The inquiry questions for the chapter are listed on BLM 125 and on the Chapter Thirteen Review sheets. The responses to these questions are really the main thrust of this unit. You may want to handle them in any number of ways:
   - Cut the questions into strips, fold them, and put them in a container. Students take turns coming to the front, choosing a strip, and responding to the question in two or three sentences.
   - Put the sentences on the overhead projector and discuss responses to each question.
   - Have students work in pairs or threes to prepare responses to assigned questions.
   - Have students work in pairs or threes to prepare answers to all questions.

   Have all students write their answers to each of the questions.

Assignments:

1. Read Our Alberta, Book 2, pages 296 and 297.
2. Do the “Developing Your Thinking” activity, page 297 (optional).
3. Do BLM 125 in notebooks or Do Chapter Thirteen – Review sheets.
1. What do Alberta's land, history, and stories mean to you?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

2. How can we describe the people and communities of Alberta today?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

3. How is Alberta changing?

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
4. How will we keep our culture and languages alive in a changing world?

5. What does it mean to belong in Alberta?

6. What does our future hold?
7. What do you value about Alberta?
1. What do Alberta’s land, history, and stories mean to you?

   *Answers will vary*

2. How can we describe the people and communities of Alberta today?

   *multicultural

   *speak variety of languages, but mostly Anglophones

   *more urban than rural

   *like to celebrate cultural heritages*

3. How is Alberta changing?

   *more urbanization

   *multicultural

   *more industrialized*
4. How will we keep our culture and languages alive in a changing world?

- celebrations, festivals
- be tolerant/accepting of cultural differences
- language classes

5. What does it mean to belong in Alberta?

- part of multicultural society
- practise parts of own culture, while being tolerant of others
- be respectful of others

6. What does our future hold?

Answers will vary
7. What do you value about Alberta?

Answers will vary
Lesson Six

Concept: Assessment: Chapters Twelve and Thirteen

Resources/Materials: Alberta: Celebrations and Challenges – Review sheets (student copies)
Alberta: Celebrations and Challenges – Test (student copies)
Alberta: Celebrations and Challenges
REVIEW

Homesteaders and the Growth of Towns (pages 258 – 267)

Something is wrong with each of these sentences. Cross out the word or phrase that is wrong and write the word or phrase above it that would make it true.

1. Homesteading means settling on and farming an apartment.

2. Land was divided into quarter sections because the planners felt that there would be enough land on a quarter section to support a single man.

3. The Homestead Act of 1972 required that a homesteader pay ten dollars to ask for a homestead.

4. The Homestead Act also said that the homesteader must build and live in a home for at least nine months of the year.

5. Many Francophones came to Alberta to homestead with the encouragement of the queen.

6. Homesteaders had to use what they had brought with them and what was available in the ranches around them to build their homes.

7. Homesteaders did not have to pay for medical treatment.

8. For food homesteaders bought what the land offered and what they could produce themselves.

9. Homesteaders came only from other parts of Canada.

10. Towns were established away from transportation routes like railway lines and rivers.

11. Every town had a country store which sold a variety of goods

12. People ordered much of what they needed through the telephone.
Challenges and Changes (pages 268 – 274)

Use the words in the box to match the descriptions.

<table>
<thead>
<tr>
<th>farm equipment</th>
<th>varieties of wheat</th>
<th>drought</th>
<th>erosion</th>
</tr>
</thead>
<tbody>
<tr>
<td>unemployment</td>
<td>The Great Depression</td>
<td>Japanese Canadians</td>
<td>discrimination and prejudice</td>
</tr>
<tr>
<td>women</td>
<td>head tax</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. ___________________________ Chinese people had to pay this if they wanted to immigrate to Canada.

14. ___________________________ They were often left to take care of the farm and children while their husbands joined the army. Many of them took jobs in factories and businesses to earn enough money to live.

15. ___________________________ Improvement in this made farming easier and more efficient.

16. ___________________________ They were moved from the west coast of British Columbia to work in the sugar beet fields of Alberta.

17. ___________________________ This happens when a person does not have a job.

18. ___________________________ Farmers had very poor crops because high winds blew away all the good top soil.

19. ___________________________ These helped farmers because they grew more quickly than other types and did not get as many diseases.

20. ___________________________ This happened when there was little or no rain, making grain and other crops grow poorly.

21. ___________________________ These happen when people dislike or distrust a person without know enough about them.

22. ___________________________ This refers to a period of time when during the 1930s when there was drought and unemployment, as business was bad.
**Growth of Cities**

Read the following, then answer question 23.

After World War II cities began to grow quickly. Just a few years earlier oil had been discovered in a town called Leduc near Edmonton. It wasn’t long before scientists discovered the value of the oil sands. The development of the oil and gas industries led to many people moving to Alberta, especially the cities. The oil and gas industry gave Alberta cities a big boost.

People from rural Alberta began to move to the cities because there was better health care and there was a better selection in the stores. Life in the city was also more convenient. There was better entertainment and more restaurants.

Finally, there were more jobs in the city. Businesses and factories in the cities needed people of all talents and ages. Farm life was often difficult and dirty.

23. What are the three main reasons mentioned in the article above that tell why cities began to grow?

________________________

________________________

________________________

24. Why is it a good idea for cultural groups to try to preserve their heritage?

________________________

________________________

________________________
People and Communities in Alberta Today (pages 282 – 289)

Answer T for true and F for false.

25. ______ There are exactly fourteen different language spoken in Alberta today.

26. ______ In Alberta there are many differences in the cultures of the people, but there are also many similarities.

27. ______ Emblems are symbols that identify what is important to a group of people.

28. ______ Citizenship refers to the responsibilities and duties members of a community have.

29. ______ There are about 100 000 immigrants to Alberta each year.

30. ______ Most newcomers to Alberta move to small towns.

31. ______ Most newcomers to Alberta now come from Europe.

32. ______ Half the newcomers arrive in Alberta with English-language skills.

33. ______ Francophone immigrants only come from within Canada.

34. ______ The people from Sudan came to Brooks, Alberta as refugees.

35. ______ Immigrants never have to get used to a new lifestyle in Alberta.

36. ______ A good way for cultural groups to maintain their traditions is by regularly having traditional ceremonies and celebrations.

37. ______ To belong in Alberta means to be respected even though may you have a different cultural background. It also means that you are willing to try to learn new ways and things.

38. ______ We cannot control in any way what Alberta will be like in the future.
Alberta: Celebrations and Challenges

REVIEW

Homesteaders and the Growth of Towns (pages 258 – 267)

Something is wrong with each of these sentences. Cross out the word or phrase that is wrong and write the word or phrase above it that would make it true.

1. Homesteading means settling on and farming an apartment.

2. Land was divided into quarter sections because the planners felt that there would be enough land on a quarter section to support a family.

3. The Homestead Act of 1872 required that a homesteader pay ten dollars to ask for a homestead.

4. The Homestead Act also said that the homesteader must build and live in a home for at least six months of the year.

5. Many Francophones came to Alberta to homestead with the encouragement of the queen.

6. Homesteaders had to use what they had brought with them and what was available in the land around them to build their homes.

7. Homesteaders did not have to pay for medical treatment.

8. For food homesteaders bought what the land offered and what they could produce themselves.

9. Homesteaders came only from other parts of Canada.

10. Towns were established away from transportation routes like railway lines and rivers.

11. Every town had a country store which sold a variety of goods NO ERROR

12. People ordered much of what they needed through the telephone.
Challenges and Changes (pages 268 – 274)

Use the words in the box to match the descriptions.

farm equipment  varieties of wheat  drought  erosion
unemployment  The Great Depression  Japanese Canadians  discrimination and prejudice
women  head tax  

13. **head tax**  Chinese people had to pay this if they wanted to immigrate to Canada.

14. **women**  They were often left to take care of the farm and children while their husbands joined the army. Many of them took jobs in factories and businesses to earn enough money to live.

15. **farm equipment**  Improvement in this made farming easier and more efficient.

16. **Japanese Canadians**  They were moved from the west coast of British Columbia to work in the sugar beet fields of Alberta.

17. **unemployment**  This happens when a person does not have a job.

18. **erosion**  Farmers had very poor crops because high winds blew away all the good top soil.

19. **varieties of wheat**  These helped farmers because they grew more quickly than other types and did not get as many diseases.

20. **drought**  This happened when there was little or no rain, making grain and other crops grow poorly.

21. **discrimination and prejudice**  These happen when people dislike or distrust a person without know enough about them.

22. **The Great Depression**  This refers to a period of time when during the 1930s when there was drought and unemployment, as business was bad.
Growth of Cities

Read the following, then answer question 23.

After World War II cities began to grow quickly. Just a few years early oil had been discovered in a town called Leduc near Edmonton. It wasn't long before scientists discovered the value of the oil sands. The development of the oil and gas industries led to many people moving to Alberta, especially the cities. The oil and gas industry gave Alberta cities a big boost.

People from rural Alberta began to move to the cities because there was better health care and there was a better selection in the stores. Life in the city was also more convenient. There was better entertainment and more restaurants.

Finally, there were more jobs in the city. Businesses and factories in the cities needed people of all talents and ages. Farm life was often difficult and dirty.

23. What are the three main reasons mentioned in the article above that tell why cities began to grow?

- discovery and development of oil and gas
- better services and shopping
- jobs

24. Why is it a good idea for cultural groups to try to preserve their heritage?

- helps know identity \(\rightarrow\) part of who we are
People and Communities in Alberta Today (pages 282 – 289)

Answer T for true and F for false.

25. **F** There are exactly fourteen different language spoken in Alberta today.

26. **T** In Alberta there are many differences in the cultures of the people, but there are also many similarities.

27. **T** Emblems are symbols that identify what is important to a group of people.

28. **T** Citizenship refers to the responsibilities and duties members of a community have.

29. **F** There are about 100 000 immigrants to Alberta each year.

30. **F** Most newcomers to Alberta move to small towns.

31. **F** Most newcomers to Alberta now come from Europe.

32. **T** Half the newcomers arrive in Alberta with English-language skills.

33. **F** Francophone immigrants only come from within Canada.

34. **T** The people from Sudan came to Brooks, Alberta as refugees.

35. **F** Immigrants never have to get used to a new lifestyle in Alberta.

36. **T** A good way for cultural groups to maintain their traditions is by regularly having traditional ceremonies and celebrations.

37. **T** To belong in Alberta means to be respected even though may you have a different cultural background. It also means that you are willing to try to learn new ways and things.

38. **F** We cannot control in any way what Alberta will be like in the future.
Alberta: Celebrations and Challenges
Test

Directions: For questions 1 to 20 choose the best answer. Write the letter of your choice on the answer sheet.

1. The name for a square six miles by six miles was a
   a. township
   b. homestead
   c. section
   d. hectare

2. Land was divided into quarter section areas because the planners felt
   a. that was enough to support a family with mixed farming.
   b. this was enough for one person to live on easily.
   c. they would run out of land if the areas were made any larger.
   d. the land was too hilly to make them any smaller.

3. Which of the following does not tell about something homesteaders had to do?
   a. Clear part of the land.
   b. Grow crops within three years.
   c. Pay $50 to ask for a quarter section.
   d. Build a home and live there for at least six months of the year.

Use the following information to answer questions 4.

Homesteading on the prairies was not an easy life. There were very few trees in most areas so homesteaders cut up squares of prairie sod and stacked them for walls and placed them on top of boards on the rooftop. If they had not yet planted a garden, they went down to the streams and rivers to pick Saskatoons, huckleberries, and gooseberries. Hunting provided meat until homesteaders had animals that could be butchered.

4. From the information you can tell that
   a. the homesteading life was actually quite easy.
   b. homesteaders had to use what could be found in their environment to meet many of their basic needs.
   c. if clothing became ripped, there was always a store close by.
   d. many homesteaders were not good hunters.
5. One way that Francophones have tried to keep their identity is to
   a. speak only English in their homes.
   b. ask the government to insist that everyone in Alberta speak several languages.
   c. make sure that their children and be taught in French in schools.
   d. live on farms instead of moving to large towns or cities.

6. Many Francophones moved from Quebec and other parts of eastern Canada and the United States to Alberta because
   a. it was becoming too crowded in Quebec.
   b. Francophone missionaries encouraged them to do so.
   c. they were tired of living in the countryside and wanted to be in the city.
   d. their government made them.

7. Many new towns were established because
   a. they were on a transportation routes such as a river or railway line.
   b. the men wanted to have a place named after them.
   c. there was a place on the map with no town on it.
   d. ...well, just because

8. Which sentence is true about most stores in Alberta in the 1800s and 1900s?
   a. Each store sold only one type of goods.
   b. The stores in any town were always owned by one person, the mayor.
   c. Most stores were made out of bricks.
   d. Most stores sold a variety of goods.

Use the following information to answer question 9.

Many changes affected the quality of life in Alberta when it was being settled. First, new types of equipment made farmers’ work easier and more efficient. New types of wheat were development that grew more quickly than other types, and that would get fewer diseases. Equipment changed too. New ploughs had several blades instead of one so ploughing could be done faster. Seed drills and threshing machines made planting and harvesting grain crops much easier.

9. From the above information you can tell that
   a. farmers once had a much easier life than they do today.
   b. new types of equipment made farming much more expensive.
   c. technology made farming easier and more efficient.
   d. farmers did not always know what they were doing.
10. At times drought, high winds, and early frosts made farming very difficult. These are examples of
   a. how nature can affect the quality of life.
   b. why farmers chose to homestead in Alberta.
   c. the many reasons why some farmers became rich.
   d. how the Canadian government was not honest with homesteaders.

11. During the time known as The Great Depression
   a. much of Alberta sank lower into the ground.
   b. most of Alberta's farmers made more money than ever before.
   c. people earned very little money and many could not find work.
   d. most Albertans became very sad and had to take medicine to feel better.

12. Many Japanese Canadians moved to southern Alberta from the west coast of British Columbia during World War II because
   a. they liked the climate of Alberta.
   b. there was no work for them in British Columbia.
   c. land was much cheaper in Alberta.
   d. the Canadian government sent them to work on the sugar beet farms in Alberta.

*Use the following information to answer question 13.*

During World War II many men joined the army and were shipped overseas. Meanwhile, women were left at home to care for their families and farms. Some women joined the army too. Others found jobs in factories and in stores to help take care of expenses.

13. According to the above information, you can infer that one result of World War II was that
   a. some women became used to taking care of their families and working outside the home.
   b. women did not look after their children well.
   c. women felt good that the Canadian government paid them so well.
   c. women were glad to get out of the house to visit with others sometimes.
The government decided it did not want Chinese people to enter Canada as immigrants. Starting in 1885, Chinese immigrants were charged money if they wanted to enter Canada. This was called a head tax. At first, the tax was fifty dollars. In 1903, it was raised to five hundred dollars. During The Great Depression most people received relief payments of $2.50 per week. Chinese people received only $1.12 per week.

14. Which of the following best tell how the Canadian government treated Chinese Canadians?
   a. pride and fairness
   b. prejudice and discrimination
   c. fairness and rudeness
   d. discrimination and generosity

15. Which of the following does not tell why cities grew after World War II?
   a. People did not want cities to grow too quickly.
   b. Immigrants usually chose to move to big cities where there were jobs.
   c. Oil and gas resources were being developed.
   d. People preferred to move to city because there were better services, more shopping and better entertainment.

16. Which of the following is not true? Most people agree that preserving our heritage is important because
   a. Our heritage helps teach us about the past.
   b. Our heritage helps us better know our identity.
   c. Our heritage helps us to understand the life of our ancestors.
   d. Our heritage does not really help us to live in modern times.
Use the following information to answer question 17.

<table>
<thead>
<tr>
<th>Languages Spoken in Alberta</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2,907,800</td>
</tr>
<tr>
<td>French</td>
<td>204,800</td>
</tr>
<tr>
<td>German</td>
<td>100,830</td>
</tr>
<tr>
<td>Chinese</td>
<td>94,335</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>45,410</td>
</tr>
<tr>
<td>Spanish</td>
<td>44,340</td>
</tr>
<tr>
<td>Punjabi</td>
<td>28,465</td>
</tr>
<tr>
<td>Tagalog</td>
<td>26,310</td>
</tr>
<tr>
<td>Polish</td>
<td>24,605</td>
</tr>
<tr>
<td>Dutch</td>
<td>23,760</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>23,700</td>
</tr>
<tr>
<td>Cree</td>
<td>22,975</td>
</tr>
<tr>
<td>Arabic</td>
<td>22,625</td>
</tr>
<tr>
<td>Hindi</td>
<td>21,495</td>
</tr>
<tr>
<td>Other</td>
<td>About 100,000</td>
</tr>
</tbody>
</table>

17. From the information you can tell that people in Alberta speak one of
   a. 15 languages
   b. 14 languages
   c. a variety of languages
   d. three official languages

18. Which of the following does not tell how Alberta’s population is changing?
   a. Alberta has about 40,000 immigrants each year.
   b. Most newcomers go to Calgary or Edmonton.
   c. Most Alberta immigrants now come from China, the Philippines, and India.
   d. Almost all newcomers arrive in Alberta with English-language skills.
Recently the town of Brooks has had refugees from the country of Sudan in Africa. They are skilled cattle herders and are famous for the care they give to their cattle. When they came to Brooks, many of the people went to work in a meat-processing plant.

Volunteers and other immigrants in Brooks help the newcomers by acting as guides and translators. Food and clothing stores have opened which have products the newcomers are familiar with. Various immigrant groups also put on dancing and drumming performances to share their culture with the community.

19. The above show an example of

a. how a town changes to meet the needs of its changing population.
b. how newcomers make life difficult for others.
c. how it is easy to get used to the food in Alberta.
d. how the people from Sudan miss their families back home.

20. One way that different cultural groups try to maintain their cultures is by

a. refusing to learn about Alberta.
b. regularly having traditional celebrations and ceremonies.
c. learning a new language and forgetting their old one.
d. being embarrassed about the way they look.

21. What does it mean to belong in Alberta?

a. We must respect each other's culture, get along, and together share what Alberta has to offer.
b. We must keep our heritage. We do not have to learn any new ways.
c. We must forget about the old ways altogether.
d. We must only speak English and French.
22. What do you think Alberta will be like in the future. Write several paragraphs telling about your ideas. In your paragraphs you must write about at least five of these:

- Schools
- Parks and recreation
- Food
- Health care
- Homes
- Natural resources
- Clothing
- Child care
- Occupations
- Transportation
- Communications
- Care for the elderly

You will be marked on the quality of your answers as well as things like your use of capitals, punctuation marks, spelling, and organization. Don’t forget to include an introduction. Use the back of this sheet if you need more room.
Alberta: Celebrations and Challenges
Test

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Alberta: Celebrations and Challenges
Test

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