Chapter Five

New Roots for Alberta

Inquiry Questions

- What different groups of people come to Alberta?

- How did Alberta develop Francophone, Métis, and British roots?
Chapter Five
New Roots for Alberta

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Lesson One

Concept: Introduction

Resources/Materials: Voices of Alberta, pages 122 and 123
Wall Map of Canada
Line Master IJP-9 (optional, student copies)
Worksheets #4.5.1a and #4.5.1b (student copies)

Introduction: Ask students to recall the first time they went to town. What was it like? How did you feel? Why?

Explain that until the 1700s most First Nations people in what is now Alberta had never seen a “White” or European person. Imagine how they felt when the first Europeans appeared!

Chapter 5 deals with how and why French- and English-speaking people came to Alberta.

Procedure:

1. Have students turn to textbook, page 122. Allow them a couple of minutes to flip through Chapter 5 to get an idea of its contents.


3. If you like, have students work individually or in pairs to fill in the K and W sections of Line Master IJP-9 (found in the teacher resource manual in the Inquiry Journal Project section). This can also be done as a class.

4. Distribute Worksheets #4.5.1a and #4.5.1b. Go over the directions, if necessary.

5. ALTERNATELY. Have students pretend they are First Nations people seeing a European for the first time. Have them write a journal entry or a short story about this occasion, describing the circumstances, observations, and feelings.

Assignments:

1. Read Voices of Alberta, pages 122 and 123.
2. If you like, have students fill in the K and W sections of Line Master IJP-9.
3. Do Worksheets #4.5.1a and #4.5.1b.
4. ALTERNATELY. Pretend you are a First Nations person. Write a journal entry or a story describing the first time you saw a European.
Directions: Use Voices of Alberta and the map of Canada to help you do the questions.

1. Label Québec and Edmonton on the map of Canada. (There are dots on the map to show where they are located.

2. Put a dot where your colony is located. Write the name of your colony beside the dot.

3. Use the scale on the map to figure the distance between Québec and Edmonton. How far is it?

4. If you were Marie-Anne Gaboury and you were travelling between Québec and Edmonton, you would have to travel a much greater distance than you figured out by using the scale on the map. Why is this?

5. What do you think it was like for Marie-Anne Gaboury and her family to travel to Edmonton?

6. Define these terms. Use the Glossary in the back of your textbook, if necessary.
   a. Francophone

   b. roots

Worksheet #4.5.1b
Directions: Use Voices of Alberta and the map of Canada to help you do the questions.

1. Label Québec and Edmonton on the map of Canada. (There are dots on the map to show where they are located.

2. Put a dot where your colony is located. Write the name of your colony beside the dot.

3. Use the scale on the map to figure the distance between Québec and Edmonton. How far is it?

   \[ 3100 \text{ km} \]

4. If you were Marie-Anne Gaboury and you were travelling between Québec and Edmonton, you would have to travel a much greater distance than you figured out by using the scale on the map. Why is this?

   Rivers, trails, roads do not go in straight line between two points

5. What do you think it was like for Marie-Anne Gaboury and her family to travel to Edmonton?

   Tiring, frightening, difficult terrain, adventurous

6. Define these terms. Use the Glossary in the back of your textbook, if necessary.

   a. Francophone: person whose first and main language is French

   b. Roots: deep connections to a place where we belong
Lesson Two

Concept: The Fur Trade

Resources/Materials: Voices of Alberta, pages 124 – 127
Wall Map of the World
Line Master 5-1 (student copies)
Worksheet #4.5.2 (optional, student copies)

Introduction: Review the term natural resource and how the presence of a natural resource influences our lives. Review also that First Nations people felt they were part of nature and knew it was important to respect nature.

Explain that the western part of Canada had a natural resource that was in demand in Europe. Point out Europe on the map, showing how the great distance it is between Europe and western Canada. The natural resource was the beaver.

Procedure:

1. Have students turn to textbook, page 124. Point to the illustrations of the hats at the bottom of the pages, explaining that these hats were made from beaver fur. The beaver furs were pounded so that all the thick coarse outer hair came off and only the fine underfur remained. This is called beaver felt.

2. Hats made from beaver furs were in high demand in Europe. So many beavers had been trapped for their furs in eastern Canada that the fur companies looked to the west for their supply.


4. Distribute Line Master 5-1. Go over the directions with the students.

5. OPTIONAL. Have student cut apart the strips on Worksheet #4.5.1. They are to rearrange them to show the correct sequence of events regarding the fur trade. They should paste the sentences in their notebooks, with the appropriate heading.

Assignments:

2. Do Line Master 5-1.
3. OPTIONAL. Cut apart the sentences on Worksheet #4.5.2. Paste them in the correct sequence in your notebook.
Voyageur Word Web

Identify some key words that come to mind as you read the text on page 127 of the Student Book. Remember to use your senses and reflect on the text. Label each box with one of your senses or a category for your words.

Sight
- steep cliffs
- mountains that seem to touch the sky
- forests so thick you can barely walk through them

Hearing
- beat of folk songs
- rushing rivers
- hear stories

Touch
- feel of paddle
- feel the weight of your pack

Smell
- fresh air/forests
- fire

Taste
- water spraying on face/mouth

Just Imagine
Being a Voyageur

Line Master 5-1

Voyageur Word Web (to accompany What Drew People to Alberta?)
Directions: Use Voices of Alberta, pages 124 – 127.

In your notebook write the heading The Beginning of the Fur Trade. Cut apart the sentences below. Arrange them in the order in which they happened. Paste the sentences in your notebook.

People from Québec and from England and Scotland had been trading with First Nations people in eastern Canada for furs.

Canadians and European fur traders began pushing farther west in search of furs.

In Europe there was a high demand for beaver furs.

Men called voyageurs, who worked for the fur trading companies, paddled canoes filled with items they could trade for furs.

It was becoming more and more difficult to find beavers to trap in eastern Canada because so many had already been trapped.

Once the voyageurs had traded their goods for furs, they had to paddle and portage back to eastern Canada where the fur trading companies were located.

Fur traders used rivers as highways in order to explore more fur territory in the west. They often had to portage to get from one river to the next.
**Directions:** Use *Voices of Alberta*, pages 124 – 127.

In your notebook write the heading *The Beginning of the Fur Trade*. Cut apart the sentences below. Arrange them in the order in which they happened. Paste the sentences in your notebook.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Europe there was high demand for beaver furs.</td>
</tr>
<tr>
<td>People from Québec and from England and Scotland had been trading with First Nations people in eastern Canada for furs.</td>
</tr>
<tr>
<td>It was becoming more and more difficult to find beavers to trap in eastern Canada because so many had already been trapped.</td>
</tr>
<tr>
<td>Canadians and European fur traders began pushing farther west in search of furs.</td>
</tr>
<tr>
<td>Fur traders used rivers as highways in order to explore more fur territory in the west. They often had to portage to get from one river to the next.</td>
</tr>
<tr>
<td>Men called <em>voyageurs</em>, who worked for the fur trading companies, paddled canoes filled with items they could trade for furs.</td>
</tr>
<tr>
<td>Once the voyageurs had traded their goods for furs, they had to paddle and portage back to eastern Canada where the fur trading companies were located.</td>
</tr>
</tbody>
</table>
Lesson Three

**Concept:** Fur Trading Companies

**Resources/Materials:** Voices of Alberta, pages 128 – 131
- Worksheet #4.5.3a and #4.5.3b (optional, student copies)
- Line Master G-5 (optional, students copies)
- Worksheet #4.5.3c (student copies)

**Introduction:** Review that it was because they were searching for furs that people from eastern Canada and Europe came to western Canada, including Alberta. Fur trading companies sent out explorers to find out more about the area. Then fur trading companies set up fur trading posts. At fur trading posts, First Nations trappers could trade their furs for goods they wanted.

**Procedure:**

1. Have students turn to textbook, page 128. Explain that this page tells a little about four explorers to Alberta. Have them read the page independently.

2. **OPTIONAL.** If you like, distribute Worksheets #4.5.3a, #4.5.3b, and Line Master G-5. Have students choose one explorer and complete Line Master G-5 with information from that explorer.

3. Explain that textbook, pages 129 – 131 tell about the two largest fur trading companies. They competed with each other. They built fur trading posts or forts in many parts of Alberta. Many of today’s communities were originally fur trading forts – like Edmonton.


5. Distribute Worksheet #4.5.3c. Go over the directions, if necessary.

6. **OPTIONAL.** The class might enjoy making a model of a fur trading post.
   - Walls – Paste Popsicle sticks vertically to strips of cardboard; glue the strips to form a rectangle.
   - Buildings – Make them out of cardboard or Bristol board.

**Assignments:**

2. **OPTIONAL.** Research one of the explorers on Worksheet #4.5.3a and #4.5.3b; then complete Line Master G-5.
3. Do Worksheet #4.5.3c.
4. **OPTIONAL.** Make a model of a fur trading fort out of cardboard and Popsicle sticks.
Anthony Henday

Anthony Henday was one of the first non-First Nations men to explore Canada west of Hudson Bay. He worked for the Hudson’s Bay fur trading company which was owned by some businessmen in Britain. The Hudson’s Bay Company wanted Henday to convince First Nations trappers in the west of Canada to take their furs to their fort on the shores of Hudson Bay instead of trading them with men from the North West Company.

On June 26, 1754, Henday set out with a group of Plains Cree, who were heading back to their home, from York Factory, a Hudson’s Bay Company fur trading post on the western shore of Hudson Bay. They started off using canoes, using the rivers as highways. After a while, Henday decided they would continue on foot. In October of 1754 he and his group came to what is now Alberta. His goal was to convince the Blackfoot to trade with the Hudson’s Bay Company.

The Blackfoot did not say one way or the other if they would trade furs with Henday’s company. He had to travel back to York Factory with the news that he had explored the area and had met with the Blackfoot, but that the Blackfoot did not say they would trade their furs to the Hudson’s Bay Company.

In this and later trips, Henday explored much of the prairies of what are now Saskatchewan and Alberta. The Hudson’s Bay Company was not happy that Henday could not convince the Blackfoot to trade with it. Henday then decided to go back Britain where he was born.

David Thompson

David Thompson was an English-Canadian fur trader, surveyor, and map-maker. He was known to some First Nations people as “Koo-Koo-Sint” or “the stargazer”.

He joined the Hudson’s Bay fur trading company at the age of fourteen where he worked as a clerk. He later became one of the Hudson’s Bay Company’s fur traders and surveyors. He was the first to map out a route to Lake Athabasca which is on the Alberta-Saskatchewan border.

He did not like working for the Hudson’s Bay Company so he decided to join the North West Company. The North West Company competed with the Hudson’s Bay Company for fur trading business. Thompson acted as a surveyor for the North West Company. He mapped out and surveyed much of the land in what are today western Canada and the northwestern United States. He established fur trading posts for the North West Company, including one at Red Deer.

In his travels Thompson not only explored much of around what is today central Alberta, he also crossed into the Rocky Mountains. His goal was to reach the Pacific Ocean.

Worksheet #4.5.3a
Peter Pond

Peter Pond was an American who was part owner of the North West Company. The North West Company and the Hudson’s Bay Company were both fur trading companies. They competed with each other to get First Nations trappers to trade their furs to them.

In search of new fur resources, Pond explored west of the Great Lakes. He created a fur trade post in northern Saskatchewan close to the present-day city of Prince Albert. In 1778 he explored the area around the Athabasca and Peace Rivers. With the help of First Nations people in the area he explored the rivers and lakes around Lake Athabasca and was even able to figure out how far it was to some of the large lakes in what is today the Northwest Territories. Pond was successful in finding large sources of furs for the North West Company.

Today Peter Pond is widely known as someone who helped create maps of northern Saskatchewan, northern Alberta, and much of the Northwest Territories.

Alexander Mackenzie

Alexander MacKenzie was born in Scotland. He moved to the American colonies when he was ten years old. He began to work for the North West Company in 1774. He was given the job of exploring new land in search of fur supplies. He made several trips to the land west of Hudson Bay. On his first trip he travelled down a 450 km river, which was later named after him – the Mackenzie River. After five weeks on this river, he reached an ocean, but it was not the Pacific Ocean, it was the Arctic Ocean.

Before his next trip, he went to England to study surveying and map making. He returned to Canada. He was determined to find the Pacific Ocean. On May 8, 1793, he and his crew started out from Montréal by canoe.

When they reached the Rocky Mountains, his crew begged him to return home. They were very tired after such a difficult voyage. But Mackenzie was determined not to give up. He finally reached the Pacific Ocean on July 22, 1793, making him the first European to do so over land rather than by sea.

The fur trade made Alexander Mackenzie rich. In 1799, he returned to England where he wrote a best-selling book about his travels.
Five Ws & H

Who

Anthony Henday
- worked for Hudson's Bay Company

What

• explored parts of Alberta to try to get Blackfoot to trade furs with Hudson’s Bay Company

Where

Saskatchewan and Alberta

When

1754

Why

• Hudson’s Bay Company sent him to get a greater supply of furs

How

• accompanied Plains Cree from York Factory back to their homeland
Five Ws & H

Who

David Thompson
- English fur trader, surveyor, map maker
- Known as "the stargazer"

What

- Explored and mapped areas around northern Alberta, Saskatchewan, and British Columbia, also northwestern U.S.
- Established fur trade posts

Where

- Western Canada
- Rocky Mountains

When

- During fur trade

Why

- Wanted to get more business for Hudson's Bay Company and later for the North West Company

How

- Explored for Hudson's Bay Company and North West Company
Five Ws & H

Who
Peter Pond - part-owner of North West Company

What
explored to get new fur trading territory
made maps

Where
west of Great Lakes
northern Saskatchewan and Alberta
some of Northwest Territories

When
1778

Why
want more fur supply for North West Company

How
explored the area

Peter Pond
Five Ws & H

**Who**
- Alexander Mackenzie
  - born in Scotland
  - worked for North West Company

**What**
- searched for new fur trading territory
- first European to reach Pacific Ocean overland

**Where**
- northern Alberta
- Northwest Territories
- British Columbia

**When**
- 1774 - 1793

**Why**
- wanted more furs for North West Company
- explored extensively in northern and western Canada

**How**

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**What Drew People to Alberta?**

**Directions:** The sentences below are from *Voices of Alberta*, pages 128 – 131. Find them in your textbook; then fill in the missing word.

1. During the time of the fur trade, explorers from the ___________ ___________ and the ___________ ___________ came to Alberta to find routes to push the fur trade farther west.
2. Some ___________ were fur traders as well.
3. By the time the fur trade reached Alberta, it was ___________ by two big companies. One was the ___________ ___________, which was owned by the British. The other was the North West Company. It was based in Montréal in Québec, where most Canadiens lived.
4. Many of the people who worked for fur-trading companies were ___________ from eastern Canada. Others were English-speaking people from ___________, ___________, or Ireland.
5. When these people arrived in the area that became Alberta, they brought their ___________, their ___________, and their ways of ___________ with them.
6. The North West Company and its ___________ traders set up trading posts along the ___________. The trappers brought the furs to the ___________ posts and ___________ them for goods offered by the traders.
7. If you were a ___________, it would take you many weeks to take your ___________ to Hudson Bay to sell them to the Hudson’s Bay Company. The North West Company found a way to ___________ its ___________. It built trading posts on ___________. The trappers could get to them much more easily. The Hudson’s Bay Company ___________ this. It quickly began building ___________ ___________ on rivers too.
8. Many of these trading posts were called ___________. Some of the trading posts had thick ___________ for ___________. ___________ were posted inside.
9. Rocky Mountain House was the ___________ trading post during the days of the fur trade. Both the North West and Hudson’s Bay companies were ___________ here. They ___________ for trade with nine different ___________. ___________ including Blackfoot, ___________, and Cree.
Directions: The sentences below are from *Voices of Alberta*, pages 128 – 131. Find them in your textbook; then fill in the missing word.

1. During the time of the fur trade, explorers from the **British Isles** and the **United States** came to Alberta to find routes to push the fur trade farther west.

2. Some **explorers** were fur traders as well.

3. By the time the fur trade reached Alberta, it was **controlled** by two big companies. One was the **Hudson’s Bay Company**, which was owned by the British. The other was the North West Company. It was based in Montréal in Québec, where most Canadiens lived.

4. Many of the people who worked for fur-trading companies were **Francophones** from eastern Canada. Others were English-speaking people from **England**, **Scotland**, or Ireland.

5. When these people arrived in the area that became Alberta, they brought their **culture**, their **heritage**, and their ways of **thinking** with them.

6. The North West Company and its **Canadian** traders set up trading posts along the **rivers**. The trappers brought the furs to the **trading posts** and **exchanged** them for goods offered by the traders.

7. If you were a **trapper**, it would take you many weeks to take your **furs** to Hudson Bay to sell them to the Hudson’s Bay Company. The North West Company found a way to **outsmart** its **rivals**. It built trading posts on **rivers**. The trappers could get to them much more easily. The Hudson’s Bay Company noticed this. It quickly began building **trading posts** on rivers too.

8. Many of these trading posts were called **forts**. Some of the trading posts had thick **walls** for protection. **Soldiers** were posted inside.

9. Rocky Mountain House was the **western-most** trading post during the days of the fur trade. Both the North West and Hudson’s Bay companies were **based** here. They **competed** for trade with nine different **First Nations** including Blackfoot, **Nakoda**, and Cree.
Lesson Four

Concept: Exploring Historical Maps

Resources/Materials: Voices of Alberta, pages 132 and 133.
Line Master 5-2 (student copies)

Introduction: Discuss some of the purposes of maps. Explain that historic maps have information that can help us figure out things about the land and the people who lived there. Modern day maps show how things are today. Historic maps usually only have certain kinds of information that tell about how things were in the past.

Procedure:

1. Have students turn to textbook, page 132. Guide the reading of the page. Be sure to point out the information provided by the legend.

2. Have students then look at textbook, page 133. Challenge them to do the questions on the page in their notebooks.

3. Distribute Line Master 5-2. Go over the directions, if possible.

Assignments:

1. Read Voices of Alberta, page 132.
2. Do the questions on page 133 of Voices of Alberta in your notebook.
Making Connections

In the boxes below, explain how the First Nations peoples were dependent on the fur traders and how the traders were dependent on the First Nations peoples.

First Nations peoples needed the fur traders...

- got kettles
- got cloth
- got metal tools
- got weapon

Fur traders needed the First Nations peoples...

- furs
- needed to know how to survive
- needed guides
Lesson Five

Concept: The Métis

Resources/Materials: Voices of Alberta, pages 134 – 138
Worksheets #4.5.5a and #4.4.5b (student copies)

Introduction: Write the word descendant the board. Discuss its meaning by using the students’ situation as an example. (Today’s Hutterite students are the descendants of people who came from eastern Europe several hundreds of years ago. Tell the students that you are the descendants of _______________ people.)

Explain that the Métis are the descendants of either Francophone or British fur traders and First Nations mothers. The next two lessons are about the contributions that the Métis made to the fur trade and to Alberta.

Procedure:


2. Explain that the Métis were very involved in the fur trade. Tell students to reading textbook, pages 137 and 138 to find out how.

3. Distribute Worksheets #4.5.5a and #4.4.5b. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #4.4.5a and #4.4.5b.
Directions: Read *Voices of Alberta*, pages 134 – 138 to help you with these questions.

1. Who are the Métis? _____________________________________________________________
   
   _____________________________________________________________

2. Read the section called “The Buffalo Hunt” on page 136. What are four things you learned from Victoria Callihoo about the Métis and the buffalo hunt?
   
   a. _____________________________________________________________
      
   b. _____________________________________________________________
      
   c. _____________________________________________________________
      
   d. _____________________________________________________________

3. From what you read on page 137 tell about as many ways as you can about how the Métis helped in the fur trade.
   
   _____________________________________________________________
   
   _____________________________________________________________
   
   _____________________________________________________________
   
   _____________________________________________________________

4. Explain how pemmican is made. ______________________________________________
   
   _____________________________________________________________
   
   _____________________________________________________________
   
   _____________________________________________________________
5. In the boxes below draw three pictures: one showing a person drying buffalo meat; one showing a Red River cart; and one showing a York boat loaded with furs.
The Métis

Directions: Read Voices of Alberta, pages 134 – 138 to help you with these questions.

1. Who are the Métis? people descended from British or Canadien traders and First Nations

2. Read the section called “The Buffalo Hunt” on page 136. What are four things you learned from Victoria Callihoo about the Métis and the buffalo hunt?
   a. used horses
   b. camped close to water
   c. set up tepees in large circle outside cart circle
   d. horse thieves were common

   • buffalo bulls often charged hunters

3. From what you read on page 137 tell about as many ways as you can about how the Métis helped in the fur trade.
   • interpreters
   • paddled and piloted boats carrying furs and trade goods
   • provided food to traders, such as pemmican
   • provided robes made of buffalo pelts

4. Explain how pemmican is made. • buffalo meat dried and pounded
   • pounded meat mixed with hot grease and dried berries
Lesson Six

Concept: Métis Communities

Resources/Materials: Voices of Alberta, pages 139 and 140
Worksheet #4.5.6 (student copies)

Introduction: Discuss the reasons that Hutterites live on colonies and not in towns and cities like most people. (Want to preserve way of life, feel comfortable with like-minded people, etc.)

Explain that many Métis in Alberta lived in Métis settlements today for much the same reasons.

Procedure:

1. Review the contributions made by the Métis to the fur trade. Explain that people still sell furs, but the fur trading business today is much much smaller than it was in the 1700s and the 1800s.

2. Explain that in Alberta there is a large Métis population. Have students turn to textbook, page 139. Guide the reading of textbook, pages 139 and 140.

3. Distribute Worksheet #4.5.6. On the map of Alberta have students label the names of the eight Métis settlements in Alberta.

4. OPTIONAL. Have students make a Métis flag in their notebooks, writing a caption below it to explain its meaning.

5. OPTIONAL. Design a Métis sash. Tell students that the colour are important:

   Red is the historical colour. (Red is the predominate colour.)
   Blue and white stand for the Métis nation flag.
   Green means growth.
   Yellow is the colour of the sun.

Assignments:

1. Read Voices of Alberta, pages 139 and 140.
2. Do Worksheet #4.5.6.
3. OPTIONAL. Draw and colour a Métis flag. Write a caption below it.
4. OPTIONAL. Design and colour a Métis flag.
Directions: Label these Métis settlements:

Buffalo Lake
East Prairie
Elizabeth
Fishing Lake
Gift Lake
Kikino
Paddle Prairie
Peavine
Directions: Label these Métis settlements:

- Buffalo Lake
- East Prairie
- Elizabeth
- Fishing Lake
- Gift Lake
- Kikino
- Paddle Prairie
- Peavine
Lesson Seven

Concept: How Did Francophone Communities Grow?

Resources/Materials: Voices of Alberta, pages 141 – 145
Wall Map of Canada
Worksheet #4.5.7a (student copies)
Worksheet #4.5.7b (optional, student copies)

Introduction: Discuss why the Hutterites came to Alberta. (freedom to worship, farming, can speak their own language)

Review the meaning of the term Francophone (person whose first and main language is French). Explain that there is a sizable Francophone population in Alberta today. Most live in central and northern Alberta.

Explain that Francophones live in Alberta for some of the same reasons that Hutterites do – the reasons have to do with farming, religion, and language.

Procedure:

1. On the wall map of Canada point out Alberta and Québec. Explain that most Francophones in Alberta first came from Québec. On the map the distance seems short, but it is a very long way, especially if you are travelling on foot, by wagon, and by canoe.

2. Have students turn to textbook, page 141. Explain that page 141 and 142 tell about the two brothers and others who came from Québec to Alberta to farm.

3. Have students turn to textbook, page 143. Explain that the man in the picture is a Catholic priest, Father Albert Lacombe. He was a missionary for the Roman Catholic church. Missionaries followed the first settlers to minister to their needs. Just like the Hutterites, the Catholics wanted to keep their religion strong. They tended to establish Francophone communities so they could speak French in their daily lives.

4. Have students read textbook, pages 141 – 145 independently, if possible.

5. Distribute Worksheet #4.5.7a. Go over the directions, if necessary.

6. OPTIONAL. Use the information on Worksheet #4.5.7b to make point-form notes on Father Albert Lacombe.

Assignments:

1. Read Voices of Alberta, pages 141 – 145.
2. Do Worksheet #4.5.7a.
3. OPTIONAL. Use the information on Worksheet #4.5.7b to make point-form notes on Father Albert Lacombe.
Directions: Use *Voices of Alberta*, pages 141 – 145 to help you with these questions.

1. Compare and contrast Hutterites and Francophone settlement in Alberta using the following chart.

<table>
<thead>
<tr>
<th></th>
<th>Hutterites</th>
<th>Francophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What contributions did the Lamoureux brothers and other Francophone settlers make to Alberta?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What contributions did the missionaries and nuns make to Alberta?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #4.5.7a
Directions: Use Voices of Alberta, pages 141 – 145 to help you with these questions.

1. Compare and contrast Hutterites and Francophone settlement in Alberta using the following chart.

<table>
<thead>
<tr>
<th></th>
<th>Hutterites</th>
<th>Francophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming</td>
<td>'farmed for a living</td>
<td>'settlers mostly farmed</td>
</tr>
<tr>
<td></td>
<td>'wanted farmland</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td>'came to Alberta to seek religious freedom</td>
<td>'almost all were Roman Catholics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>'Low German is the language of the community</td>
<td>'French is language of the community</td>
</tr>
</tbody>
</table>

2. What contributions did the Lamoureux brothers and other Francophone settlers make to Alberta?

' Started farm
' Established community called Lamoureux
' Set up businesses
' Acted as dentist

3. What contributions did the missionaries and nuns make to Alberta?

' Established hospitals
' Established schools
' Encouraged Francophones to move to Alberta
' Looked after orphaned Cree children
' Built churches
' Worked as doctors, dentists, teachers, nurses
Father Albert Lacombe

Father Albert Lacombe was born on February 28, 1827 in St. Sulpice, Québec. He spent the majority of his youth on his family’s farm. He was a good school student.

Once he finished school, he went to college and studied religion. He then studied to become a priest and was made a priest on June 13, 1849. During his studies he became very interested in stories of buffalo hunts, First Nations peoples, and the struggles of the first missionaries in west.

After becoming a priest, he went to work in North Dakota. After that he went to serve in the Red River settlement in what is today, southern Manitoba and stayed there for two years. He then went to Fort Edmonton.

In 1853 Father Lacombe moved to Lac Ste. Anne. He set up a mission there so he could work with the Métis and First Nations people in the area. He thought they should give up their traditional life as hunters and gatherers and become farmers. But they were not willing to do this, and after eight years he gave up.

In 1861, Father Lacombe moved again. This time he set up a mission near Fort Edmonton. This site was later named after him – St. Albert. There he built a small log church and had a flour mill and Alberta’s first bridge built.

In 1865, he began travelling across the prairies trying to get the Cree and Blackfoot peoples to forget their religion and become Christians. Over fifteen years, he preached to as many First Nations people as possible. He offered them any help he could give.

Father Lacombe became a good friend to the First Nations. They trusted him. He learned to speak some of the First Nations languages. They called him “man with a heart”. During his time in Alberta he set up schools, hospitals, and missions.

Father Albert Lacombe died in 1916.

Robert Rundle

Robert Rundle was born in England in 1811. He became a Protestant missionary. On March 8, 1840, he left England for Canada. He was the first Protestant missionary in Alberta.

For the next eight years, he spend most of his time travelling throughout Alberta, preaching at forts and to First Nations people such as the Cree, Tsuu T’ina, Assiniboine, and Blackfoot. He learned Cree and built good relations with the First Nations groups.

In 1847, he and a missionary friend, Benjamin Sinclair, attempted to establish a mission at Pigeon Lake. But Rundle fell from his horse, breaking his left arm. It would not heal. He had to return to England in 1848 to see if doctors there could help him.

In England, he continued travelling and preaching. He married and had nine children. He stayed in England where he died in 1986.
Lesson Eight

Concept: The Protestant Missionaries

Resources/Materials: Voices of Alberta, pages 146 and 147
Worksheet #4.5.7b (optional, students have this)
Worksheet #4.5.8 (student copies)

Introduction: Recall that Father Lacombe and the Grey Nuns were Roman Catholic. Explain that there is another group of religions called Protestants. Hutterites belong to the Protestant group of religions. Like the Roman Catholics, the Protestant church in England sent missionaries to Alberta, mainly to preach to the First Nations.

Procedure:

1. Write Protestant on the board.

2. Explain that both the Roman Catholic and the Protestant churches felt that the First Nations were uncivilized because they did not have the same religious beliefs as they did. They thought they were doing the First Nations a huge favour by preaching to them.

3. Have students turn to textbook, page 146. Guide the reading.

4. Then guide the reading of textbook, page 147.

5. Distribute Worksheet #4.5.8. Go over the directions.

6. OPTIONAL. Have student make point-form notes in their notebooks on Robert Rundle, using the information from Worksheet #4.5.7b.

Assignments:

1. Read Voices of Alberta, pages 146 and 147.
2. Do Worksheet #4.5.8.
3. OPTIONAL. Write point form notes about Robert Rundle using the information from Worksheet #4.5.7b.
Directions: Use Voices of Alberta, pages 146 and 146 to help you with the questions.

1. In the space below use a graphic organizer to compare and contrast Roman Catholic and Protestant Missionaries. (Hint: Use a graphic organizer that will help you show how they were alike and how they were different.)

2. Use the following chart to show the Francophone and the Aboriginal perspectives about the missionaries.

<table>
<thead>
<tr>
<th>Francophone Perspective</th>
<th>Aboriginal Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices of Alberta*, pages 146 and 146 to help you with the questions.

1. In the space below use a graphic organizer to compare and contrast Roman Catholic and Protestant Missionaries. (Hint: Use a graphic organizer that will help you show how they were alike and how they were different.)

   Protestant Missionaries
   - Protestant
   - mostly English-speaking

   Roman Catholic Missionaries
   - Roman Catholic
   - mostly French-speaking

   - built missions
t   - travelled from place to place
   - started schools

2. Use the following chart to show the Francophone and the Aboriginal perspectives about the missionaries.

<table>
<thead>
<tr>
<th>Francophone Perspective</th>
<th>Aboriginal Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>People grateful to have a place to practice their religion in French</td>
<td>Missionaries tried to get rid of Aboriginal spirituality</td>
</tr>
<tr>
<td>Looked up to missionaries</td>
<td>Many priests still highly regarded</td>
</tr>
<tr>
<td>Missions gathering places for Francophones</td>
<td>Feel they can be Christians and also follow own spiritual ways</td>
</tr>
</tbody>
</table>
Lesson Nine

Concept: Viewpoints: How Can Place Names Help Us Remember our Past?

Resources/Materials: Voices of Alberta, pages 148 and 149
Line Master G-2 (student copies)

Introduction: Have students tell you how their colony got its name. From there, if there is time, discuss how some other colonies got their names. Conclude that communities are sometimes named after people, after a location, or after another place (e.g., New Elm(spring) Colony in southern Alberta is named after New Elm Springs colony in South Dakota. They can all help us to remember the past.

Procedure:

1. Have students turn to textbook, pages 148 and 149. Guide the reading of the pages.

2. Distribute Line Master G-2. Go over the directions, if necessary.

3. OPTIONAL. Have students answer the “Over to You” questions at the bottom of textbook, page 149.

Assignments:

1. Read Voices of Alberta, pages 148 and 149.
3. OPTIONAL. Answer the “Over to You” questions at the bottom of textbook, page 149.
### Exploring Points of View

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the question or issue?</td>
<td></td>
</tr>
<tr>
<td>Who are the people giving their opinions?</td>
<td></td>
</tr>
<tr>
<td>What are the different opinions?</td>
<td></td>
</tr>
<tr>
<td>Which opinions do you agree with, and why?</td>
<td></td>
</tr>
<tr>
<td>Which opinions do you disagree with, and why?</td>
<td></td>
</tr>
<tr>
<td>What is your opinion? Why?</td>
<td></td>
</tr>
</tbody>
</table>

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# Exploring Points of View

<table>
<thead>
<tr>
<th>What is the question or issue?</th>
<th>How can place names help us remember our past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the people giving their opinions?</td>
<td>grade four students</td>
</tr>
<tr>
<td></td>
<td>citizens</td>
</tr>
<tr>
<td>What are the different opinions?</td>
<td>place names make people wonder about the origin of a name</td>
</tr>
<tr>
<td></td>
<td>should name places after First Nations because they were here long before fur trade</td>
</tr>
<tr>
<td></td>
<td>should name places with British names because they settled in the area and many still live in the area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which opinions do you agree with, and why?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Which opinions do you disagree with, and why?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What is your opinion? Why?</th>
</tr>
</thead>
</table>
Lesson Ten

Concept: Set Your Skills in Motion

Resources/Materials: Voices of Alberta, page 150  
Line Master IJP-9 (students may have this)

Introduction: Explain that Chapter 5 is almost at an end. It is time to review some of the skills covered.

Procedure:

1. Have students turn to textbook, page 150. Guide the reading.

2. Discuss with students which activities they could do.

   Use a Historical Map  
   Students can probably do this with the resources they have.

   Be a Responsible Citizen  
   Students might be able to find someone in their community to write about. Perhaps the class could get together and make up some questions to ask the person. They could give a speech or write a short report. Note: As the teacher, you might want to approach the person first to tell him or her about what students are studying and the purpose for the interview.

   Complete Your KWL Chart  
   Do this activity only if you started it back in Lesson One.

Assignments:

1. Read Voices of Alberta, page 150.
2. Do one or more of the activities.
Lesson Eleven

Concept: Chapter Five Review

Resources/Materials: Voices of Alberta, page 151
Chapter Five Review Sheets (student copies)

Introduction: Explain that you have come to the end of Chapter Five. It is time to prepare for a test.

Procedure:


2. Distribute the Review Sheets.

3. If students have been doing the Alberta Treasure Chest activity, have them select or prepare something to put into their folders.

Assignments:

1. Read Voices of Alberta, page 151.
2. Do the Chapter Five Review Sheets.
1. Write the words beside their correct meanings.

<table>
<thead>
<tr>
<th>Canadien</th>
<th>fort</th>
<th>Francophone</th>
<th>fur trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis</td>
<td></td>
<td>nun</td>
<td>pemmican</td>
</tr>
<tr>
<td>perspective</td>
<td>missionary</td>
<td>roots</td>
<td>voyageur</td>
</tr>
<tr>
<td>portage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________ deep connections to a place where we belong
__________________________ exchange of furs for other types of goods
__________________________ carry a canoe and supplies over land
__________________________ man who worked for a fur trading company, travelling by canoe
__________________________ person whose first and main language is French
__________________________ a building or set of buildings surrounded by a strong wall
__________________________ people descended from British or Canadien traders and First Nations
__________________________ food made from dried buffalo meat, grease, and dried berries
__________________________ someone who travels to teach religion to a group of people
__________________________ a member of a religious community of women
__________________________ the point of view of a group of people
__________________________ people born in Canada whose main language is French

2. The Hudson’s Bay Company and the North West Company competed in the fur trade. Give two examples that show how they competed.

__________________________
__________________________
3. The following statements are not true. Cross out the words and phrases that are false and write the correct words and phrases.

a. The fur trade began in Canada because there was a demand for beaver furs to make coats.

b. Fur trading companies relied on Canadians to trap furs and trade them for goods such as kettles, weapons, and mirrors.

c. Canadian and European traders began pushing farther east in search of more and better furs.

d. At first the Hudson’s Bay Company set up its trading forts on west shores of the Gulf of St. Lawrence while the North West Company built forts on rivers close to where First Nations lived.

e. Voyageurs paddled canoes loaded with furs and other goods. They used the rivers as resting places.

f. Major fur trading routes followed lakes wherever possible.

g. The North West Company and the Hudson’s Bay Company never built fur trading forts next to each other.

4. Tell about four ways that the Métis helped in the fur trade.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Describe these three Métis inventions.

a. Red River cart __________________________________________________________

________________________________________________________________________

b. York boat ____________________________________________________________

________________________________________________________________________

c. Métis sash ____________________________________________________________

________________________________________________________________________
6. On the map below, draw in two examples of major trade routes that fur traders most likely took.

7. Describe how a fur trader would get from Rocky Mountain House to Jasper House. In your description you must use the words difficult, canoe, furs, and portage.

8. Describe, using a graphic organizer, how water was important to the voyageurs, traders, and early settlers of Alberta.
9. Francophones added a great deal to Alberta’s heritage. Much of what they did in the past is still part of Alberta today. For each thing that Francophones did in the past, tell about at least one way it is part of Alberta today.

<table>
<thead>
<tr>
<th>The Past – how it began</th>
<th>The Present – how it is part of Alberta today</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lamoureux brothers settled on the banks of the North Saskatchewan River.</td>
<td></td>
</tr>
<tr>
<td>Many Francophones moved from Québec to Alberta.</td>
<td></td>
</tr>
<tr>
<td>Missionaries like Father Albert Lacombe came from Québec to establish churches, hospitals, and schools.</td>
<td></td>
</tr>
<tr>
<td>The Grey Nuns cam to St. Albert and did the work of doctors, nurses, teachers, and dentists.</td>
<td></td>
</tr>
</tbody>
</table>

10. There are different opinions about the missionaries. Use the chart below to tell about two different perspectives.

<table>
<thead>
<tr>
<th>Perspective 1</th>
<th>Perspective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Write the words beside their correct meanings.

<table>
<thead>
<tr>
<th>Canadien</th>
<th>fort</th>
<th>Francophone</th>
<th>fur trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Métis</td>
<td>missionary</td>
<td>nun</td>
<td>pemmican</td>
</tr>
<tr>
<td>perspective</td>
<td>portage</td>
<td>roots</td>
<td>voyageur</td>
</tr>
</tbody>
</table>

roots — deep connections to a place where we belong
fur trade — exchange of furs for other types of goods
portage — carry a canoe and supplies over land
Voyageur — man who worked for a fur trading company, travelling by canoe
Francophone — person whose first and main language is French
Fort — a building or set of buildings surrounded by a strong wall
Métis — people descended from British or Canadien traders and First Nations
pemmican — food made from dried buffalo meat, grease, and dried berries
missionary — someone who travels to teach religion to a group of people
nun — a member of a religious community of women
perspective — the point of view of a group of people
Canadien — people born in Canada whose main language is French

2. The Hudson's Bay Company and the North West Company competed in the fur trade. Give two examples that show how they competed.

- sent explorers to west to find new sources of furs
- built fur trading forts in the west to make it easier for First Nations to access the forts
- often build fur trading post next to the other's post
3. The following statements are not true. Cross out the words and phrases that are false and write the correct words and phrases.

a. The fur trade began in Canada because there was a demand for beaver furs to make coats.

b. Fur trading companies relied on Canadians to trap furs and trade them for goods such as kettles, weapons, and mirrors.

c. Canadian and European traders began pushing farther east in search of more and better furs.

d. At first the Hudson’s Bay Company set up its trading forts on west shores of the Gulf of St. Lawrence while the North West Company built forts on rivers close to where First Nations lived.

e. Voyageurs paddled canoes loaded with furs and other goods. They used the rivers as highways and resting places.

f. Major fur trading routes followed lakes wherever possible.

g. The North West Company and the Hudson’s Bay Company never built fur trading forts next to each other.

4. Tell about four ways that the Métis helped in the fur trade.

- acted as translators
- paddled/piloted canoes
- supplied food
- supplied robes

5. Describe these three Métis inventions.

a. Red River cart two-wheeled, made entirely of wood

b. York boat larger boat with a single rectangular sail

c. Métis sash long, woven, multi-coloured
   - had variety of uses
6. On the map below, draw in two examples of major trade routes that fur traders most likely took.

Answers may vary.

She should follow rivers wherever possible.

Jasper House
Rocky Mountain House

0 100 200 300
kilometres

7. Describe how a fur trader would get from Rocky Mountain House to Jasper House. In your description you must use the words difficult, canoe, furs, and portage.

Journey would be difficult.

Could only use canoes on rivers; otherwise had to portage. Overland carrying canoes and furs.

8. Describe, using a graphic organizer, how water was important to the voyageurs, traders, and early settlers of Alberta. Example

Voyageur Use of Water

- Transportation
- Personal use
- Drinking
- Cooking
- Washing dishes
- Bathing
- Laundering clothes

Example
9. Francophones added a great deal to Alberta’s heritage. Much of what they did in the past is still part of Alberta today. For each thing that Francophones did in the past, tell about at least one way it is part of Alberta today.

<table>
<thead>
<tr>
<th>The Past – how it began</th>
<th>The Present – how it is part of Alberta today</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lamoureux brothers settled on the banks of the North Saskatchewan River.</td>
<td>community of Lamoureux still exists</td>
</tr>
<tr>
<td>Many Francophones moved from Québec to Alberta.</td>
<td>many Francophone communities in Alberta; French signs; French-language schools</td>
</tr>
<tr>
<td>Missionaries like Father Albert Lacombe came from Québec to establish churches, hospitals, and schools.</td>
<td>Lacombe home in Calgary; City of St. Albert; town of Lacombe; Catholic schools/school systems</td>
</tr>
<tr>
<td>The Grey Nuns came to St. Albert and did the work of doctors, nurses, teachers, and dentists.</td>
<td>Grey Nuns hospital → became Holy Cross Hospital in Calgary; Edmonton General Hospital</td>
</tr>
</tbody>
</table>

10. There are different opinions about the missionaries. Use the chart below to tell about two different perspectives.

<table>
<thead>
<tr>
<th>Perspective 1</th>
<th>Francophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• came to teach the Métis who spoke French</td>
<td></td>
</tr>
<tr>
<td>• people grateful to have a place to practice their religion in French</td>
<td></td>
</tr>
<tr>
<td>• people looked up to missionaries</td>
<td></td>
</tr>
<tr>
<td>• built hospitals, schools, churches</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspective 2</th>
<th>Aboriginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tried to get rid of Aboriginal spirituality</td>
<td></td>
</tr>
<tr>
<td>• today many priests are highly regarded</td>
<td></td>
</tr>
<tr>
<td>• can be Christians and also follow own spiritual ways</td>
<td></td>
</tr>
</tbody>
</table>

Answers will vary
Lesson Twelve

Concept: Chapter Five Test

Resources/Materials: Chapter Five Test (student copies)
Social Studies Grade 4 Chapter 5 Test

Social Studies
Grade Four
Chapter Five: New Roots for Alberta

Test

1. Match the words in the box with their meanings.

<table>
<thead>
<tr>
<th>roots</th>
<th>fur trade</th>
<th>portage</th>
</tr>
</thead>
<tbody>
<tr>
<td>voyageurs</td>
<td>Canadiens</td>
<td>Francophone</td>
</tr>
<tr>
<td>fort</td>
<td>Métis</td>
<td>pemmican</td>
</tr>
<tr>
<td>missionary</td>
<td>nun</td>
<td>perspective</td>
</tr>
</tbody>
</table>

__________________________ the point of view of a group of people
__________________________ a food made from dried buffalo meat, fat, and dried berries
__________________________ a building or set of buildings surrounded by a strong wall
__________________________ to carry a canoe and supplies over water
__________________________ someone who travels to teach religion to a group of people
__________________________ a member of a religious community of women
__________________________ deep connections to a place where we belong
__________________________ men who travelled by canoe, working for the fur-trading companies
__________________________ person whose first and main language is French
__________________________ the exchange of furs for other goods
__________________________ Francophones who were born in Canada
__________________________ descendants of children whose fathers were Canadien or British and whose mothers were First Nations.

2. Explain why the fur trade was important to the development of Alberta.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
3. On the map below, draw two examples of major routes that fur traders most likely took.

How easy or difficult would it have been for a fur trader to travel between the places now called Rocky Mountain House and Jasper House? Explain why.
4. Read the following information about the Michif language. Then using jot notes, record four interesting facts about Michif.

**Michif Language**

Michif is the language of the Métis people of Canada and the United States. Nowadays, it is spoken in scattered communities in the provinces of Saskatchewan and Manitoba. The Michif language developed over two hundred years ago as a mixture of several different languages, including Cree and French.

When compared to other mixed languages, Michif is quite complicated. Most people who speak Michif also know now to speak both French and Cree. Today, fewer than 1000 speak the Michif language.

**Jot Notes: Four facts about Michif**

1.  
2.  
3.  
4.  

5. Write true or false for each of these statements.

_________ Beaver pelts were in demand in Europe to make men’s beaver coats.

_________ The two main fur trading companies were the North West Company and the Hudson’s Bay Company.

_________ At first the Hudson’s Bay Company expected First Nations trappers to take their furs to fur trading posts on Hudson Bay.

_________ Fur trading companies sent explorers to lands west of Hudson Bay to find new sources of furs.

_________ Both the Hudson’s Bay Company and the North West Company built fur trading forts in the west, but each was careful not build forts close to where the other company had built a fort.
6. The Métis helped the fur trade in many ways. Put an check mark (✓) in front of the words and phrases that tell how they helped.

- translated for European trades when they met with First Nations.
- provided food to the fur traders
- acted as guides for the fur traders
- supplied buffalo robes to the fur traders
- paddled and piloted boats carrying furs and trade goods
- provided the fur trading companies with extra money when they needed it.

7. What do the York boat, the Red River cart, and the sash have in common?

_____________________________________________________________________

_____________________________________________________________________

8. Give three examples of Alberta’s Francophone heritage – how it began, and how it is part of Alberta today.

<table>
<thead>
<tr>
<th>The Past – how it began</th>
<th>The Present – how it is part of Alberta today</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. People sometimes have different points of view about the work missionaries did in Alberta. Write one example each, of what people with different points of view might say about the question in the chart.

<table>
<thead>
<tr>
<th>Question: Was the work of missionaries in Alberta a positive thing?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One point of view</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
1. Match the words in the box with their meanings.

<table>
<thead>
<tr>
<th>roots</th>
<th>fur trade</th>
<th>portage</th>
</tr>
</thead>
<tbody>
<tr>
<td>voyageurs</td>
<td>Canadiens</td>
<td>Francophone</td>
</tr>
<tr>
<td>fort</td>
<td>Métis</td>
<td>pemmican</td>
</tr>
<tr>
<td>missionary</td>
<td>nun</td>
<td>perspective</td>
</tr>
</tbody>
</table>

- **perspective**: the point of view of a group of people
- **pemmican**: a food made from dried buffalo meat, fat, and dried berries
- **fort**: a building or set of buildings surrounded by a strong wall
- **portage**: to carry a canoe and supplies over water
- **missionary**: someone who travels to teach religion to a group of people
- **nun**: a member of a religious community of women
- **roots**: deep connections to a place where we belong
- **voyageurs**: men who travelled by canoe, working for the fur-trading companies
- **Francophone**: person whose first and main language is French
- **fur trade**: the exchange of furs for other goods
- **Canadiens**: Francophones who were born in Canada
- **Métis**: descendants of children whose fathers were Canadien or British and whose mothers were First Nations.

2. Explain why the fur trade was important to the development of Alberta.

- reason why people from eastern Canada and others of European descent came to Alberta
- start of the first permanent settlements
3. On the map below, draw two examples of major routes that fur traders most likely took. 

How easy or difficult would it have been for a fur trader to travel between the places now called Rocky Mountain House and Jasper House? Explain why.

- difficult → had to portage
4. Read the following information about the Michif language. Then using jot notes, record four interesting facts about Michif.

**Michif Language**

Michif is the language of the Métis people of Canada and the United States. Nowadays, it is spoken in scattered communities in the provinces of Saskatchewan and Manitoba. The Michif language developed over two hundred years ago as a mixture of several different languages, including Cree and French.

When compared to other mixed languages, Michif is quite complicated. Most people who speak Michif also know now to speak both French and Cree. Today, fewer than 1000 speak the Michif language.

**Jot Notes: Four facts about Michif**

1. Language of the Métis
2. Spoken in scattered communities in Sask. and Man.
3. Developed over 200 years
4. Mixture of languages, including Cree and French
5. Complicated
6. Most Michif speakers also speak Cree and French
7. Fewer than 1000 speak

5. Write true or false for each of these statements.

   - **False** Beaver pelts were in demand in Europe to make men's beaver coats.
   - **True** The two main fur trading companies were the North West Company and the Hudson's Bay Company.
   - **True** At first the Hudson's Bay Company expected First Nations trappers to take their furs to fur trading posts on Hudson Bay.
   - **True** Fur trading companies sent explorers to lands west of Hudson Bay to find new sources of furs.
   - **False** Both the Hudson's Bay Company and the North West Company built fur trading forts in the west, but each was careful not build forts close to where the other company had built a fort.
6. The Métis helped the fur trade in many ways. Put an check mark (√) in front of the words and phrases that tell how they helped.

   ☑ translated for European trades when they met with First Nations.
   ☑ provided food to the fur traders
   ☑ acted as guides for the fur traders
   ☑ supplied buffalo robes to the fur traders
   ☑ paddled and piloted boats carrying furs and trade goods
   ☑ provided the fur trading companies with extra money when they needed it.

7. What do the York boat, the Red River cart, and the sash have in common?

   Métis invention

8. Give three examples of Alberta's Francophone heritage — how it began, and how it is part of Alberta today.

   Answers will vary

<table>
<thead>
<tr>
<th>The Past – how it began</th>
<th>The Present – how it is part of Alberta today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lamoureux brothers settled on north bank of N. Sask. River</td>
<td>Lamoureux is a small community</td>
</tr>
<tr>
<td>In 1800s, Francophones moved to Alberta from Québec</td>
<td>many Francophone communities, signs, schools, etc.</td>
</tr>
<tr>
<td>Missionaries came to Alberta</td>
<td>Established communities hospitals, schools, churches</td>
</tr>
<tr>
<td>Father Lacombe came to do missionary work</td>
<td>town of Lacombe, city of St. Albert</td>
</tr>
<tr>
<td>Grey Nuns</td>
<td>Lacombe Home</td>
</tr>
<tr>
<td></td>
<td>Holy Cross Medical Centre</td>
</tr>
<tr>
<td></td>
<td>Edmonton General Hospital</td>
</tr>
</tbody>
</table>
9. People sometimes have different points of view about the work missionaries did in Alberta. Write one example each, of what people with different points of view might say about the question in the chart.

Answers will vary

**Question: Was the work of missionaries in Alberta a positive thing?**

<table>
<thead>
<tr>
<th>One point of view</th>
<th>A different point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Francophone</strong></td>
<td></td>
</tr>
<tr>
<td><code>- came to teach Métis</code></td>
<td><code>- missionaries wanted to get rid of First Nations spirituality</code></td>
</tr>
<tr>
<td><code>- established churches</code></td>
<td><code>- priests are still highly regarded</code></td>
</tr>
<tr>
<td><code>- Francophones could worship in French</code></td>
<td><code>- can be Christians and also follow traditional spiritual ways</code></td>
</tr>
<tr>
<td><code>- built schools, churches, hospitals</code></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Six

Preparing for New Settlers

Inquiry Questions

- How did important events of this time shape Alberta?
- How did ways of life change for the people?
Chapter Six
Preparing for New Settlers

Contents

Lesson One  Introduction  3
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Lesson One

Concept: Introduction

Resources/Materials: Voices of Alberta, pages 152 – 155
Worksheets #4.6.1a and #4.6.1b (student copies)

Introduction: Review that the fur trade was the main reason that the First Nations of western Canada and people of European ancestry actually interacted. Explain that by the 1800s Britain claimed all the land that we now called Canada. This was done without actually discussing the matter with First Nations. Britain just thought it had a right to the land.

The fur trade only lasted about a hundred years. That is because after a while people decided that the fur hats were no longer in fashion. The demand for beaver furs was no longer there. Discuss how the lack of demand for beaver furs would affect the First Nations, Métis, French-, and English-speaking people in the west.

Procedure:

1. Have students turn to textbook, pages 152 and 153. Allow students to flip through Chapter 6 for a minute or two. Guide the reading, ensuring that the students understand the inquiry questions.

2. Then guide the reading of pages 154 and 155. It is not clear from these pages, so explain that in 1867 the colonies of Ontario, Québec, New Brunswick, and Nova Scotia decided to form Canada. (Ontario and Québec were not as big then as they are presently.) The area called “Rupert’s Land” actually belonged to the Hudson’s Bay Company.

3. Distribute Worksheets #4.6.1a and #4.6.1b. Go over the directions, if necessary.

4. OPTIONAL. Have students write a paragraph that tells how the end of the fur trade would affect the fur traders, First Nations, and Métis people.

   OR. Have students divide a paper in half with one side an illustration of life during the fur trade and the other side life once the fur trade ended.

Assignments:

1. Read Voices of Alberta, pages 152 – 155.
2. Do Worksheets #4.6.1a and #4.6.1b.
3. OPTIONAL. Write a paragraph telling how the end of the fur trade would affect the fur traders, First Nations, and Métis. OR. Divide a paper in half. On one side illustrate life during the height of the fur trade and on the other, life once the fur trade ended.
Directions: Use *Voices of Alberta*, pages 152 – 155 to help you with the questions.

1. Examine the map on page 154. Compare it with the map below. In the chart describe five ways that Canada is different today than it was in 1870.
2. By the 1860s the fur trade was coming to an end. It affected many people. Complete the chart to show how you think it affected each of the groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>How They Were Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hudson's Bay Company and North West Company</td>
<td></td>
</tr>
<tr>
<td>First Nations</td>
<td></td>
</tr>
<tr>
<td>Métis</td>
<td></td>
</tr>
<tr>
<td>Fur traders and voyageurs</td>
<td></td>
</tr>
</tbody>
</table>

3. Examine the photo on page 152. Read the page. Imagine you were William Stanford Freeze, and you are right there when the first train pulls into the station. In the boxes describe what you might see, hear, smell, and feel.
Directions: Use Voices of Alberta, pages 152 – 155 to help you with the questions.

1. Examine the map on page 154. Compare it with the map below. In the chart describe five ways that Canada is different today than it was in 1870.

Answer will vary

<table>
<thead>
<tr>
<th>Québec different shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ontario different shape</td>
</tr>
<tr>
<td>Rupert’s Land does not exist today</td>
</tr>
<tr>
<td>Northwest Territories is smaller today</td>
</tr>
<tr>
<td>Alberta, Saskatchewan and Manitoba did not exist in 1870</td>
</tr>
<tr>
<td>Yukon Territory and Nunavut did not exist in 1870</td>
</tr>
</tbody>
</table>
2. By the 1860s the fur trade was coming to an end. It affected many people. Complete the chart to show how you think it affected each of the groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>How They Were Affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hudson's Bay Company and North West Company</td>
<td>no longer good businesses</td>
</tr>
<tr>
<td>First Nations</td>
<td>no longer needed to trap furs to trade</td>
</tr>
<tr>
<td></td>
<td>had little to trade for other goods</td>
</tr>
<tr>
<td>Mètis</td>
<td>did not have work providing food/clothing, translating, and transporting goods</td>
</tr>
<tr>
<td>Fur traders and voyageurs</td>
<td>out of work</td>
</tr>
</tbody>
</table>

3. Examine the photo on page 152. Read the page. Imagine you were William Stanford Freeze, and you are right there when the first train pulls into the station. In the boxes describe what you might see, hear, smell, and feel.

Answers will vary.

**See (Sight)**
- train
- puff of steam
- smoke

**Hear**
- screeching wheels
- passengers/conductor

**Smell**
- smoke from smoke stack
- steam

**Feel**
- steam hitting face
Lesson Two

Concept: Challenges of Settling the West

Resources/Materials: Voices of Alberta, pages 156 – 160.  
Wall Map of North America  
Worksheet #4.6.2a and #4.6.2b (student copies)

Introduction: Explain that the Hutterites first settled in Alberta in 1918. By that time most of the land had already been settled by others. Most of the Hutterite land had to be purchased from others. But how did the others get to Alberta?

Review that by the 1860s the fur trade was coming to an end. Many First Nations, Métis, and fur traders now could no longer benefit from the fur trade.

Review also that in 1867 the colonies of Nova Scotia, New Brunswick, Québec, and Ontario formed a country called Canada. The United States, at that time, covered just the eastern quarter of what it is today. (Point out on map.) They were looking to expand and had their eye on Rupert’s Land and British Columbia. John A. Macdonald, the Canada’s prime minister was fearful that the Americans would indeed try to take over land that he thought should really belong to Canada. To prevent this, he thought Canada should encourage people from eastern Canada and Europe to settle in the west.

Procedure:

1. Have students turn to textbook, page 156. Explain that John A. Macdonald’s idea was to build a railway to transport settlers to Saskatchewan and Alberta to settle the land.

2. Guide the reading of textbook, page 156. Conclude that there were four challenges to settling the west. Write the reasons on the board and have student copy them into their notebooks.

   Challenges to Settling the west

   - It was difficult to build a railway.
   - People believed the west was without law and order.
   - Fields could not be planted with buffalo roaming everywhere.
   - It would be difficult to build settlements on land where First Nations lived.

3. Explain that textbook, pages 156 – 160 give more information about the first three of these challenges. The fourth challenge will be discussed in a few days.

4. Distribute Worksheets #4.6.2a and #4.6.2b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, page 156.
2. Copy notes from board.
4. Do Worksheets #4.6.2a and #4.6.2b.
Settling the West

Directions: Use *Voices of Alberta*, pages 156 – 161 to answer the questions.

1. How would building a railway help to settle the west?

2. **Building a Railway.** In the space below make two concept maps. One showing the benefits of building the railway; and the other showing the challenges of building the railway.
Social Studies Grade 4 Chapter 6 Worksheets

Settling the West

Directions: Use Voices of Alberta, pages 156 – 161 to answer the questions.

1. How would building a railway help to settle the west?

   transport settlers to the west

2. Building a Railway. In the space below make two concept maps. One showing the benefits of building the railway; and the other showing the challenges of building the railway.

   Answers will vary

   ![Concept Map](image-url)

   **Benefits**
   - help prevent Americans from wanting to claim land
   - people could more easily transport goods to and from the east
   - join the west to the eastern part of the country making it easier to govern

   **Challenges**
   - difficult terrain
   - would cut through traditional First Nation land
   - hands of buffalo could damage the rails and railroad

Worksheet #2.6.2a
3. **Law and Order**

Unscramble these words to make sentences about why law and order were needed, and what the government of Canada decided to do about it.

Whiskey from Montana traders came.

The whiskey traders to First Nations people traded whiskey.

Wolfers were trappers poisoned buffalo meat who put out to kill wolves and coyotes.

The wolfers 30 Nakoda attacked and killed.

In 1873 called the North West Mounted the government set up a police force Police.

The NWMP in bringing law and order were successful to the West.

4. **Problem of the Buffalo**

This photo gives you a clue about what the government decided to do about the problem of buffalo roaming about where it wanted settlers to establish their homes. Explain what you think the government’s solution was.
3. **Law and Order**

Unscramble these words to make sentences about why law and order were needed, and what the government of Canada decided to do about it.

Whiskey from Montana traders came.

_Whiskey traders came from Montana._

The whiskey traders to First Nations people traded whiskey.

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Wolvers were trappers poisoned buffalo meat who put out to kill wolves and coyotes.

_Wolvers were trappers who put out buffalo meat to kill wolves and coyotes._

The wolvers 30 Nakoda attacked and killed.

_The wolvers attacked and killed 30 Nakoda._

In 1873 called the North West Mounted the government set up a police force Police.

_In 1873 the government set up a police force called the North West Mounted Police._

The NWMP in bringing law and order were successful to the West.

_The NWMP were successful in bringing law and order to the West._

4. **Problem of the Buffalo**

This photo gives you a clue about what the government decided to do about the problem of buffalo roaming about where it wanted settlers to establish their homes. Explain what you think the government’s solution was.

 Allowed hunting of
_the buffalo for sport_
Lesson Three

Concept: Working with Graphs

Resources/Materials: Voices of Alberta, page 161  
Worksheet #4.6.3 (student copies)

Introduction: Explain that a graph is a good way to represent information that involves numbers of some sort. Graphs can help you to see the types of changes that have occurred over time or from what instance to another.

Procedure:

1. Have students turn to textbook, page 161. Guide the reading of the first half. Explain that when representing really large numbers like the number of buffalo, a graph can only approximate.

2. Distribute Worksheet #4.6.3. Have students make a bar graph with the information in the table. Remind them of the essentials of a graph:
   - Title
   - Labels for both axes.
   - Number the intervals
   - Bars should be of equal width and spaces evenly.

3. Tell student to do the questions on the “Practise the Skill” section of textbook, page 161.

Assignments:

1. Read Voices of Alberta, page 161.
2. Make a bar graph using information from the table on textbook, page 161.
3. Do the questions in the “Practise the Skill” section of textbook, page 161 in your notebook.
Directions: Use the information in the table on page 161 of *Voices of Alberta* to make a bar graph.
Directions: Use the information in the table on page 161 of *Voices of Alberta* to make a bar graph.

**Numbers of Buffalo: 1950-1999**
Lesson Four

Concept: The First Nations

Resources/Materials: Voices of Alberta, pages 162 – 167  
Line Masters 6-2 (student copies)  
Line Master G-7 (student copies)  
Worksheet #4.6.4 (optional, student copies)

Introduction: Remind students that the goal of Canada’s government was to settle the west and decided to build a railway to connect eastern Canada to the west. Review that the challenges they government faced were
- Difficulties in building the railway
- Lack of law and order
- Buffalo
- What to do with First Nations who were already occupying the land.

Explain that today’s lesson involves finding out what Canada’s government decided to do about the First Nations.

Procedure:

1. Have students turn to textbook, page 162. Guide the reading. Conclude that those First Nations people who depended on the buffalo for every part of their existence now were on the verge of starvation.

2. Explain that a treaty is an agreement between two nations. Canada’s government and the First Nations tried to solve the situation by signing treaties. But there was a big problem. Guide the reading of textbook, page 163 and 164, if at all possible.

3. Have students read textbook, pages 165 and 166 independently.

4. Distribute Line Masters 6-2. Go over the directions, if necessary.

5. Distribute Line Master G-7. Students are to summarize the pros and cons of the treaties.

6. OPTIONAL. Distribute Worksheet #4.6.4. Go over the directions, if necessary.

Assignments:

2. Do Line Master 6-2.
Directions: Use *Voices of Alberta*, pages 162 – 167 to help you with the questions.

1. The First Nations and Canada’s government had different perspectives on the Numbered Treaties. Summarize these perspectives in the chart.

<table>
<thead>
<tr>
<th>Canada’s Government’s Perspective</th>
<th>First Nations’ Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. There were pros and cons to offering scrip to the Métis. Fill in the chart to summarize them.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #6.4.4
Treaties: Effects

Answers will vary

- Indian agents dictated what life would be like on each reserve
- Was the end of traditional ways of life
- Separated from sacred lands

Effect #1
- could no longer practice their traditional hunting and gathering lifestyle
- were encouraged to farm

Effect #2
- could no longer practice their traditional migratory lifestyle
- would be relegated to reserves

Effect #3
- were promised food, health care, farm equipment and schools
<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>with buffalo gone, treaties were a way for First Nations to survive</td>
<td>First Nations gave up self-government</td>
</tr>
<tr>
<td>First Nations would get health care, schools, food, farming equipment</td>
<td>First Nations had to give up their traditional ways of life</td>
</tr>
<tr>
<td>government saw treaties as a way of freeing up land for settlers</td>
<td>First Nations were no longer self-reliant, but became reliant on government</td>
</tr>
</tbody>
</table>

My opinion:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Changes for First Nations and Métis**

**Directions:** Use *Voices of Alberta*, pages 162 – 167 to help you with the questions.

1. The First Nations and Canada’s government had different perspectives on the Numbered Treaties. Summarize these perspectives in the chart.

<table>
<thead>
<tr>
<th>Canada’s Government’s Perspective</th>
<th>First Nations’ Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Treaties were fair</td>
<td>• Treaties are peace treaties</td>
</tr>
<tr>
<td>• Treaties show that First Nations trust the government</td>
<td>• Treaties were a way to help the settlers adjust</td>
</tr>
<tr>
<td>• Treaties are legal documents, but not sacred</td>
<td>• A treaty is a solemn and sacred promise that lasts forever.</td>
</tr>
<tr>
<td>• Government believed the Treaties gave them ownership of the land and could divide it for settlement</td>
<td>• The Treaties were a promise to share the land</td>
</tr>
</tbody>
</table>

2. There were pros and cons to offering scrip to the Métis. Fill in the chart to summarize them.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A way for Métis to acquire land</td>
<td>• Government could take over Métis lands</td>
</tr>
<tr>
<td></td>
<td>• Many Métis were tricked into giving up their land</td>
</tr>
<tr>
<td></td>
<td>• Many Métis left with no money and no land.</td>
</tr>
</tbody>
</table>
Lesson Five

Concept: Viewpoints: How Does Our Past Help Us Know Who We Are Today?

Resources/Materials: Voices of Alberta, pages 168 and 169
Line Master 6-1 (student copies)

Introduction: Discuss with students why Hutterites today speak German in their communities, even though English (or French) is spoken by others in the area. (It connects them to their past – it is traditional.) Discuss with students what they know about Hutterite history.

Explain that knowing traditions and history helps us know who we are as a group – they are part of our identity. Canada’s First Nations feel the same way and are making efforts to keep language and traditions alive.

Procedure:


2. Have students read questions #1 and #3 at the bottom of textbook, page 169. Clarify the questions, if necessary, and then have students do them.

3. Distribute Line Master 6-1. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, page 168 and 169.
2. Do questions #1 and #3 on textbook, page 169.
3. Do Line Master 1-6.
Sharing Information

Answers may vary

Listen to:
Oral Teaching - stories and explanations
told by Elders to younger generations

Watch TV shows created by First Nations

Examine and share First Nations art

Museums

Note: You can adapt this assignment to be more like how First Nations share their cultures and learn about their cultures. Identify four ways you can help to share information about First Nations cultures.

Interpretive Centres such as Hedd-Smashed-in-Buffer Jump
Lesson Six

Concept: Building the Railway

Resources/Materials: Voices of Alberta, pages 170 – 172
Photo Card – My Story: Jiang Kun
Line Master 6-3 (student copies)
Worksheet #4.6.6 (optional, student copies)

Introduction: Review that building the railway across Canada was a challenge because it was a great distance but also that the terrain was difficult in many places. Canada’s government came up with solutions, however. One of these will be discussed today.

Procedure:

1. Have students turn to textbook, page 170 and guide the reading of pages 170 and 171.

2. Hold up the photo card. Read the information on the front of the card. If you have the time, discuss the inquiry questions on the card’s reverse. If not, consider having the students write their responses to the questions in their notebooks.

3. Then have students turn to textbook, page 172. Explain that today’s trains are nothing like the ones that settlers used to come to Canada in the late 1800s. Today’s trains are diesel powered and pull over a hundred cars. The old trains were powered by steam, were short, and slow.

4. Guide the reading of textbook, page 172 or have students read it independently.

5. Distribute Line Master 6-3. Students are to write or illustrate the answers to the question “What changes did the railway bring?”

6. OPTIONAL. Distribute Worksheet #4.6.6. Students are to read the article “More About Old Trains”, and then use a graphic organizer to show the information from the article. (can be a chart, concept web, even point-form notes)

7. OPTIONAL. Groups of students might want to try building a trestle bridge out of wooden skewers (for the trestle) and cardboard (for the bridge deck). (See Voices of Alberta, page 157 for design ideas.)

Assignments:

2. Do Line Master 6-3.
3. OPTIONAL. Do the inquiry questions on the reverse of the photo card.
4. OPTIONAL. Do Use a graphic organizer to show the information on the article on Worksheet #4.6.6.
5. OPTIONAL. Build a trestle bridge out of wooden skewers and cardboard.
Directions: Read the article. Then answer the questions.

In 1886, Lady Agnes Macdonald, the Prime Minister’s wife, took a train ride through the Rocky Mountains. She didn’t ride in the train, however. Instead, she had herself tied on a chair to the cowcatcher on the front of the train. Imagine the view she had from there!

The Steam Locomotive

The trains that brought the first settlers to Canada’s west were referred to as steam locomotives. They were noisier, slower, and much dirtier than the modern trains we had today. A steam locomotive is powered by a steam engine.

Steam was created by heating water and making steam – right on the train itself. Every train had a fireman on board. His job was to keep a fire, fuelled by coal or wood, going so that it could heat water to make the steam. The steam is what made the train’s engine work. If the fireman did not keep the fire going, the train would come to a stop.

A steam locomotive needed lots of coal or wood and a good supply of water. Every several kilometres a water tower had to be built to supply the trains.

Before trains, horses and mules pulled trolley cars on tracks. These didn’t go very fast. Sometimes the horse pulled the car off the track by accident. Everyone had to get out and push the car back on again!

A man named James Watt invented the steam engine. But it was Richard Trevithick who invented the steam Locomotive in 1804. It did not look much like the steam Locomotives that brought settlers to the Canadian west. Trevithick’s steam locomotive was very slow.

In 1829 an Englishman named George Stephenson built a much better steam locomotive. It was called “Stephenson’s Rocket”. It could pull a passenger wagon with thirty persons inside and reached speed of 45 km/h.
Lesson Seven

Concept: More Settlers

Resources/Materials: Voices of Alberta, pages 173 – 175
Worksheet #4.6.7 (student copies)
Line Master 6-4 (optional, student copies)

Introduction: Have students turn to textbook, page 154. Note the heading “How Did Alberta’s British Roots Grow?” Discuss what it means to be British (speak English, have British system of government, adopt British customs and traditions).

Explain that Canada’s government had decided that it wanted all areas of Canada with the exception of Québec to be British-like. Ask students what Canada’s government had done so far to make Alberta more British. (Encouraged buffalo hunt; Treaties with First Nations essentially meant an end to their Traditional way of life.)

Explain that today’s lesson tells another way that Canada’s government tried to make Alberta British-like.

Procedure:


2. Then have students read textbook, pages 174 and 175 independently.

3. Distribute Worksheet #4.6.7. Go over the directions, if necessary.

4. OPTIONAL. Distribute Line Master 6-4. Students are to scan Chapter 6 and select two or three of the boldface or “Words Matter” terms that they find hardest to remember. Then they can use Line Master 6-4, Idea Builder, to list facts about the new terms, use them in a sentence, write their own definitions, provide examples, and illustrate the concept.

5. OPTIONAL. Have students role-play being a settler from Britain, and getting off the train to start a new life in Alberta. They first must understand that there were few, if any stores, and no conveniences at all. The land was natural prairie or heavily forested.

Assignments:

1. Read Voices of Alberta, pages 173 – 175.
2. Do Worksheet #4.6.7.
3. OPTIONAL. Do Line Master 6-4.
4. OPTIONAL. Role-play being a settler from Britain, getting off the train to start a new life in Britain.
Directions: Use Voices of Alberta, pages 173 – 175 to help you with these questions.

1. Read this information about Armand Trochu, the man who started a ranch and the town of Trochu in central Alberta.

   Armand Trochu was born and raised in a small village in France. His family was very wealthy. They owned lots of land, which they rented out to several small farmers. They also held high positions in business and government. Armand knew he would always live a comfortable life if he stayed in France. But he wanted to prove that he could do well on his own. He did not want to rely on his rich family to lead a good life. He decided to start a new life as a rancher in Alberta.

   Read page 173 of your textbook. Why did each of the following decide to come to Canada to begin ranching?

   a. Young men from Britain

   b. Giorgio Pocaterra

   c. Armand Trochu

2. Examine the poster. It was sent to England and other countries in the northern part of Europe. The idea was to try to get people to move to the prairies of Canada to start a new life. At the very bottom of the poster it says “Canada – The New Homeland”.

   In fact, what the poster shows life would be like, and what is was really like were two different things. Complete the chart to show how the poster shows the ranching life in Alberta, and what you think it was really like. Remember this land had never before been ranched.

<table>
<thead>
<tr>
<th>How the Poster Shows Ranching Life</th>
<th>What Ranching Life Was Really Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Did Ranching Begin?

Directions: Use Voices of Alberta, pages 173 – 175 to help you with these questions.

1. Read this information about Armand Trochu, the man who started a ranch and the town of Trochu in central Alberta.

   Armand Trochu was born and raised in a small village in France. His family was very wealthy. They owned lots of land, which they rented out to several small farmers. They also held high positions in business and government. Armand knew he would always live a comfortable life if he stayed in France. But he wanted to prove that he could do well on his own. He did not want to rely on his rich family to lead a good life. He decided to start a new life as a rancher in Alberta.

   Read page 173 of your textbook. Why did each of the following decide to come to Canada to begin ranching?

   a. Young men from Britain were doing poorly in Britain
   b. Giorgio Pocaterra wanted exciting life in a new country
   c. Armand Trochu wanted to prove he could do well on his own

2. Examine the poster. It was sent to England and other countries in the northern part of Europe. The idea was to try to get people to move to the prairies of Canada to start a new life. At the very bottom of the poster it says “Canada – The New Homeland”.

   In fact, what the poster shows life would be like, and what is was really like were two different things. Complete the chart to show how the poster shows the ranching life in Alberta, and what you think it was really like. Remember this land had never before been ranched.

<table>
<thead>
<tr>
<th>How the Poster Shows Ranching Life</th>
<th>What Ranching Life Was Really Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>lush</td>
<td>difficult to survive</td>
</tr>
<tr>
<td>full of excitement</td>
<td>dirty</td>
</tr>
<tr>
<td>almost recreational</td>
<td>primitive</td>
</tr>
<tr>
<td></td>
<td>no conveniences</td>
</tr>
</tbody>
</table>

Answers will vary

Worksheet #: 4.6.7
Lesson Eight

Concept: Set Your Skills in Motion

Resources/Materials: Voices of Alberta, page 176.
Worksheet #4.6.8 (student copies)
Line Master G-1

Introduction: Explain that Chapter 6 is coming to a close and it is time to review the skills students learned in the chapter.

Procedure:

1. Have students turn to textbook, page 176. Go over the questions.

2. The questions students could most likely do are Create a Bar Graph and Make a Venn Diagram.

   Create a Bar Graph – Use Worksheet #4.6.8.

   Make a Venn Diagram – Use Line Master G-1.

Assignments:

1. Read Voices of Alberta, page 176.
2. Do Create a Bar Graph (Worksheet #4.6.8).
3. Do Make a Venn Diagram (Line Master G-1).
Directions: Use the information about the bear population on page 176 of Voices of Alberta to make a bar graph.
Directions: Use the information about the bear population on page 176 of *Voices of Alberta* to make a bar graph.


![Bar Graph](image-url)
Venn Diagram

First Nations

- hunted buffalo using several different methods, with and without the horse
- used buffalo for shelter
- buffalo was sacred
- followed buffalo

Métis

- provided fur traders with buffalo tongue and pemmican
- provided fur traders with robes made from buffalo robes
- hunted buffalo only by horse
- went to find and then hunt buffalo

Same

- food
- clothing
Lesson Nine

Concept: Chapter Six Review

Resources/Materials: Voices of Alberta, page 177.
Worksheet #4.6.9 (optional, student copies)
Chapter Six Review Sheets (student copies)

Introduction: Explain that Chapter Six has come to an end and it is time to prepare for a test.

Procedure:

1. Have students turn to textbook, page 177. Guide the reading.

2. OPTIONAL. Distribute Worksheet #4.6.9. Go over the directions, if necessary.

   This is actually meant to be a type of game. Have students answer the questions, then cut out the boxes and arrange them in a pyramid-shape as indicated on the worksheet. Mark the questions as a class, going in order of the numbers starting at number 1. The challenge is to see who can get the furthest without making a mistake.

   ALTERNATELY. Because the questions are arranged more or less in order of difficulty, you can mark the questions with the class. The box numbers can be thought of as points. Students can determine their point totals by adding up the numbers in the boxes of all those questions they got correct.

3. Distribute the Chapter Six Review Sheets.

4. If students are doing the Alberta Treasure Chest project, have them make or select something to put into their folders.

Assignments:

1. Read Voices of Alberta, page 177.
2. OPTIONAL. Do Worksheet #4.6.9.
3. Do the Chapter Six Review Sheets.
4. Add to your folder if you are doing the Alberta Treasure Chest project.
### Chapter Six Pyramid Challenge

**Directions:** Answer the questions the best you can. Then carefully cut out the boxes. Arrange them in the shape of a pyramid in the following order according to the numbers in the boxes:

15  
13 14  
10 11 12  
6 7 8 9  
1 2 3 4 5

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th></th>
<th>Question</th>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why was it difficult to build a railway across Canada?</td>
<td>2</td>
<td>What kind of hats became the fashion after the beaver hats were no longer in fashion?</td>
<td>3</td>
<td>How did Canada’s government plan to bring settlers to Canada’s west?</td>
</tr>
<tr>
<td>4</td>
<td>Why were the buffalo a problem for the government?</td>
<td>5</td>
<td>Why was Canada’s west thought of as a place without law and order?</td>
<td>6</td>
<td>Why were First Nations people beginning to starve?</td>
</tr>
<tr>
<td>7</td>
<td>What is a treaty?</td>
<td>8</td>
<td>Who was Canada’s first prime minister?</td>
<td>9</td>
<td>What is a reserve?</td>
</tr>
<tr>
<td>10</td>
<td>Why were the North West Mounted Police formed?</td>
<td>11</td>
<td>Why is it that in the early 1900s so many people from England moved to Alberta?</td>
<td>12</td>
<td>What was scrip?</td>
</tr>
<tr>
<td>13</td>
<td>In 1867 what four colonies joined to form Canada?</td>
<td>14</td>
<td>What did an Indian agent do?</td>
<td>15</td>
<td>How did First Nations view the signing of the Treaties?</td>
</tr>
</tbody>
</table>
### Directions:
Answer the questions the best you can. Then carefully cut out the boxes. Arrange them in the shape of a pyramid in the following order according to the numbers in the boxes:

1. Why was it difficult to build a railway across Canada?
   - difficult terrain
   - long distance

2. What kind of hats became the fashion after the beaver hats were no longer in fashion?
   - silk

3. How did Canada's government plan to bring settlers to Canada's west?
   - railway

4. Why were the buffalo a problem for the government?
   - roamed on land it wanted for settlers

5. Why was Canada's west thought of as a place without law and order?
   - whiskey traders
   - violent
   - no police force present

6. Why were First Nations people beginning to starve?
   - declining buffalo population

7. What is a treaty?
   - agreement between two nations

8. Who was Canada's first prime minister?
   - John A. Macdonald

9. What is a reserve?
   - area of land set aside specifically for a First Nations group

10. Why were the North West Mounted Police formed?
    - bring law and order to the west

11. Why is it that in the early 1900s so many people from England moved to Alberta?
    - farming difficult
    - Canada advertised for settlers

12. What was scrip?
    - coupon offered to Metis that can be exchanged for land or money

13. In 1867 what four colonies joined to form Canada?
    - Ontario, Quebec, N.S., N.B.

14. What did an Indian agent do?
    - person appointed by the government to manage reserves
    - work with the Native people

15. How did First Nations view the signing of the Treaties?
    - sacred, lifelong
    - agreed to share the land

---

Worksheet #4.6.9
1. Use the words in the box to fill in the spaces in the sentences.

<table>
<thead>
<tr>
<th>silk</th>
<th>wolfers</th>
<th>NWMP</th>
<th>treaties</th>
</tr>
</thead>
<tbody>
<tr>
<td>reserves</td>
<td>scrip</td>
<td>John A. Macdonald</td>
<td>Rupert’s Land</td>
</tr>
</tbody>
</table>

a. In the 1800s hats made from beaver felt went out of fashion. Instead men wanted hats made from _____________. The fur trade came to an end.

b. The Hudson’s Bay Company decided to sell ________________ to Canada.

c. Canada’s first prime minister, ________________, believed that people had to settle on the land to make Canada a strong country.

d. Many people did not want to move to the west because ________________ and whisky traders made it a place without law and order.

e. The government formed the ________________ to bring law and order to the west.

f. The government convinced First Nations groups to sign ________________ where they would give up their lands and move onto ________________.

g. Métis people were not offered reserves, but were offered ________________ instead.

2. Canada’s government decided it would settle the west, but it had to deal with many challenges. Explain why each of the following was a challenge or difficulty.

a. building a railway

b. law and order

c. buffalo

d. First Nations
3. Why did Canada's government want to build a railway connecting the west to the eastern part of Canada

4. Write true or false.

__________ Whisky traders from Montana traded whisky for furs with First Nations people.

__________ Wolfers got their name because they killed wolves and coyotes by putting out poisoned buffalo meat.

__________ The wolfers attacked and killed 130 Nakoda when they thought the Nakoda had stolen their horses.

__________ The North West Mounted Police were formed because Canada's government wanted to show settlers that men looked good dressed in red and riding horses.

__________ Canada's government wanted to get rid of the buffalo because it would be hard to build a railway and prepare land for settlers with these huge herds roaming everywhere.

__________ First Nations groups also did not want the buffalo because they now wanted to farm.

__________ To get rid of the buffalo, Canada's government allowed people to hunt and kill buffalo for fun.

__________ The fact that there were not many buffalo left, did not matter to the First Nations.

For questions 5 – 11 underline the best answer.

5. Which of the following is **not** a reason that Canada's government wanted First Nations groups to move onto reserves?

   a. It saw that without buffalo, many First Nations people were starving.
   b. It wanted First Nations people to start farming for a living.
   c. It wanted to free up more land for settlers.
   d. It decided to put herds of buffalo on the reserves so First Nations people could raise them like cattle.
6. A treaty is
   a. an agreement between two nations.
   b. an agreement between two or three individuals.
   c. something special that you get only once in a while.
   d. a type of food made from dried buffalo meat.

7. How many different treaties did Canada’s government sign with the First of Alberta?
   a. one
   b. two
   c. three
   d. four

8. Instead of treaties, the Mètis were offered
   a. 500 hectares each.
   b. large areas of land where they could build communities.
   c. scrip.
   d. nothing.

9. What is the connection between the building of the railway and Chinese people?
   a. Chinese people were hired to set up restaurants and laundries along where the railway would be built.
   b. Canada’s government hired the Chinese to plan the railway.
   c. The Chinese people owned the railway that was being built.
   d. Canada’s government hired Chinese workers to help build the railway.

10. The main reason that people came from other countries to ranch in Canada’s west was
    a. they did not have animals in their home countries.
    b. they thought they would have better life in Canada.
    c. they were not good farmers.
    d. they liked pets.

11. Why did Canada’s government want people from Britain to settle in Alberta?
    a. It wanted people who could speak both French and one of the First Nations languages.
    b. It thought that people from Britain were smarter than from other countries in Europe.
    c. It wanted settlers who were English-speaking and be loyal to the King or Queen.
    d. It thought that English speakers were most able to learn one of the First Nation languages.
12. Fill the chart to show the different perspectives that First Nations and Canada’s government had on the treaties.

<table>
<thead>
<tr>
<th>First Nations Perspective</th>
<th>Canada’s Government’s Perspective</th>
</tr>
</thead>
</table>

13. Tell about three ways that First Nations life would change after they moved to reserves.

14. The chart shows the population of First Nations people from 1901 to 2001. Make a bar graph showing this information.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>128 000</td>
<td>1961</td>
<td>220 000</td>
</tr>
<tr>
<td>1911</td>
<td>106 000</td>
<td>1971</td>
<td>313 000</td>
</tr>
<tr>
<td>1921</td>
<td>114 000</td>
<td>1981</td>
<td>492 000</td>
</tr>
<tr>
<td>1931</td>
<td>129 000</td>
<td>1991</td>
<td>1 003 000</td>
</tr>
<tr>
<td>1941</td>
<td>161 000</td>
<td>2001</td>
<td>1 300 000</td>
</tr>
<tr>
<td>1951</td>
<td>166 000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review Sheets

1. Use the words in the box to fill in the spaces in the sentences.

| silk reserves | wolfers scrip | NWMP John A. Macdonald | treaties Rupert’s Land |

a. In the 1800s hats made from beaver felt went out of fashion. Instead men wanted hats made from **silk**. The fur trade came to an end.

b. The Hudson’s Bay Company decided to sell **Rupert’s Land** to Canada.

c. Canada’s first prime minister, **John A. Macdonald**, believed that people had to settle on the land to make Canada a strong country.

d. Many people did not want to move to the west because **wolfers** and whisky traders made it a place without law and order.

e. The government formed the **NWMP** to bring law and order to the west.

f. The government convinced First Nations groups to sign **treaty** where they would give up their lands and move onto **reserves**.

g. Métis people were not offered reserves, but were offered **scrip** instead.

2. Canada’s government decided it would settle the west, but it had to deal with many challenges. Explain why each of the following was a challenge or difficulty.

| a. building a railway • long distance • rough/ varied terrain |
| b. law and order • settlers were afraid of moving to a violent place |
| c. buffalo • difficult to build a railway and set up ranches and farms where buffalo roamed freely |
| d. First Nations • occupied the lands where railway was to be built and settlers would settle |
3. Why did Canada's government want to build a railway connecting the west to the eastern part of Canada

- transport settlers
- transport goods back and forth
- easier to govern if there was a good transportation link

4. Write true or false.

true  Whisky traders from Montana traded whisky for furs with First Nations people.
true  Wolfers got their name because they killed wolves and coyotes by putting out poisoned buffalo meat.
false The wolfers attacked and killed 130 Nakoda when they thought the Nakoda had stolen their horses.
false The North West Mounted Police were formed because Canada's government wanted to show settlers that men looked good dressed in red and riding horses.
true  Canada's government wanted to get rid of the buffalo because it would be hard to build a railway and prepare land for settlers with these huge herds roaming everywhere.
false First Nations groups also did not want the buffalo because they now wanted to farm.
true  To get rid of the buffalo, Canada's government allowed people to hunt and kill buffalo for fun.
false The fact that there were not many buffalo left, did not matter to the First Nations.

For questions 5 – 11 underline the best answer.

5. Which of the following is not a reason that Canada's government wanted First Nations groups to move onto reserves?

a. It saw that without buffalo, many First Nations people were starving.
b. It wanted First Nations people to start farming for a living.
c. It wanted to free up more land for settlers.
d. It decided to put herds of buffalo on the reserves so First Nations people could raise them like cattle.
6. A treaty is
   a. an agreement between two nations.
   b. an agreement between two or three individuals.
   c. something special that you get only once in a while.
   d. a type of food made from dried buffalo meat.

7. How many different treaties did Canada’s government sign with the First of Alberta?
   a. one
   b. two
   c. three
   d. four
   * technically four, but three treaties covered the majority of Alberta

8. Instead of treaties, the Mètis were offered
   a. 500 hectares each.
   b. large areas of land where they could build communities.
   c. scrip.
   d. nothing.

9. What is the connection between the building of the railway and Chinese people?
   a. Chinese people were hired to set up restaurants and laundries along where the railway would be built.
   b. Canada’s government hired the Chinese to plan the railway.
   c. The Chinese people owned the railway that was being built.
   d. Canada’s government hired Chinese workers to help build the railway.

10. The main reason that people came from other countries to ranch in Canada’s west was
    a. they did not have animals in their home countries.
    b. they thought they would have better life in Canada.
    c. they were not good farmers.
    d. they liked pets.

11. Why did Canada’s government want people from Britain to settle in Alberta?
    a. It wanted people who could speak both French and one of the First Nations languages.
    b. It thought that people from Britain were smarter than from other countries in Europe.
    c. It wanted settlers who were English-speaking and be loyal to the King or Queen.
    d. It thought that English speakers were most able to learn one of the First Nation languages.
12. Fill the chart to show the different perspectives that First Nations and Canada’s government had on the treaties. **Answers may vary**

<table>
<thead>
<tr>
<th>First Nations Perspective</th>
<th>Canada’s Government’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>- agreed to share the land with settlers</td>
<td>- government believed the treaties gave them ownership of the land</td>
</tr>
<tr>
<td>- treaty is a sacred, life lasting promise</td>
<td>- government believed it had the right to divide the land for settlement</td>
</tr>
<tr>
<td>- treaties should help both signing groups</td>
<td></td>
</tr>
</tbody>
</table>

13. Tell about three ways that First Nations life would change after they moved to reserves. **Answers may vary**

- Were now under the management of an Indian agent
- Separated from sacred lands → could not participate in traditional practices
- Loss of culture and identity because cut off from language and sometimes family
- Traditional way of life as hunters/gatherers ended (no migration)

14. The chart shows the population of First Nations people from 1901 to 2001. Make a bar graph showing this information.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>128 000</td>
</tr>
<tr>
<td>1911</td>
<td>106 000</td>
</tr>
<tr>
<td>1921</td>
<td>114 000</td>
</tr>
<tr>
<td>1931</td>
<td>129 000</td>
</tr>
<tr>
<td>1941</td>
<td>161 000</td>
</tr>
<tr>
<td>1951</td>
<td>166 000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>220 000</td>
</tr>
<tr>
<td>1971</td>
<td>313 000</td>
</tr>
<tr>
<td>1981</td>
<td>492 000</td>
</tr>
<tr>
<td>1991</td>
<td>1 003 000</td>
</tr>
<tr>
<td>2001</td>
<td>1 300 000</td>
</tr>
</tbody>
</table>

Year

Number of People

1400000
1200000
1000000
800000
600000
400000
200000

Lesson Ten

Concept: Chapter Six Test

Resources/Materials: Chapter Six Test (student copies)
Social Studies Grade 4 Chapter 6 Test

Social Studies
Grade Four
Chapter Six: Preparing for New Settlers

Test

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>silk reserve</td>
<td>Canada’s first prime minister</td>
</tr>
<tr>
<td>wolfer scrip</td>
<td>person who set out poisoned buffalo meat to kill wolves and coyotes</td>
</tr>
<tr>
<td>NWMP</td>
<td>area owned by the Hudson’s Bay Company and sold to Canada</td>
</tr>
<tr>
<td>John A. Macdonald</td>
<td>soft shiny material used to make clothing and hats</td>
</tr>
<tr>
<td>treaty</td>
<td>land set aside for First Nations peoples</td>
</tr>
<tr>
<td>Rupert’s Land</td>
<td>an agreement between two nations</td>
</tr>
<tr>
<td></td>
<td>police force set up to bring law and order to Canada’s west</td>
</tr>
<tr>
<td></td>
<td>coupon that can be exchanged for land or money</td>
</tr>
</tbody>
</table>

2. Answer T for true and F for false.

____ The fur trade ended because there was no longer a demand for beaver furs.

____ One reason that Canada wanted to settle the west was because they did not want the Americans to take over the land in the west.

____ The Hudson's Bay Company sold most of its land in Canada to Canada’s government.

____ The prime minister of Canada wanted to build a railway to join the western with the eastern part of the country.

____ The main purpose of the railway was to allow First Nations to travel to see relatives in Ontario.
3. Canada’s government faced many challenges in trying to settle the west. What were the four most important of these challenges?

a. 

b. 

c. 

d. 

For questions 4 – 16, underline the best answer.

4. Which of the following is not a reason that building the railway was difficult?

   a. The railway had to go over deep valleys.
   b. Some of the land was marshy and soft.
   c. The railway had to go over areas where it was mostly large hard rock.
   d. The railway would have to travel over the Atlantic Ocean.

5. Whisky traders

   a. came from Montana.
   b. sold pots, pans, and guns, as well as whisky.
   c. wanted furs.
   d. traded whisky that was a mixture of alcohol, pepper, and red ink.

6. Which of the following is true of the wolfers?

   a. They attacked and killed thirty Nakoda.
   b. They were called wolfers because they could make howling noises like a wolf.
   c. Their aim was to increase the number of wolves in the area.
   d. They wanted to tame coyotes and wolves.
7. Which of the following is **not** true of the North West Mounted Police?

a. They rode horses.
b. They were formed in 1973.
c. They were formed to bring law and order to the west.
d. They were trained by the American government.

8. Why were the buffalo a problem for the government?

a. They were leaving the prairies and now beginning to take over the forests.
b. The buffalo herds roamed over land where the government wanted the railway to go and people to settle.
c. The buffalo would not follow the First Nations when the First Nations chose to move.
d. The First Nations no longer wanted to use the buffalo for food, clothing, and shelter.

*Use the following information to answer question 9.*

<table>
<thead>
<tr>
<th>Numbers of Buffalo 1845–1940</th>
<th>Numbers of Buffalo 1950–1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>1895</td>
<td>2 000</td>
</tr>
<tr>
<td>1900</td>
<td>3 000</td>
</tr>
<tr>
<td>1910</td>
<td>4 000</td>
</tr>
<tr>
<td>1920</td>
<td>5 000</td>
</tr>
<tr>
<td>1930</td>
<td>6 000</td>
</tr>
<tr>
<td>1940</td>
<td>7 000</td>
</tr>
</tbody>
</table>

9. From the graph and table you can infer that

a. The buffalo population has been going up every year from 1895 to 1999.
b. The buffalo hunt has killed off many buffalo.
c. Every year since 1895, the number of buffalo has gone up by about 100 000.
d. First Nations people no longer wanted to hunt buffalo.

10. Between 1871 and 1875 the government allowed North American hunters to kill ten million buffalo. One of the results of this was

a. everyone in the west had enough to eat and there was little waste.
b. Canada’s government decided to make reserves for buffalo.
c. many First Nations people were beginning to starve.
d. most First Nations were happy because the buffalo would no longer be a problem for them.
11. The government of Canada wanted all the First Nations
   a. to share their lands with settlers.
   b. to become farmers.
   c. to settle in one area of the province.
   d. to move to eastern Canada.

12. Which of the following is not true of the reserves.
   a. An Indian agent was appointed to manage each reserve.
   b. Most First Nations people were expected to stay on their reserves.
   c. The government wanted First Nations people to settle on reserves so it could give their traditional lands to settlers.
   d. The reserves were very large and could still allow First Nations people to exist by hunting, trapping, and fishing.

13. Instead of being offered treaties, the Métis were offered
   a. a homeland of their own.
   b. scrip.
   c. buffalo.
   d. settlements in Alberta.

14. One of the main reasons that many people were killed building the railway was that
   a. they used explosives to blast the rock.
   b. there were more people than there was work to do, and so they got into fights.
   c. the building of the railway only lasted a little over six months.
   d. they were not in good shape.

15. One of the ways that Canada’s government got people to settle in the west was
   a. making it easy for them to get huge areas of land for ranching.
   b. paying anyone who would settle about one million dollars.
   c. setting up towns for people to move to.
   d. having First Nations people travel to other countries to tell about the good life in the west.

16. One of the reasons that Alberta’s British roots grew was because
   a. British farmers were better than farmers than any other in the world.
   b. Canada’s government wanted English-speaking people to settle in the west.
   c. Canada’s government only allowed British people to set up ranches.
   d. most British people could speak English and French.
17. Life changed for a First Nations community after a treaty was signed. Use the chart below to describe **two** of these changes.

<table>
<thead>
<tr>
<th>Before a Treaty</th>
<th>After a Treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Tell about the First Nations and Canada’s government’s perspectives on signing the Treaties.

<table>
<thead>
<tr>
<th>First Nation’s Perspective</th>
<th>Canada’s Government’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. People sometimes have different points of view about the changing use of the land when the early settlers came. Write **one** example each of what people with different points of view might say about the question in the table.

**Was the land used well when the buffalo were killed, and farming, ranching, and rail travel began?**

<table>
<thead>
<tr>
<th>One point of view</th>
<th>A different point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Test

1. Match the words and phrases with their meanings.

<table>
<thead>
<tr>
<th>silk</th>
<th>wolfer</th>
<th>NWMP</th>
<th>treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td>reserve</td>
<td>scrip</td>
<td>John A. Macdonald</td>
<td>Rupert’s Land</td>
</tr>
</tbody>
</table>

- John A. Macdonald: Canada's first prime minister
- Wolfer: person who set out poisoned buffalo meat to kill wolves and coyotes
- Rupert’s Land: area owned by the Hudson’s Bay Company and sold to Canada
- Silk: soft shiny material used to make clothing and hats
- Reserve: land set aside for First Nations peoples
- Treaty: an agreement between two nations
- NWMP: police force set up to bring law and order to Canada’s west
- Scrip: coupon that can be exchanged for land or money

2. Answer T for true and F for false.

- T The fur trade ended because there was no longer a demand for beaver furs.
- T One reason that Canada wanted to settle the west was because they did not want the Americans to take over the land in the west.
- T The Hudson’s Bay Company sold most of its land in Canada to Canada’s government.
- T The prime minister of Canada wanted to build a railway to join the western with the eastern part of the country.
- F The main purpose of the railway was to allow First Nations to travel to see relatives in Ontario.
3. Canada's government faced many challenges in trying to settle the west. What were the four most important of these challenges?

   a. building a railway across a vast distance and over difficult terrain

   b. many people believed there was no law and order

   c. difficult to build railway and make land suitable for settlement if there were buffalo roaming

   d. needed the land, occupied by First Nations, for settlement

For questions 4 – 16, underline the best answer.

4. Which of the following is not a reason that building the railway was difficult?

   a. The railway had to go over deep valleys.
   b. Some of the land was marshy and soft.
   c. The railway had to go over areas where it was mostly large hard rock.
   d. The railway would have to travel over the Atlantic Ocean.

5. Whisky traders

   a. came from Montana.
   b. sold pots, pans, and guns, as well as whisky.
   c. wanted furs.
   d. traded whisky that was a mixture of alcohol, pepper, and red ink.

6. Which of the following is true of the wolfers?

   a. They attacked and killed thirty Nakoda.
   b. They were called wolfers because they could make howling noises like a wolf.
   c. Their aim was to increase the number of wolves in the area.
   d. They wanted to tame coyotes and wolves.
7. Which of the following is **not** true of the North West Mounted Police?

a. They rode horses.
b. They were formed in 1973.
c. They were formed to bring law and order to the west.
d. They were trained by the American government.

8. Why were the buffalo a problem for the government?

a. They were leaving the prairies and now beginning to take over the forests.
b. The buffalo herds roamed over land where the government wanted the railway to go and people to settle.
c. The buffalo would not follow the First Nations when the First Nations chose to move.
d. The First Nations no longer wanted to use the buffalo for food, clothing, and shelter.

*Use the following information to answer question 9.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Numbers of Buffalo 1845–1940</th>
<th>Numbers of Buffalo 1950–1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>1895</td>
<td>22 000</td>
<td>1950</td>
</tr>
<tr>
<td>1900</td>
<td>15 000</td>
<td>1960</td>
</tr>
<tr>
<td>1910</td>
<td>10 000</td>
<td>1970</td>
</tr>
<tr>
<td>1920</td>
<td>5 000</td>
<td>1980</td>
</tr>
<tr>
<td>1930</td>
<td>150 000</td>
<td>1989</td>
</tr>
<tr>
<td>1940</td>
<td>350 000</td>
<td>1999</td>
</tr>
</tbody>
</table>

9. From the graph and table you can infer that

a. The buffalo population has been going up every year from 1895 to 1999.
b. The buffalo hunt has killed off many buffalo.
c. Every year since 1895, the number of buffalo has gone up by about 100 000.
d. First Nations people no longer wanted to hunt buffalo.

10. Between 1871 and 1875 the government allowed North American hunters to kill ten million buffalo. One of the results of this was

a. everyone in the west had enough to eat and there was little waste.
b. Canada’s government decided to make reserves for buffalo.
c. many First Nations people were beginning to starve.
d. most First Nations were happy because the buffalo would no longer be a problem for them.
11. The government of Canada wanted all the First Nations
   a. to share their lands with settlers.
   b. to become farmers.
   c. to settle in one area of the province.
   d. to move to eastern Canada.

12. Which of the following is not true of the reserves.
   a. An Indian agent was appointed to manage each reserve.
   b. Most First Nations people were expected to stay on their reserves.
   c. The government wanted First Nations people to settle on reserves so it could give their traditional lands to settlers.
   d. The reserves were very large and could still allow First Nations people to exist by hunting, trapping, and fishing.

13. Instead of being offered treaties, the Métis were offered
   a. a homeland of their own.
   b. scrip.
   c. buffalo.
   d. settlements in Alberta.

14. One of the main reasons that many people were killed building the railway was that
   a. they used explosives to blast the rock.
   b. there were more people than there was work to do, and so they got into fights.
   c. the building of the railway only lasted a little over six months.
   d. they were not in good shape.

15. One of the ways that Canada’s government got people to settle in the west was
   a. making it easy for them to get huge areas of land for ranching.
   b. paying anyone who would settle about one million dollars.
   c. setting up towns for people to move to.
   d. having First Nations people travel to other countries to tell about the good life in the west.

16. One of the reasons that Alberta’s British roots grew was because
   a. British farmers were better than farmers than any other in the world.
   b. Canada’s government wanted English-speaking people to settle in the west.
   c. Canada’s government only allowed British people to set up ranches.
   d. most British people could speak English and French.
17. Life changed for a First Nations community after a treaty was signed. Use the chart below to describe two of these changes.

```
<table>
<thead>
<tr>
<th>Before a Treaty</th>
<th>After a Treaty</th>
</tr>
</thead>
<tbody>
<tr>
<td>wore hunters and gatherers</td>
<td>were expected to farm</td>
</tr>
<tr>
<td>were self-governing</td>
<td>governed by Indian agent</td>
</tr>
<tr>
<td>moved from place to place</td>
<td>had to stay on reserve</td>
</tr>
<tr>
<td>lifestyle revolved around buffalo</td>
<td>live depended on assistance from government</td>
</tr>
</tbody>
</table>
```

Answers may vary.

18. Tell about the First Nations and Canada’s government’s perspectives on signing the Treaties.

```
<table>
<thead>
<tr>
<th>First Nation’s Perspective</th>
<th>Canada’s Government’s Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>share land with settlers</td>
<td>government now owned First Nations land</td>
</tr>
<tr>
<td>treaty is sacred / lifelong</td>
<td>government was free to divide up land for settlement</td>
</tr>
</tbody>
</table>
```

Answers may vary.

19. People sometimes have different points of view about the changing use of the land when the early settlers came. Write one example each of what people with different points of view might say about the question in the table.

```
Was the land used well when the buffalo were killed, and farming, ranching, and rail travel began?
```

<table>
<thead>
<tr>
<th>One point of view</th>
<th>A different point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Buffalo provided food, clothing, shelter to First Nations; there was little waste</td>
<td>More people could live in the area</td>
</tr>
<tr>
<td>First Nations traditional way of life destroyed</td>
<td>Life not so heavily dependent on buffalo</td>
</tr>
<tr>
<td></td>
<td>Western ways are preferable to traditional First Nations ways.</td>
</tr>
</tbody>
</table>
Chapter Seven

More Settlers Arrive

Inquiry Questions

• How did settlers shape Alberta?

• How did the land and resources affect ways of life?
# Chapter Seven
More Settlers Arrive

<table>
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<th>Contents</th>
<th>Page</th>
</tr>
</thead>
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<td>3</td>
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<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Lesson Two</td>
<td>4</td>
</tr>
<tr>
<td>Why Did Settlers Come?</td>
<td></td>
</tr>
<tr>
<td>Lesson Three</td>
<td>5</td>
</tr>
<tr>
<td>A New Life In Alberta</td>
<td></td>
</tr>
<tr>
<td>Lesson Four</td>
<td>6</td>
</tr>
<tr>
<td>Adjusting to a New Life</td>
<td></td>
</tr>
<tr>
<td>Lesson Five</td>
<td>7</td>
</tr>
<tr>
<td>Settlers’ Challenges</td>
<td></td>
</tr>
<tr>
<td>Lesson Six</td>
<td>8</td>
</tr>
<tr>
<td>Viewpoints: How Can We Help Farmers?</td>
<td></td>
</tr>
<tr>
<td>Lesson Seven</td>
<td>9</td>
</tr>
<tr>
<td>How Communities Grew</td>
<td></td>
</tr>
<tr>
<td>Lesson Eight</td>
<td>10</td>
</tr>
<tr>
<td>Set Your Skills in Motion</td>
<td></td>
</tr>
<tr>
<td>Lesson Nine</td>
<td>11</td>
</tr>
<tr>
<td>Chapter Seven Review</td>
<td></td>
</tr>
<tr>
<td>Lesson Ten</td>
<td>12</td>
</tr>
<tr>
<td>Chapter Seven Test</td>
<td></td>
</tr>
</tbody>
</table>
Lesson One

Concept: Introduction

Resources/Materials: Voices of Alberta, pages 178 and 179
Wall Map of the World
Photo Card – Alberta Artifacts
Worksheet #4.7.1 (student copies)

Introduction: Hold up the photo card. Ask student to speculate about what it is and what is was used for. Then read the information on the reverse of the card. If you have the time, discuss the “inquiry questions” on the reverse of the card.

Discuss that Chapter 6 mentioned that mostly British people moved to Alberta and how a few Chinese, Italians, and Ukrainians moved to Alberta. Explain that Chapter 7 tells about how people from all over Europe began moving to Alberta. Point out Europe on the map and its distance from Alberta.

Procedure:

1. Have students turn to textbook, page 178. Have them quickly flip through Chapter 7. Then examine the photo on page 178. Discuss what it would be like to live in a house like the one pictured.

2. Guide the reading of textbook, pages 178 and 179.

3. Explain that in the 23 years between 1891 and 1914 more that 3 million people immigrated to Alberta from other countries.

4. Ask students what they know about why their ancestors moved to Alberta. Distribute Worksheet #4.7.1. Go over the directions. (You may want students to work in pairs to do this sheet)

Assignments:

1. Read Voices of Alberta, pages 178 and 179.
2. Do Worksheet #4.7.1.
**My Ancestors**

**Directions:** Use *Voices of Alberta*, pages 178 and 179 to help you with the questions.

1. Read about Petro Dvarich on page 178. Tell how he and his family felt about their new home in Alberta when they first came, compared to how they felt after the harvest.

<table>
<thead>
<tr>
<th>How They Felt at First</th>
<th>How They Felt after the Harvest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Imagine how your ancestors felt when they first came to Alberta in 1918. Compare how you think they felt when they first came, compared to how you and your family feel now. Be as specific as you can. Tell about the land, your homes, the colony, food, transportation, and so on.

<table>
<thead>
<tr>
<th>How I Imagine My Ancestors Felt When They First Arrived in 1918</th>
<th>How My Family Feels About Alberta Now</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Ancestors

Directions: Use Voices of Alberta, pages 178 and 179 to help you with the questions.

1. Read about Petro Dvarich on page 178. Tell how he and his family felt about their new home in Alberta when they first came, compared to how they felt after the harvest.

<table>
<thead>
<tr>
<th>How They Felt at First</th>
<th>How They Felt after the Harvest</th>
</tr>
</thead>
<tbody>
<tr>
<td>house was a pigsty</td>
<td>satisfied with harvest</td>
</tr>
<tr>
<td>stable was a crude shelter</td>
<td>felt wealthy</td>
</tr>
<tr>
<td>hearts sank</td>
<td>would not return to old country</td>
</tr>
</tbody>
</table>

2. Imagine how your ancestors felt when they first came to Alberta in 1918. Compare how you think they felt when they first came, compared to how you and your family feel now. Be as specific as you can. Tell about the land, your homes, the colony, food, transportation, and so on.

<table>
<thead>
<tr>
<th>How I Imagine My Ancestors Felt When They First Arrived in 1918</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Two

Concept: Why Did the Settlers Come?

Resources/Materials: Voices of Alberta, pages 180 – 182
Worksheet #4.7.2a and #4.7.2b (student copies)

Introduction: Recall that in Chapter 6 students learned that many of the first settlers established ranches. They left their home countries to find a better life in Canada. Explain that the next group of settlers also wanted a better life.

Procedure:

1. Have students turn to textbook, page 180. Guide the reading of pages 180 and 181 to find out how Canada’s government encouraged immigration and why many wanted to leave their old countries.

2. Next have students examine the poster on textbook, page 182. Examine the appeal of the poster for someone who is looking for a better life. Discuss how the “picture” it paints is really unrealistic.

3. Tell students to do the “Practise the Skill” questions at the bottom of textbook, page 182.

4. Distribute Worksheets #4.7.2a and #4.7.2b. Go over the directions, if possible.

5. OPTIONAL. Your students might enjoy making their own poster trying to entice immigrants to Canada. You can give them a choice of pretending it was the early 1900s or modern times.

Assignments:

1. Read Voices of Alberta, pages 180 – 182.
2. Do the “Practise the Skill” questions on textbook, page 182.
3. Do Worksheets #4.7.2a and #4.7.2b.
4. OPTIONAL. Make a poster encouraging people to immigrate to Canada. You can pretend it is the early 1900s or modern times.
Directions: Use Voices of Alberta, pages 180 – 182 to help you with the questions.

1. People wanted to leave their own countries for several reasons. One reason was that many could not find work. Your textbook mentions four other reasons. What are they?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

2. What are two things that the Canadian government did to try to get people to leave their own countries and move to the west of Canada?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

3. What natural resources did Alberta have that could be used by people immigrating to Canada from other countries?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

4. Think about the natural regions of Alberta. In which regions do you think the Canadian government wanted immigrants to settle? Tell why.

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Worksheet #4 7.2a
Social Studies Grade 4 Chapter 7 Worksheets

5. Like the poster on page 182 of *Voices of Alberta*, these posters were put up in several countries in Europe and in the United States.

From examining the posters, what kind of people did the Canadian government hope would settle in Canada West? Tell how you know.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

6. How do you think the posters would look if the Canadian government had been trying to get business people to move to Canada West?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

7. How do you feel about the posters? Were they dishonest or were they just good advertising. Tell why you think as you do.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
### Why Did Settlers Come to Alberta?

**Directions:** Use *Voices of Alberta*, pages 180 – 182 to help you with the questions.

1. People wanted to leave their own countries for several reasons. One reason was that many could not find work. Your textbook mentions four other reasons. What are they?

<table>
<thead>
<tr>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>could not find land (Europe)</td>
</tr>
<tr>
<td>could not afford land in home country</td>
</tr>
<tr>
<td>wanted more land for their children</td>
</tr>
<tr>
<td>much of the land had already been settled (U.S.)</td>
</tr>
</tbody>
</table>

2. What are two things that the Canadian government did to try to get people to leave their own countries and move to the west of Canada?

- offered free land
- sent posters advertising Canada’s west

3. What natural resources did Alberta have that could be used by people immigrating to Canada from other countries?

- soil, sun, water, trees

4. Think about the natural regions of Alberta. In which regions do you think the Canadian government wanted immigrants to settle? Tell why.

- Grassland
- Parkland
- Foothills
- these areas suitable for agriculture
5. Like the poster on page 182 of Voices of Alberta, these posters were put up in several countries in Europe and in the United States.

From examining the posters, what kind of people did the Canadian government hope would settle in Canada West? Tell how you know.

- farmers

- advertisements should farming activity

6. How do you think the posters would look if the Canadian government had been trying to get business people to move to Canada West? *Answers will vary*

- photos of successful businesses

- wealthy looking people in business suits

7. How do you feel about the posters? Were they dishonest or were they just good advertising. Tell why you think as you do.
Lesson Three

Concept: A New Life in Alberta

Resources/Materials: Voices of Alberta, pages 183 – 185
Photo Card – My Story: Sandro Iano
Photo Card – My Story: Clare Joseph
Photo Card – My Story: Daniel McLeod
Worksheets #4.7.3a and #4.7.3b (student copies)
Worksheets #4.7.3c, #4.7.3d, and #4.7.3e (optional, student copies)
Worksheet #4.7.3f (11” X 17”) (optional)
Student Atlases

Introduction: Remind students that more than three million immigrants moved to Canada between 1891 and 1914. Many moved to Alberta. Before that time, Alberta only had a few towns and most were small.

Ask students to speculate about how the Canadian government might prepare for so many settlers.

Procedure:

1. Have students turn to textbook, page 183. Guide the reading.

2. Then tell students to read textbook, pages 184 and 185 independently. They tell about some of the experiences early settlers had.

3. Distribute Worksheet #4.7.3a and #4.7.3b. Have students take turns using the photo cards. They are to examine and read the photo cards and then use the information and the information from textbook, pages 183 – 185 to complete the worksheets.

4. OPTIONAL. Distribute Worksheets #4.7.3c, #4.7.3d, and #4.7.3e. Explain that people who live in Alberta come from, or have ancestors who come from, almost every country in the world. Have them write the names of countries or cultural/ethnic groups on each of the puzzle pieces. (Encourage students to use the map of the world in their atlases to help them.) Then have them put the pieces together to make the shape of Alberta. Paste the assembled pieces onto Worksheet #4.7.3f. (The idea is for them to understand that Alberta is a multicultural province.)

Assignments:

1. Read Voices of Alberta, pages 183 – 185.
2. Examine and read the photo cards – My Story: Clare Joseph; My Story: Sandro Iano; My Story: Daniel McLeod.
3. Do Worksheets #4.7.3a and #4.6.3b.
4. OPTIONAL. Write the names of countries and cultural/ethnic groups on the pieces on Worksheets #4.7.3c, #4.7.3d, and #4.7.3e. Assemble to make the shape of Alberta. Paste onto Worksheet #4.7.f.
A New Life In Alberta

Directions: Use Voices of Alberta, pages 183 – 185 and the “My Story” photo cards for Clare Joseph, Sandro Ilano, and Daniel McLeod to help you with the questions.

1. Write a paragraph to tell how the government prepared the land for settlement. You must use these words in your paragraph: township, section, hectare, homestead, house, homesteader.

2. Which types of transportation do you think each of these settlers would use to get to their homesteads? Do not forget that a settler would most likely use more than one type.
   a. someone from eastern Canada
   b. someone from the United States
   c. someone from Europe

3. What was it like travelling by ship and railway?
4. Fill in the chart by using the information from the “My Story” photo cards about Clare Joseph, Sandro Iano, and Daniel McLeod.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where He/She Moved From</th>
<th>Why He/She Moved</th>
<th>What Life Was Like in Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use your atlas to help you find countries from all over the world. Write the names of these countries on the shapes. You may also write the names of cultural groups if you like, as well. (The Hutterites are considered a cultural group.) Carefully cut out the shapes. Put them together to make the shape of Alberta. Paste the assembled shapes onto a large sheet of paper. (Hint: The arrows on each piece show which way is north.)
A New Life In Alberta

Directions: Use Voices of Alberta, pages 183 – 185 and the “My Story” photo cards for Clare Joseph, Sandro Iano, and Daniel McLeod to help you with the questions.

1. Write a paragraph to tell how the government prepared the land for settlement. You must use these words in your paragraph: township, section, hectare, homestead, house, homesteader. Answers will vary

   divided land into townships
   each township divided into 36 sections
   one section = 65 hectares
   1/4 section called a homestead, enough to support one family
   settler had to stay for 3 years and build house
   homesteader was person who lived on a homestead

2. Which types of transportation do you think each of these settlers would use to get to their homesteads? Do not forget that a settler would most likely use more than one type.
   a. someone from eastern Canada train, horse + wagon
   b. someone from the United States train, horse + wagon
   c. someone from Europe ship + train + horse and wagon

3. What was it like travelling by ship and railway?

   people sick
   crowded
   poor sanitation
4. Fill in the chart by using the information from the “My Story” photo cards about Clare Joseph, Sandro Iano, and Daniel McLeod.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where He/She Moved From</th>
<th>Why He/She Moved</th>
<th>What Life Was Like in Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clare Joseph</td>
<td>Oklahoma, U.S.</td>
<td>wanted to have their own farm</td>
<td>used oxen to pull out trees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>hard work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>mosquitoes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cleared land</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>had fun picking blueberries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>visit with friends</td>
</tr>
<tr>
<td>Sandro Iano</td>
<td>Italy</td>
<td>wanted to find work</td>
<td>work hard/dangerous</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>went fishing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>got together with other Italians</td>
</tr>
<tr>
<td>Daniel McLeod</td>
<td>Summerside, PE</td>
<td>looking for work</td>
<td>worked as carpenters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>miss the ocean</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>watch trains</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Adjusting to a New Life

Resources/Materials: Voices of Alberta, pages 186 - 190
Worksheet #4.7.4a and #4.7.4b (student copies)

Introduction: Discuss that Hutterites left the United States because the United States government required all citizens, including Hutterites, to serve in the military. Discuss that they chose to move to Canada for a couple of good reasons: Canada did not require military service and there was good farmland.

Explain that other immigrants to Canada had their own reasons for wanting to leave their own countries. They also chose Canada for various reasons. But in the early 1900s, most came to Alberta because they could farm.

Procedure:

1. Have students turn to textbook, pages 186 and 187. Guide the reading with idea of trying to find out why they chose to leave their homelands and why they chose Alberta as a new home.

2. Explain that immigrants to Alberta had to adjust to their new environment once they reached Alberta. Direct students to read textbook, pages 188 – 190 independently to find out how.

3. Distribute Worksheets #4.7.4a and #4.7.4b. Go over the directions.

4. ALTERNATELY OR OPTIONALLY. Choose one of the immigrant groups or First Nations groups. Make before and after illustrations to show how they changed the land.

Assignments:

1. Read Voices of Alberta, pages 186 – 190.
2. Do Worksheets #4.7.4a and #4.7.4b.
3. ALTERNATELY OR OPTIONALLY. Make before and after illustrations to show how one of the immigrant or First Nations groups changed the land.
Directions: Use *Voices of Alberta*, pages 186 – 190 to help you with the questions.

1. Fill in the chart to tell about information about some of the immigrants that moved to Alberta.

<table>
<thead>
<tr>
<th>Group</th>
<th>Where They Moved From</th>
<th>Where In Alberta They Settled</th>
<th>Why They Left and/or Why They Chose Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutterites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mormons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francophones from the United States</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Settlers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukrainians</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Examine the photo. It is was taken in South Dakota near one of the first Hutterite colonies in the United States. How is it similar to where you live? How is it different?

Worksheet #4.7.4a
3. New immigrants often went to areas where others from their homeland had settled. Why do you suppose they did this?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. From what you read, what are some of the difficulties that immigrants faced when they first arrived in Alberta?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. First Nations peoples had to change from a life as hunters and gatherers to life on reserves. What kinds of changes did they have to make?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Directions: Use *Voices of Alberta*, pages 186 – 190 to help you with the questions.

1. Fill in the chart to tell about information about some of the immigrants that moved to Alberta.

<table>
<thead>
<tr>
<th>Group</th>
<th>Where They Moved From</th>
<th>Where In Alberta They Settled</th>
<th>Why They Left and/or Why They Chose Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hutterites</td>
<td>South Dakota, U.S.</td>
<td>Southern Alberta</td>
<td>left U.S. to avoid serving in military</td>
</tr>
<tr>
<td>Mormons</td>
<td>United States</td>
<td>Cardston</td>
<td>farming</td>
</tr>
<tr>
<td>Francophones from the United States</td>
<td>Michigan, U.S.</td>
<td>near Edmonton</td>
<td>looking for land</td>
</tr>
<tr>
<td>Black Settlers</td>
<td>Oklahoma, U.S.</td>
<td>unplan treatment Amber Valley</td>
<td></td>
</tr>
<tr>
<td>Ukrainians</td>
<td>Ukraine</td>
<td>Edna, Mundare Vegreville</td>
<td>land was similar to land in Ukraine</td>
</tr>
</tbody>
</table>

2. Examine the photo. It was taken in South Dakota near one of the first Hutterite colonies in the United States. How is it similar to where you live? How is it different?
3. New immigrants often went to areas where others from their homeland had settled. Why do you suppose they did this?
   - easier communication
   - familiar with customs, traditions, values

4. From what you read, what are some of the difficulties that immigrants faced when they first arrived in Alberta?
   - no/poor housing
   - poor/extreme weather conditions
   - crop failure
   - few conveniences
   - insects
   - land not cleared

5. First Nations peoples had to change from a life as hunters and gatherers to life on reserves. What kinds of changes did they have to make?
   - establish permanent homes
   - learn how to farm
   - clear land and cultivate it
   - change the land as opposed to living with it.
Lesson Five

Concept: Settlers’ Challenges

Resources/Materials: Voices of Alberta, pages 191 – 195
Worksheet #4.7.5a and #4.7.5b (student copies)
Worksheet #4.7.5c (optional, teacher copy)

Introduction: Ask students what they would have done first had they been a new immigrant to Alberta. Lead discussion to the fact that most people would focus on building some kind of house. This is what settlers did. The problem was – most were very poor and could not afford lumber and for others, the materials to build a nice comfortable house were just not available.

Procedure:

1. Have students turn to textbook, page 191. Have them examine the two photos. Explain that the top photo is of a log house (because it is made of logs, as opposed to lumber), and that the second is called a “soddie” or sod house. (Clarify the meaning of “sod”, if necessary.)

2. Tell students that the log house and the soddie were two ways of solving the problem of not having money or materials to build a more comfortable house. Explain that textbook, pages 191 – 195 tell and show how settlers solved problems and adapted to new conditions in their new land.

3. Direct students to read these pages independently. (If you do not have strong readers, you can guide the reading or have stronger readers read to weaker ones.)

4. Distribute Worksheets #4.7.5a and #4.7.5b. Go over the directions, if necessary.

5. OPTIONAL. Students might enjoy making a soddie. Instead of sod you might want to use corrugated cardboard squares or “bricks” made from salt and flour dough (recipe on Worksheet #4.7.5c.)

Assignments:

2. Do Worksheets #4.7.5a and #4.7.5b.
3. OPTIONAL. Make a model of a soddie, using corrugated cardboard squares or salt and flour dough bricks. (See recipe for salt and flour dough on Worksheet #4.7.5c.)
**Dealing Challenges**

**Directions:** Use *Voices of Alberta*, pages 191 – 195 to help you answer the questions.

1. Fill in the chart showing how settlers to Alberta dealt with some of the challenges they faced.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How They Dealt with the Challenge</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>They had no money to buy lumber to build a house, only trees close by.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They had no money to buy lumber to build a house, and there were not trees close by.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A group from Iceland could not get across the Red Deer River.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A group of Ukrainians did not have enough food to eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A group of Ukrainians had no overshoes or winter boots.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You got stuck in the gumbo.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td>How They Dealt with the Challenge</td>
<td>Illustration</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Adolf Rachui at Leduc: land was not good for farming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolf Rachui land at Buck Lake was covered with trees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Settlers tied growing flax, beans barley, and oats, but these crops did not grow well in Alberta's climate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some farmers did not have enough money to buy their own harvesting equipment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Today farmers in Alberta face challenges too. Tell about one of the challenges your colony or nearby farmers face and what it/they are doing or plan to do to meet this challenge.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How the Colony/Farmer Is Meeting or Plans to Meet this Challenge</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #4.7.5b
Salt and Flour Dough

1 cup salt
2 cups flour
⅔ to 1 cup lukewarm water

Mix salt and flour together in a large bowl with a wooden spoon. Add water gradually until a large ball forms.

Knead the dough at length on a lightly floured surface. The quality of the dough you end up with depends on the time you spend kneading.

If the dough is too sticky, mix in the more salt and flour (in the right proportions).

Store in a Ziploc bag or airtight container.
**Dealing Challenges**

**Directions:** Use *Voices of Alberta*, pages 191 – 195 to help you answer the questions.

1. Fill in the chart showing how settlers to Alberta dealt with some of the challenges they faced.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How They Dealt with the Challenge</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>They had no money to buy lumber to build a house, only trees close by.</td>
<td>built log houses</td>
<td></td>
</tr>
<tr>
<td>They had no money to buy lumber to build a house, and there were not trees close by.</td>
<td>built sod houses</td>
<td></td>
</tr>
<tr>
<td>A group from Iceland could not get across the Red Deer River.</td>
<td>built raft</td>
<td></td>
</tr>
<tr>
<td>A group of Ukrainians did not have enough food to eat.</td>
<td>ate straw thatch from roof</td>
<td></td>
</tr>
<tr>
<td>A group of Ukrainians had no overshoes or winter boots.</td>
<td>wound strips of gunny sacks around feet</td>
<td></td>
</tr>
<tr>
<td>You got stuck in the gumbo.</td>
<td>pulled out by team of horses</td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td>How They Dealt with the Challenge</td>
<td>Illustration</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Adolf Rachui at Leduc: land was not good for farming.</td>
<td>abandoned it and moved</td>
<td></td>
</tr>
<tr>
<td>Adolf Rachui land at Buck Lake was covered with trees.</td>
<td>cleared trees</td>
<td></td>
</tr>
<tr>
<td>Settlers tied growing flax, beans barley, and oats, but these crops did not grow well in Alberta’s climate.</td>
<td>switched to wheat</td>
<td></td>
</tr>
<tr>
<td>Some farmers did not have enough money to buy their own harvesting equipment.</td>
<td>hired travelling threshing crew</td>
<td></td>
</tr>
</tbody>
</table>

2. Today farmers in Alberta face challenges too. Tell about one of the challenges your colony or nearby farmers face and what it/they are doing or plan to do to meet this challenge.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How the Colony/Farmer Is Meeting or Plans to Meet this Challenge</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #4.7.5b
Lesson Six

Concept: Viewpoints: How Can We Help Farmers?

Resources/Materials: Voices of Alberta, pages 196 and 197
Worksheet #4.7.6 (student copies)

Introduction: Review that in the last class students learned about some of the challenges settler faced. Explain that farmers today still face challenges.

Procedure:

1. Have students turn to textbook, pages 196 and 197. Guide the reading of these pages to help students understand the main idea of these pages.

2. Distribute Worksheet #4.7.6. Go over the directions, and orally do the first question with the students, so they get the idea.

   Depending on your class, have students do this exercise individually or in pairs.

3. NICE TO DO. Discuss the idea of whether people should or should not help farmers when they face crop failure or declining markets. Have students write a paragraph or more on their opinion.

4. ALTERNATELY. Make a wall display or a large booklet. On a large sheet, have individual students explain one of the challenges a farmer might face. They should accompany their explanation with an illustration.

Assignments:

1. Read Voices of Alberta, pages 196 and 197.
2. Do Worksheet #4.7.6.
3. NICE TO DO. Write a paragraph or more on your view as to whether people should help farmers to meet their challenges.
4. ALTERNATELY. Make a wall display or large booklet. Have individual students explain and illustrate one of the challenges farmers face.
**How Can We Help Farmers?**

**Directions:** Use *Voices of Alberta*, pages 196 and 197 to help you complete the chart. Read the viewpoints in your textbook. Imagine you are each of those people. In the second column write more information to support your viewpoint.

<table>
<thead>
<tr>
<th>Person</th>
<th>Further Information to Support the Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Brown</td>
<td></td>
</tr>
<tr>
<td>Sandy Hammel</td>
<td></td>
</tr>
<tr>
<td>Lucas Hunter</td>
<td></td>
</tr>
<tr>
<td>Maxine Chong</td>
<td></td>
</tr>
<tr>
<td>Pat Bernier</td>
<td></td>
</tr>
</tbody>
</table>
**How Can We Help Farmers?**

**Directions:** Use *Voices of Alberta*, pages 196 and 197 to help you complete the chart. Read the viewpoints in your textbook. Imagine you are each of those people. In the second column write more information to support your viewpoint. *Answers will vary.*

<table>
<thead>
<tr>
<th>Person</th>
<th>Further Information to Support the Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lori Brown</td>
<td>If farmers have crop failure, they do not have the food we need to buy. Poor crops → poor income for farmers → can't support other businesses → other businesses will suffer.</td>
</tr>
<tr>
<td>Sandy Hammel</td>
<td>Out of work. Will have to go back to school to retrain for a new job. Feel like failure. Farm cannot be passed on to future generation.</td>
</tr>
<tr>
<td>Lucas Hunter</td>
<td>Loss of income, so difficulty making ends meet.</td>
</tr>
<tr>
<td>Maxine Chong</td>
<td>In any community, one type of work/business affects others. When one type of business, like a farm, suffers, other people are negatively impacted.</td>
</tr>
<tr>
<td>Pat Bernier</td>
<td>Farmers are &quot;next year&quot; people → have sense of hope and optimism.</td>
</tr>
</tbody>
</table>

Worksheet #4.7.6
Lesson Seven

Concept: How Communities Grew

Resources/Materials: Voices of Alberta, pages 198 – 201
Photo Card – My Story: Sylvie Dunnette
Worksheets #4.7.7a and #4.7.7b (student copies)

Introduction: Discuss the advantages of living on a Hutterite colony?

Ask students if there are any disadvantages.

Explain that settlers often chose to move to communities where people spoke the same language and had the same customs and traditions as they themselves did.

Procedure:


2. Display the photo card and read the textual information on the front of the card.

3. OPTIONAL. Have students answer the Inquiry Questions on the reverse of the card, in their notebooks.

4. Direct students to read textbook, pages 199 – 201 to find out more about how Francophone and Métis communities in Alberta grew. (If you like, have students turn back in their textbooks to find where major Francophone communities (p. 142) and Métis communities (p. 139) in Alberta are today.

5. Distribute Worksheets #4.7.7a and #4.7.7b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, pages 198 – 201.
2. Read photo card – My Story: Sylvie Dunnette.
3. OPTIONAL. Do Inquiry Questions on the reverse of the story card.
4. Do Worksheets #4.7.7a and #4.7.7b.
How Communities Grew

Directions: Use Voices of Alberta, pages 198 – 201 as well as the photo card – My Story: Sylvie Dunnette to help you with the questions.

1. Working together helps communities to grow. Look through pages 198 – 201. Find three examples of people working together.

   Example 1:

   Example 2:

   Example 3:

2. Your identity means how you or your group sees itself. For example, Hutterites see themselves as believers in God, as hardworkers, and as humble people. These are part of the Hutterite identity.

   From what you read, what things are part of the identities of Francophones and Métis?

   Francophone Identity:

   Métis Identity:
3. Think about Sylvie Dunnette and how her family moved from New Brunswick to Alberta. Fill in the chart with information about Sylvie. (The information on the front of the photo card does not state exactly when Sylvie and her family moved to Alberta, but if you read the information on the back of the card, you will get a clue.)

<table>
<thead>
<tr>
<th>Who?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Directions: Use Voices of Alberta, pages 198 – 201 as well as the photo card – My Story: Sylvie Dunnette to help you with the questions.

1. Working together helps communities to grow. Look through pages 198 – 201. Find three examples of people working together.

Example 1: John Niddrie - people volunteered and built Eagle River School

Example 2: Jeannine de M Mac - farmers helped each other during harvest or when someone got sick

Example 3: Métis formed Métis Nation of Alberta

2. Your identity means how you or your group sees itself. For example, Hutterites see themselves as believers in God, as hardworkers, and as humble people. These are part of the Hutterite identity.

   Answers will vary

From what you read, what things are part of the identities of Francophones and Métis?

Francophone Identity:
- French-speaking / French language
- Roman Catholicism
- strong family values
- French music, art, literature

Métis Identity:
- history
- close-knit communities
- fishing/farming
- Métis celebrations
3. Think about Sylvie Dunnette and how her family moved from New Brunswick to Alberta. Fill in the chart with information about Sylvie. (The information on the front of the photo card does not state exactly when Sylvie and her family moved to Alberta, but if you read the information on the back of the card, you will get a clue.)

<table>
<thead>
<tr>
<th>Who?</th>
<th>Sylvie Dunnette and family</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>moved from New Brunswick to Alberta</td>
</tr>
<tr>
<td></td>
<td>set up new farm</td>
</tr>
<tr>
<td>When?</td>
<td>early 1900s</td>
</tr>
<tr>
<td>Where?</td>
<td>near Edmonton</td>
</tr>
<tr>
<td>Why?</td>
<td>family needed larger farm</td>
</tr>
<tr>
<td></td>
<td>wanted to live in Francophone community</td>
</tr>
<tr>
<td>How?</td>
<td>became successful growing crops and vegetables</td>
</tr>
</tbody>
</table>
Lesson Eight

Concept: Set Your Skills in Motion

Resources/Materials: Voices of Alberta, page 202

Introduction: Explain that Chapter Seven is quickly winding up and it is time to review some of the skills learned.

Procedure:

1. Have students turn to textbook, page 202. With students go over the activity options outlined. As a class decided which of the activities they would be able to do.

2. Have students choose the activity they would like to do. (You can have individuals each decide or have all students do the same assignment.)

Assignments:

2. Choose one of the activities to complete.
Lesson Nine

Concept: Chapter Seven Review

Resources/Materials: Voices of Alberta, pages 203 – 205
Chapter Seven Review Sheets

Introduction: Explain that now that Chapter Seven is complete, it is time to prepare for a test. It is also time to wrap up Chapters Four, Five, Six, and Seven.

Procedure:


2. If students have been participating in the Alberta Treasure Chest project, they can prepare or select something to put in their folders.

3. Then have students turn to textbook, pages 204 and 205. Guide the reading.

4. Distribute Chapter Seven Review Sheets.

5. OPTIONAL but RECOMMENDED. Have students do the activity outlined on textbook, page 205, making adaptations, as necessary.

Assignments:

1. Read Voices of Alberta, pages 203 – 205.
2. Do the Chapter Seven Review Sheets.
3. OPTIONAL. Do the activity outlined on page 205 of Voices of Alberta.
1. People came from all over the world to live in Canada’s prairie provinces. Use the information in the chart to make a bar graph that shows where these people were born.

<table>
<thead>
<tr>
<th>Place</th>
<th>Number of People</th>
<th>Place</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>6,000</td>
<td>United States</td>
<td>3,000</td>
</tr>
<tr>
<td>Europe</td>
<td>7,000</td>
<td>Asia</td>
<td>1,000</td>
</tr>
</tbody>
</table>
2. Use the words in the box to fill the spaces.

<table>
<thead>
<tr>
<th>homestead</th>
<th>homesteader</th>
<th>immigrants</th>
<th>immigrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>sections</td>
<td>soddie</td>
<td>thatched</td>
<td>townships</td>
</tr>
</tbody>
</table>

Canada’s government wanted to _______ Canada from Britain, Europe, and the United States. _______ would be given cheap or even free land.

As part of its plan, the government divided the Prairies into _______. Each was then divided into _______ of land. Each settler received a quarter section (160 acres or 65 ha) called a _______. In return for free land, the _______ had to agree to live on it for three years, to build a house there, and to prepare the land for farming.

Ukrainian settlers began building _______ cottages like those in the Ukraine. These were built from bundles of straw and grass tied or woven together.

3. Tell about three reasons that people wanted to leave their home countries.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

4. Tell about three reasons people chose to move to Alberta.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
5. Settlers faced many challenges when they first came to Alberta. Fill in the chart to tell about some of these challenges and how they dealt with them.

<table>
<thead>
<tr>
<th>Type of Challenge</th>
<th>What was the challenge?</th>
<th>How did they deal with the challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building a house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of crops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitable clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What does Franco-Albertan mean?

________________________________________________________________________
________________________________________________________________________

Why did Franco-Albertan communities grow in the years between 1880 and 1910?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
7. **Understanding different points of view**

People sometimes have different points of view about how much help the government should give farmers when they face big challenges, such as drought or floods. Write examples below of what people with different points of view might say about the question in the table.

| How much should the government help farmers when they face big challenges? |
| --- | --- |
| **One point of view** | **A different point of view** |
|  |  |
1. People came from all over the world to live in Canada's prairie provinces. Use the information in the chart to make a bar graph that shows where these people were born.

<table>
<thead>
<tr>
<th>Place</th>
<th>Number of People</th>
<th>Place</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>6 000</td>
<td>United States</td>
<td>3 000</td>
</tr>
<tr>
<td>Europe</td>
<td>7 000</td>
<td>Asia</td>
<td>1 000</td>
</tr>
</tbody>
</table>
2. Use the words in the box to fill the spaces.

| homestead sections | homesteader soddie | immigrants thatched | immigrate townships |

Canada's government wanted to people to _immigrate__________ to Canada from Britain, Europe, and the United States. _immigrants__________ would be given cheap or even free land.

As part of its plan, the government divided the Prairies into _township___________. Each was then divided into _sections__________ of land. Each settler received a quarter section (160 acres or 65 ha) called a _homestead__________. In return for free land, the _homesteader__________ had to agree to live on it for three years, to build a house there, and to prepare the land for farming.

Ukrainian settlers began building _thatched__________ cottages like those in the Ukraine. These were built from bundles of straw and grass tied or woven together.

3. Tell about three reasons that people wanted to leave their home countries.  
   * Answers will vary  
   * wanted more land  
   * religious freedom  
   * poverty  
   * unable to get land  
   * adventure  
   * wanted to become wealthy  
   * old country too crowded

4. Tell about three reasons people chose to move to Alberta.  
   * free/ inexpensive land  
   * wanted to join relatives or government advertisement  
   * others from homeland who were freedom(s)  
   * already in Alberta  
   * chance to become wealthy
5. Settlers faced many challenges when they first came to Alberta. Fill in the chart to tell about some of these challenges and how they dealt with them. **Answers will vary**

<table>
<thead>
<tr>
<th>Type of Challenge</th>
<th>What was the challenge?</th>
<th>How did they deal with the challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>• flooded rivers</td>
<td>raft</td>
</tr>
<tr>
<td></td>
<td>• muddy roads</td>
<td>use horses/oxcart to get pulled along or out</td>
</tr>
<tr>
<td>Building a house</td>
<td>• no money to buy lumber</td>
<td>log houses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sod houses</td>
</tr>
<tr>
<td>The Land</td>
<td>• no cultivated</td>
<td>clear land of trees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>turn over sod with horse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and one-bottom plough</td>
</tr>
<tr>
<td>Type of crops</td>
<td>• oats, barley, flax not suitable</td>
<td>planted wheat</td>
</tr>
<tr>
<td>Suitable clothing</td>
<td>• clothing not suitable for cold weather</td>
<td>wrapped extra blankets around body</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wrapped straps of burlap bags around feet</td>
</tr>
<tr>
<td>Food</td>
<td>• no stores to buy food</td>
<td>raised all of own food</td>
</tr>
</tbody>
</table>

6. What does Franco-Albertan mean? **Francophone who lives in Alberta**

Why did Franco-Albertan communities grow in the years between 1880 and 1910? **Francophone priests decided to bring more French-speaking people to Alberta. They went to Québec, the United States, France, and Belgium, looking for people who would come.**
7. Understanding different points of view

People sometimes have different points of view about how much help the government should give farmers when they face big challenges, such as drought or floods. Write examples below of what people with different points of view might say about the question in the table.

<table>
<thead>
<tr>
<th>How much should the government help farmers when they face big challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One point of view</strong></td>
</tr>
<tr>
<td>- should help farmers a lot because if they are in trouble, it affects everyone in the community</td>
</tr>
<tr>
<td>- should help farmers. We are all in it together.</td>
</tr>
</tbody>
</table>

**Another point of view**

- as a farmer, my well-being is in the hands of nature. I need government to help me now and again
- government should help farmers, like me to meet major challenges. That way the country will always have a food supply.
Lesson Ten

Concept: Chapter Seven Test

Resources/Materials: Chapter Seven Test (student copies)
1. Make a graph of the following information.

In 1881, there were about 1000 non-Aboriginal settlers in Alberta. Ten years later that number had grown to 17500. Alberta’s population grew to 73000 in 1901; to 374000 in 1911; and to 584000 in 1921.
2. Match the words in the box with their meanings.

<table>
<thead>
<tr>
<th>immigrate</th>
<th>immigrant</th>
<th>township</th>
<th>section</th>
</tr>
</thead>
<tbody>
<tr>
<td>homestead</td>
<td>homesteader</td>
<td>soddie</td>
<td>thatch</td>
</tr>
</tbody>
</table>

- ______________________ a house made of squares of earth
- ______________________ a person who moves into the country from another country
- ______________________ an area of land of 260 hectares or 640 acres
- ______________________ a parcel of land equal to 65 hectares or 160 acres
- ______________________ to move into a country from another country
- ______________________ straw sometimes tied together and used as a roofing material
- ______________________ a large area of land equal to thirty-six sections
- ______________________ settler who lived and farmed on one-quarter section of land

3. Write a paragraph that tells about reasons that people wanted to leave their homelands. Your paragraph must include:
   - A topic sentence that expresses the main idea of your paragraph
   - Three different reasons why people wanted to leave their homelands
   - A concluding statement
4. People chose to move to Alberta for many different reasons. Tell about three of them.

a. 

b. 

c. 

5. Put a check mark (✓) in front of those sentences that tell about some of the hardships and challenges faced by homesteader who had just been given or who had just bought land.

  ____ In winter their cars would not start.
  ____ Many had to clear the land of trees before they could start to plough the land.
  ____ There was nothing they were used to, to build a house.
  ____ Insects like mosquitoes made life difficult.
  ____ The prime minister of Canada often came to visit and they had no good dishes on which to serve him dinner.
  ____ Many did not have clothing that was warm enough for the cold winters.
  ____ First Nations people burned their homes.
  ____ Often the crops they were used to growing in their homelands would not grow in Alberta.
  ____ Sometimes the land they bought really wasn’t very good for farming.
  ____ Stores were sometimes a long way away.
  ____ Many communities did not have schools, churches, and doctors.
  ____ Sometimes there was too little or too much rain.
  ____ Sometimes grasshoppers would eat their crops.
6. Settlers had to deal with many challenges when they first moved to Alberta. Complete the chart to tell how they overcame these challenges.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How They Overcame The Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some settlers did not have the money to build a house made of lumber.</td>
<td></td>
</tr>
<tr>
<td>There were large rivers to have to cross just to get to their land.</td>
<td></td>
</tr>
<tr>
<td>Some did not have overshoes or boots that were warm enough in the winter.</td>
<td></td>
</tr>
<tr>
<td>Flax, beans, barley, and oats did not grow well in Alberta’s climate.</td>
<td></td>
</tr>
</tbody>
</table>

7. What does Franco-Albertan mean? ____________________________________________

Why did Franco-Albertan communities grow in the years between 1880 and 1910?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
8. People sometimes have different points of view about how much help the government should give farmers when they face big challenges, such as drought or floods. Write two reasons for each of the points of view about the question in the chart.

<table>
<thead>
<tr>
<th>Should the government help farmers when they face big challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The government should not help farmers.</td>
</tr>
<tr>
<td>It is important for government to help farmers face big challenges.</td>
</tr>
</tbody>
</table>
1. Make a graph of the following information.

In 1881, there were about 1000 non-Aboriginal settlers in Alberta. Ten years later that number had grown to 17,500. Alberta’s population grew to 73,000 in 1901; to 374,000 in 1911; and to 584,000 in 1921.
2. Match the words in the box with their meanings.

<table>
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<td>homestead</td>
<td>homesteader</td>
<td>soddie</td>
<td>thatch</td>
</tr>
</tbody>
</table>

- soddie: a house made of squares of earth
- immigrant: a person who moves into the country from another country
- section: an area of land of 260 hectares or 640 acres
- homestead: a parcel of land equal to 65 hectares or 160 acres
- immigrate: to move into a country from another country
- thatch: straw sometimes tied together and used as a roofing material
- township: a large area of land equal to thirty-six sections
- homesteader: settler who lived and farmed on one-quarter section of land

3. Write a paragraph that tells about reasons that people wanted to leave their homelands. Your paragraph must include:
   - A topic sentence that expresses the main idea of your paragraph
   - Three different reasons why people wanted to leave their homelands
   - A concluding statement

   *adventure
   *religious persecution
   *poverty
   *wanted to be able to own land
   *no more land available
   *no opportunity to move to higher social class

   Answers will vary
4. People chose to move to Alberta for many different reasons. Tell about three of them.  
   a. inexpensive/free land  
   b. Canada's government advertised  
   c. other people from homeland already living in Alberta  
   d. religious freedom  
   e. chance for new beginning  
   f. chance to move up in social class  
   g. promise of wealth  
   
5. Put a check mark (✓) in front of those sentences that tell about some of the hardships and challenges faced by homesteader who had just been given or who had just bought land.  
   
   In winter their cars would not start.  
   ✓ Many had to clear the land of trees before they could start to plough the land.  
   ✓ There was nothing they were used to, to build a house.  
   ✓ Insects like mosquitoes made life difficult.  
   ✓ The prime minister of Canada often came to visit and they had no good dishes on which to serve him dinner.  
   ✓ Many did not have clothing that was warm enough for the cold winters.  
   ✓ First Nations people burned their homes.  
   ✓ Often the crops they were used to growing in their homelands would not grow in Alberta.  
   ✓ Sometimes the land they bought really wasn't very good for farming.  
   ✓ Stores were sometimes a long way away.  
   ✓ Many communities did not have schools, churches, and doctors.  
   ✓ Sometimes there was too little or too much rain.  
   ✓ Sometimes grasshoppers would eat their crops.
6. Settlers had to deal with many challenges when they first moved to Alberta. Complete the chart to tell how they overcame these challenges.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>How They Overcame The Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some settlers did not have the money to build a house made of lumber.</td>
<td>built log houses or sod houses</td>
</tr>
<tr>
<td>There were large rivers to have to cross just to get to their land.</td>
<td>built rafts</td>
</tr>
<tr>
<td>Some did not have overshoes or boots that were warm enough in the winter.</td>
<td>wrapped feet with strips of burlap</td>
</tr>
<tr>
<td>Flax, beans, barley, and oats did not grow well in Alberta’s climate.</td>
<td>grew wheat instead</td>
</tr>
</tbody>
</table>

7. What does Franco-Albertan mean? Francophone living in Alberta

Why did Franco-Albertan communities grow in the years between 1880 and 1910?
Franco-phonie priests thought there needed to be more French-speaking residents, especially because there were more and more English-speakers. They recruited Francophone settlers.
8. People sometimes have different points of view about how much help the government should give farmers when they face big challenges, such as drought or floods. Write two reasons for each of the points of view about the question in the chart.

<table>
<thead>
<tr>
<th>Should the government help farmers when they face big challenges?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The government should not help farmers.</strong></td>
</tr>
<tr>
<td>• If farmers in a community do poorly, that’s the way it goes.</td>
</tr>
<tr>
<td>• Farming is no different from any other type of business.</td>
</tr>
<tr>
<td>• Farmers who cannot cope with these challenges should get out of farming</td>
</tr>
<tr>
<td><strong>It is important for government to help farmers face big challenges.</strong></td>
</tr>
<tr>
<td>• We need farmers to ensure a food supply</td>
</tr>
<tr>
<td>• We are all in it together. If farmers have crop failure, government should help.</td>
</tr>
<tr>
<td>• If farmers do poorly, the whole community suffers.</td>
</tr>
</tbody>
</table>
Chapter Eight

Becoming a Province

Inquiry Questions

- How did Alberta become a province?
- What do major events and stories tell us about Alberta’s past?
Chapter Eight
Becoming a Province

Contents
Lesson One
Lesson Two
Lesson Three
Lesson Four
Lesson Five
Lesson Six
Lesson Seven
Lesson Eight
Lesson Nine
Lesson Ten
Lesson Eleven
Lesson Twelve

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Becoming a Province
How Alberta Began to Change
Fact or Opinion
How Forestry and Mining Influenced Alberta’s Growth
Wheat
How Did Alberta Become More Diverse?
Keeping the Francophone and Aboriginal Cultures Strong
Viewpoints: How Can a Growing City Respect the Past?
Set Your Skills in Motion
Chapter Eight Review
Chapter Eight Test
Lesson One

Concept: Introduction

Resources/Materials: Voices of Alberta, pages 206 – 210
Worksheets #4.8.1a, #4.8.1b, and #4.8.1c (student copies)

Introduction: Ask the students who makes the decisions in their family (usually parents). Discuss what it would be like if the premier of Alberta made the decisions for your family.

Explain that Chapter 8 has to do with Alberta becoming province instead of just being part of the North-West Territories. At the heart of the matter is that people living in what is now Alberta wanted to be able to have more control of the decisions that affected them.

Procedure:

1. Have students turn to textbook, page 206. Allow them a minute or two to flip through Chapter 8.

2. Guide the reading of textbook, pages 206 and 207. Be sure that students understand the meanings of the inquiry questions.

3. Explain that Wilfred Laurier was prime minister of Canada when Alberta became a province. His picture is on the five dollar bill.

4. Have students turn to the 1882 map of Canada on textbook, page 313. Explain that until September 1, 1905 Alberta was not a province, but part of the North-West Territories.

5. Tell students to read textbook, pages 208 – 210 independently to find out why Alberta became a province of its own. (If your students are struggling readers, it is important to guide the reading.)

6. Distribute Worksheets #4.8.1a, #4.8.1b, and #4.8.1c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #4.8.1a, #4.8.1b, #4.8.1c.
Directions: Use Voices of Alberta, pages 206 – 210 and 313 to help you with these questions.

1. Label the map of Canada (1882), using the map on page 313. Lightly shade in the District of Alberta with a green pencil crayon.

2. Unscramble the word that goes in each space to make a sentence about why Alberta wanted to become a province. (Pages numbers from your textbook are given in parenthesis to help you.
   a. (Page 206) On September 1, 1905 Prime Minister Wilfred Laurier announced that a new province was to created – the province of (aabelrt) ____________________.
   b. (Page 208) Before Alberta became a province it was part of the North-West (eeiiorrstt) ____________________.
   c. (Page 208) As more (eeirssttt) ____________________ arrived, the government in Ottawa needed a way to take over what was happening in the North-West Territories.
   d. (Page 208) It set up a legislative assembly in the city of (aeignv) ____________________, which was located in the North-West Territories.
   e. (Page 209) As more settlers arrived, towns and settlements grew. More (ceirssvv) ____________________, like roads and schools, were needed.
   f. (Page 209) There was not enough tax (emnoy) ____________________ to pay for all the services that were needed.
   g. (Page 209) The (eegmnnnotv) ____________________ not did not want to ask for more taxes. If they did, they were afraid that the settlers might move away.
   h. (Page 209) Every year, Alberta asked the (aaacdinn) ____________________ government for more money.
   i. (Page 209) If Alberta became a (ceinopr) ____________________, it would receive money from the Canadian government without having to ask for it.
j. (Page 210) Another way for Alberta to get more money was to take more control of its (ceeorrssu) _________________.

k. (Page 210) Alberta had coal, wheat, and timber, but the land was (cdellnoort) ________________ by the government in Ottawa.

l. (Page 210) That (aemnt) ________________ money from these resources went to Ottawa.

m. (Pages 210) Albertans felt that they province could make many of its own (cdeiinoss) ________________ and its own laws.

n. (Page 210) (eelopp) ________________ wanted Alberta to control its own resources and make its own decisions.

o. (Page 210) Frederick William Haultain was (eeimprr) ________________ of the North-West Territories, and he thought the West should have more control over its resources and development.

p. (Page 210) Haultain worked hard to make (aabelrt) ________________ a province.
When Alberta was made a province in 1905, Canada’s government made several other changes. Compare the map of Canada, 1882 with the map of Canada, 1905 (see *Voices of Alberta*, page 313). Describe four changes that you notice.
Why Did Alberta Want to Become a Province?

Directions: Use Voices of Alberta, pages 206 – 210 and 313 to help you with these questions.

1. Label the map of Canada (1882), using the map on page 313. Lightly shade in the District of Alberta with a green pencil crayon.

2. Unscramble the word that goes in each space to make a sentence about why Alberta wanted to become a province. (Pages numbers from your textbook are given in parenthesis to help you.

   a. (Page 206) On September 1, 1905 Prime Minister Wilfred Laurier announced that a new province was to be created – the province of (aabelrt) Alberta

   b. (Page 208) Before Alberta became a province it was part of the North-West Territories

   c. (Page 208) As more (eeiirsstt) settlers arrived, the government in Ottawa needed a way to take over what was happening in the North-West Territories.

   d. (Page 208). It set up a legislative assembly in the city of (aeignK) Regina, which was located in the North-West Territories.

   e. (Page 209) As more settlers arrived, towns and settlements grew. More (ceeirssv) services, like roads and schools, were needed.

   f. (Page 209) There was not enough tax (emnroy) money to pay for all the services that were needed.

   g. (Page 209) The (eegmnnotv) government not did not want to ask for more taxes. If they did, they were afraid that the settlers might move away.

   h. (Page 209) Every year, Alberta asked the (aaacdinn) Canadian government for more money.

   i. (Page 209) If Alberta became a (ceinoprty) province, it would receive money from the Canadian government without having to ask for it.
j. (Page 210) Another way for Alberta to get more money was to take more control of its resources.

k. (Page 210) Alberta had coal, wheat, and timber, but the land was controlled by the government in Ottawa.

l. (Page 210) That meant money from these resources went to Ottawa.

m. (Pages 210) Albertans felt that their province could make many of its own decisions and its own laws.

n. (Page 210) People wanted Alberta to control its own resources and make its own decisions.

o. (Page 210) Frederick William Haultain was premier of the North-West Territories, and he thought the West should have more control over its resources and development.

p. (Page 210) Haultain worked hard to make Alberta a province.

Wilfred Laurier

Frederick Haultain
When Alberta was made a province in 1905, Canada’s government made several other changes. Compare the map of Canada, 1882 with the map of Canada, 1905 (see Voices of Alberta, page 313). Describe four changes that you notice.
Lesson Two

NOTE: This lesson can be done as two lessons, if desired. The first lesson would cover textbook, pages 211 – 213 and Worksheets #4.8.2a and #4.8.2b. The second lesson would cover textbook, pages 214 and 215 and Worksheet #2.8.2c.

Concept: Becoming a Province

Resources/Materials: Voices of Alberta, pages 211-215
Worksheets #4.8.2a and #4.8.2b (student copies)

Introduction: Explain that whenever a government plans to make a change, several decisions have to be made. Just like at a colony, everyone has an opinion on what changes should be made. In the end the government has to make the final decision.

Making Alberta into a province involved making a lot of decisions.

Procedure:

1. Explain to students that three of the major decisions that had to be made were
   - How the land should be divided?
   - What should be the language of instruction in schools?
   - Where should the capital city be?

2. Have students turn to textbook, page 211. Guide the reading of page 211. Then, if they are able, have students read pages 212 and 213 independently.

3. Explain that different groups had different perspectives on Alberta becoming a province. Have students turn to textbook, pages 214 and 215. Tell them to read about these perspectives.

4. Distribute Worksheets #4.8.2a, #4.8.2b, and #4.8.2c. Go over the directions, if necessary.

Assignments:

2. Do Worksheets #4.8.2a, #4.8.2b, and #4.8.2c.
**Social Studies Grade 4 Chapter 8 Worksheets**

**Making Decisions**

**Directions:** Use *Voices of Alberta*, pages 211 – 215 to help you with the questions.

1. Before Alberta could officially become a province, several decisions had to be made. For each decision, explain the different opinions, and then tell what was eventually decided.

   a. 

   **Where should the borders be?**

   **Opinion 1:**

   **Opinion 2:**

   **Opinion 3:**

   **Opinion 4:**

   What was decided.

   b. 

   **What should the language of education be?**

   **Opinion 1:**

   **Opinion 2:**

   What was decided.
c.

What should the name of the new province be?

<table>
<thead>
<tr>
<th>Opinion 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Opinion 2:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What was decided.</td>
</tr>
</tbody>
</table>

d.

Which city should be the capital?

<table>
<thead>
<tr>
<th>Opinion 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Opinion 2:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Opinion 3:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Opinion 4:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Opinion 5:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Opinion 6:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>What was decided.</td>
</tr>
</tbody>
</table>
3. Residents in the new province called Alberta had different perspectives on Alberta becoming a province. Read about these perspectives on pages 214 and 215 of *Voices of Alberta*. Then fill in the chart to tell about their perspectives.

<table>
<thead>
<tr>
<th>Did Alberta becoming a province benefit all of its residents?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One point of view:</td>
</tr>
</tbody>
</table>
### Making Decisions

**Directions:** Use *Voices of Alberta*, pages 211 – 215 to help you with the questions.

1. Before Alberta could officially become a province, several decisions had to be made. For each decision, explain the different opinions, and then tell what was eventually decided.

   a. Where should the borders be?

   **Opinion 1:** Frederick Haultain - should be one large province, covering the whole area

   **Opinion 2:** Wilfred Laurier - split area in two

   **Opinion 3:** Citizens - one big area so that Ottawa would pay more attention to it

   **Opinion 4:** Citizens - two provinces so each provincial government could be closer to the people of its province

   **Opinion 5:** Make 3 provinces

   What was decided.

   - two provinces

   b. What should the language of education be?

   **Opinion 1:** Should be both English and French schools

   **Opinion 2:** Should only be English schools

   What was decided.

   - Only English schools would receive government money
c. What should the name of the new province be?

<table>
<thead>
<tr>
<th>Opinion 1:</th>
<th>Buffalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion 2:</td>
<td>Alberta after Princess Louise Caroline Alberta</td>
</tr>
<tr>
<td>What was decided.</td>
<td>Alberta</td>
</tr>
</tbody>
</table>

d. Which city should be the capital?

| Opinion 1: | Calgary |
| Opinion 2: | Red Deer |
| Opinion 3: | Banff |
| Opinion 4: | Vegreville |
| Opinion 5: | Wetaskiwin |
| Opinion 6: | Edmonton |
| What was decided. | Edmonton |
3. Residents in the new province called Alberta had different perspectives on Alberta becoming a province. Read about these perspectives on pages 214 and 215 of *Voices of Alberta*. Then fill in the chart to tell about their perspectives.

<table>
<thead>
<tr>
<th>Did Alberta becoming a province benefit all of its residents?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One point of view:</td>
</tr>
<tr>
<td>Most people were pleased.</td>
</tr>
<tr>
<td>Celebrated with parades</td>
</tr>
<tr>
<td>Built new Legislature</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Lesson Three

Concept: How Alberta Began to Change

Resources/Materials: Voices of Alberta, pages 216 and 217.  
Road Map of Alberta  
Worksheet #4.8.3 (optional, student copies)

Introduction: Review that when millions of settlers moved onto the prairies, many small towns sprang up. Cities changed as well. Today’s lesson is about some of the changes that happened in Alberta’s two largest cities.

Procedure:

1. Have students locate the cities of Edmonton and Calgary on the map of Alberta on textbook, pages 305.

2. Have student speculate as to the types of changes that happened in Edmonton and Calgary after Alberta became a province.


4. You may want students to check the road map of Alberta to see if Marjorie Winspear McEnany’s is correct (Alberta Voices, page 216). Note that train routes often followed existing trails. Highways often ran parallel to train routes.

5. Distribute Worksheet #4.8.3 or have students do the exercise in their notebooks.

Assignments:

1. Read Voices of Alberta, pages 216 and 217.
2. OPTIONAL. Check a road map of Alberta to see if Marjorie Winspear McEnany’s explanation about how towns were named appears to be true.
3. Do Worksheet #4.8.3 (or do the exercise in notebooks).
Directions: Use Voices of Alberta to help you with the question. Use a graphic organizer like a Venn diagram, concept map(s), or chart(s) to show the changes that occurred in the cities of Calgary and Edmonton after Alberta became a province.
Lesson Four

Concept: Fact or Opinion

Resources/Materials: Voices of Alberta, page 218
Worksheet #4.8.4 (student copies)

Introduction: Ask students what the best food in the world is. Then ask students to name a food they had for breakfast. Explain that when you express a particular preference, you are offering an opinion. When you state something that is absolutely true and can be proven as true, you are stating a fact.

Procedure:

1. Explain that people will often try to convince us that something is true by offering an opinion and trying to pass it off as fact, so it is important to know when an idea is fact and when it is opinion.


3. Distribute Worksheet #4.8.4. Go over the directions, if necessary.

4. ALTERNATELY. Have students write five facts and five opinions in their notebooks.

Assignments:

1. Read Voices of Alberta, page 218.
2. Do Worksheet #4.8.4.
3. ALTERNATELY. Write five facts and five opinions.
Fact or Opinion

Directions: Use Voices of Alberta, page 218 to help you answer the questions. Tell whether each statement gives an opinion or states a fact.

1. Both Calgary and Edmonton have gained in population since 1905.
2. Today, Calgary’s population is larger than Edmonton’s.
3. Edmonton has friendlier people than Calgary, though.
4. The North Saskatchewan River flows right through Edmonton.
5. Alberta is the best province in the country in which to live.
6. According to weather experts, Northern Alberta has colder winters than Southern Alberta.
7. Farmers work harder than people who work in offices.
8. Alberta’s first premier was Alexander Rutherford.
9. Many people feel that Ed Stelmach has been Alberta’s best premier.
10. Students at Hutterite colony schools are much easier to teach than those in town and city schools.
11. The Calgary Stampede happens every year in July.
12. The railway brought thousands of settlers from the east to Alberta.
14. Canada’s government wanted immigrants from United States and Europe because people from those countries make better citizens.
15. The Toronto Maple Leafs are the worst hockey team in the history of the NHL.
17. It is better to grow up on a farm than in the city.
18. Edmonton grew quickly once it became Alberta’s capital.
19. There are many Francophone communities around Edmonton.
20. Buffalo meat tastes terrible.
Directions: Use Voices of Alberta, page 218 to help you answer the questions. Tell whether each statement gives an opinion or states a fact.

1. fact Both Calgary and Edmonton have gained in population since 1905.
2. fact Today, Calgary’s population is larger than Edmonton’s.
3. opinion Edmonton has friendlier people than Calgary, though.
4. fact The North Saskatchewan River flows right through Edmonton.
5. opinion Alberta is the best province in the country in which to live.
6. fact According to weather experts, Northern Alberta has colder winters than Southern Alberta.
7. opinion Farmers work harder than people who work in offices.
8. fact Alberta’s first premier was Alexander Rutherford.
9. opinion Many people feel that Ed Stelmach has been Alberta’s best premier.
10. opinion Students at Hutterite colony schools are much easier to teach than those in town and city schools.
11. fact The Calgary Stampede happens every year in July.
12. fact The railway brought thousands of settlers from the east to Alberta.
13. opinion The signing of the Treaties improved life for First Nations people.
14. opinion Canada’s government wanted immigrants from United States and Europe because people from those countries make better citizens.
15. opinion The Toronto Maple Leafs are the worst hockey team in the history of the NHL.
16. fact Today, most people in Alberta live in large towns and cities.
17. opinion It is better to grow up on a farm than in the city.
18. fact Edmonton grew quickly once it became Alberta’s capital.
19. fact There are many Francophone communities around Edmonton.
20. opinion Buffalo meat tastes terrible.
Lesson Five

Concept: How Forestry and Mining Influenced Alberta’s Growth

Resources/Materials: Voices of Alberta, pages 219 – 222
Photo Card – Coal: Then and Now
Photo Card – Forestry: Then and Now
Worksheets #4.8.5a and #4.8.5b (optional, student copies)

Introduction: Recall with students that natural resources are things from nature that people use, and that communities are often established in locations where natural resources are found.

Briefly discuss the natural resources in the district around where the colony is located.

Procedure:

1. Explain that today’s class deals with communities that began around two of Alberta’s most important natural resources: trees and coal.

2. Display the photo cards. Remind students that forests are considered to be renewable while coal is considered a non-renewable natural resource.


4. Instruct students to make point form notes on pages 219 and 220. Tell them to write the question/heading at the tops of the pages and then ensure that their point form notes answer the question.

5. ALTERNATELY. Have students do Worksheets #4.8.5a and #4.8.5b.

Assignments:

1. Read Voices of Alberta, pages 219 – 222
2. Make point form notes on pages 219 and 220.
3. ALTERNATELY. Do Worksheets #4.8.5a and #4.8.5b
**Social Studies Grade 4 Chapter 8 Worksheets**

**Forests and Coal**

**Directions:** Use *Voices of Alberta*, pages 219 – 222 to help you with these questions.

Using the 5 W’s and the H, make up questions that could be asked about the establishment and growth of towns based on forestry and coal mining. Then provide the answer to each question.

5 W’s - who, what, where, when, why       H - how

**Forestry**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
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</table>

Worksheet #4.8.5a
## Coal Mining

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**Directions:** Use *Voices of Alberta*, pages 219 – 222 to help you with these questions.

Using the 5 W’s and the H, make up questions that could be asked about the establishment and growth of towns based on forestry and coal mining. Then provide the answer to each question.

5 W’s - who, what, where, when, why   
H – how

**Forestry**  
**Examples of possible responses**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who started logging towns?</td>
<td>Settlers</td>
</tr>
<tr>
<td>What did settlers do with forests?</td>
<td>Cut down trees to make houses</td>
</tr>
<tr>
<td>Where did most logging towns exist?</td>
<td>On edges of forested areas</td>
</tr>
<tr>
<td>When did logging towns start?</td>
<td>When settlers moved to Alberta and need logs and lumber.</td>
</tr>
<tr>
<td>Why did logging towns begin?</td>
<td>People needed trees to build homes</td>
</tr>
<tr>
<td>How did sawmills develop?</td>
<td>People wanted lumber to build houses and furniture</td>
</tr>
<tr>
<td>Questions</td>
<td>Answers</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Who came to work in coal mines?</td>
<td>people from Europe</td>
</tr>
<tr>
<td>What was the coal used for?</td>
<td>running trains; heating homes</td>
</tr>
<tr>
<td>When were coal mines opened</td>
<td>when railway extended to Alberta</td>
</tr>
<tr>
<td>Where were coal mines?</td>
<td>Lillo, Lethbridge, Canmore</td>
</tr>
<tr>
<td>Why was coal needed?</td>
<td>run trains; heat homes</td>
</tr>
<tr>
<td>How was coal mined</td>
<td>dig underground tunnels</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: Wheat

Resources/Materials: Voices of Alberta, pages 223 and 224
Worksheet #4.8.6 (student copies)

Introduction: Every Hutterite colony seems to grow wheat. Discuss with students the issues around growing and selling wheat (low prices, high costs, weather, insects, diseases, etc.)

Explain that compared to the early 1900s technology has made raising wheat much less risky. That does not mean that wheat farming is risk free, however. Explain that today’s lesson has to do with the history of wheat farming in Alberta.

Procedure:

1. Have students turn to textbook, page 223. Review that soil, sun, and water are the three key natural resources that growing wheat rely on.

2. Guide the reading of textbook, pages 223 and 224.


4. If you like, ask students to imagine they lived on a prairie wheat farm during the time of the dust bowl. Tell them to write a journal entry to tell what life was like. What was the land like before and after the drought?

Assignments:

1. Read Voices of Alberta, pages 223 and 224.
2. Do Worksheet #4.8.6.
3. ALTERNATELY. Imagine you lived on a prairie wheat farm during the dust bowl. Write a journal entry to tell about your experiences.
Directions: Use Voices of Alberta, pages 223 and 224 to help you with the questions.

Read each of the sentences. Then decide whether each tells about the Prairies before, during, or after the dust bowl years. You may put more than one answer in a space.

1. _______ The Prairies were known as the “breadbasket of Canada”.
2. _______ Some families could not continue and had to sell their land or simply abandon it.
3. _______ Millions of grasshoppers ate any wheat the farmers managed to grow.
4. _______ Some people that used to farm now work in the oil and gas industry.
5. _______ Most settlers grew wheat.
6. _______ There was a severe drought that lasted for ten years.
7. _______ Dust storms happened often.
8. _______ Many farmers were able to hang on once the drought ended.
9. _______ Many farmers moved to the city to find work.
10. _______ Wheat was part of Alberta’s identity.
11. _______ The Prairies became known as the dust bowl.
12. _______ About half the people who lived in Alberta worked in agriculture.
13. _______ Only about one out of every five people lives on a farm or small town.
14. _______ In parts of southern Alberta, irrigation helped crops to grow.
15. _______ Farmers have new methods of growing wheat so that dust storms are not as bad as they used to be.
16. _______ The ground could be thick with the bodies of dead grasshoppers.
17. _______ More people live in the city than in the country.
18. _______ Farms were small.
19. _______ Most farms are large.
20. _______ Each farmer farmed about a quarter section of land.
Directions: Use Voices of Alberta, pages 223 and 224 to help you with the questions.

Read each of the sentences. Then decide whether each tells about the Prairies before, during, or after the dust bowl years. You may put more than one answer in a space.

1. before The Prairies were known as the “breadbasket of Canada”.

2. during Some families could not continue and had to sell their land or simply abandon it.

3. during Millions of grasshoppers ate any wheat the farmers managed to grow.

4. after Some people that used to farm now work in the oil and gas industry.

5. before Most settlers grew wheat.

6. during There was a severe drought that lasted for ten years.

7. during Dust storms happened often.

8. after Many farmers were able to hang on once the drought ended.

9. during/after Many farmers moved to the city to find work.

10. all Wheat was part of Alberta’s identity.

11. during The Prairies became known as the dust bowl.

12. before About half the people who lived in Alberta worked in agriculture.

13. after Only about one out of every five people lives on a farm or small town.

14. all In parts of southern Alberta, irrigation helped crops to grow.

15. after Farmers have new methods of growing wheat so that dust storms are not as bad as they used to be.

16. during The ground could be thick with the bodies of dead grasshoppers.

17. after More people live in the city than in the country.

18. before/during Farms were small.

19. after Most farms are large.

20. before/during Each farmer farmed about a quarter section of land.
Lesson Seven

Concept: How Did Alberta Become More Diverse?

Resources/Materials: Voices of Alberta, pages 225 – 228
Worksheets #4.8.7a and #4.8.7b (student copies)

Introduction: Explain that at first Canada’s government thought that people from Britain, northern Europe, the United States, and eastern Canada would be the most suited to being settlers in the west. Later they allowed other immigrants to move to Canada. Today, Alberta is home to people from all over the world.

Procedure:

1. Explain that people chose to move to Alberta for many different reasons.

2. On the board write the words push and pull. Push refers to a reason that you might want to change your present situation. If you are hungry, you think about getting something to eat. Being hungry is the push. Say you know that your aunt has just made some cookies. You decide to go to her house to see if she will give you a cookie. You are being pulled to your aunt’s. So the pull is what makes you choose a particular course of actions out of all your choices.

   If necessary, give the example of the Hutterites. The push factor was that the United States government required Hutterite men to serve in the military. The pull factors were that Alberta offered good farm land and did not require military service. So, the Hutterites were pushed out of the South Dakota and pulled to Alberta.

3. Have students turn to textbook, page 225. Guide the reading of the first half of the page.

4. Then have students read the rest of textbook, page 225 and all of 226 – 228. They are to look to push and pull factors.

5. Distribute Worksheets #4.8.7a and #4.8.7b. Go over the directions, if necessary.

6. OPTIONAL. Have students write and “Alberta Voices” for one of their ancestors.

Assignments:

1. Read Voices of Alberta, pages 225 – 228.
2. Do Worksheets #4.8.7a and #4.8.7b.
3. OPTIONAL. Write about the push and pull factors that led one of your ancestors to leave South Dakota and move to Alberta.
**Directions:** Use *Voices of Alberta*, pages 225 – 228 to help you with the questions.

1. What is meant by a *diverse population*?

2. Complete the chart to tell about the *push* and *pull* factors that explain why people wanted to leave their home countries and move to Alberta.

<table>
<thead>
<tr>
<th>Person(s)</th>
<th>Push Factor(s)</th>
<th>Pull Factor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Stein Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natalie Masson and her Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter Helt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristina Nilson’s Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person(s)</td>
<td>Push Factor(s)</td>
<td>Pull Factor(s)</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Hiroki Tanaka’s Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaari Lehtinen’s Family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People from China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judiah and Chasia Shumiiatcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People from Italy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Directions: Use *Voices of Alberta*, pages 225 – 228 to help you with the questions.

1. What is meant by a **diverse population**?

   population made up of people from many different cultures and backgrounds

2. Complete the chart to tell about the **push** and **pull** factors that explain why people wanted to leave their home countries and move to Alberta.

<table>
<thead>
<tr>
<th><strong>Person(s)</strong></th>
<th><strong>Push Factor(s)</strong></th>
<th><strong>Pull Factor(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Stein Family</td>
<td>• wanted to leave Russia</td>
<td>• wanted new life in Canada</td>
</tr>
<tr>
<td>Natalie Masson and her Family</td>
<td>• not enough land in Quebec for the family</td>
<td>• French-speaking communities in Alberta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Alberta has Catholic churches, schools, rich farmland</td>
</tr>
<tr>
<td>Peter Helt</td>
<td>• poor pay</td>
<td>• has relatives in Canada</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• miners are needed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• better pay</td>
</tr>
<tr>
<td>Kristina Nilson’s Family</td>
<td>• farm is not doing well in Minnesota</td>
<td>• saw poster advertising Alberta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• lot of jobs and land</td>
</tr>
<tr>
<td>Person(s)</td>
<td>Push Factor(s)</td>
<td>Pull Factor(s)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Hiroki Tanaka’s Family</td>
<td>- No room to expand/land is scarce in Japan</td>
<td>- Relatives already living in Alberta</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lots of flat farmland</td>
</tr>
<tr>
<td>Kaari Lehtinen’s Family</td>
<td>- Troubles in Finland</td>
<td>- Work available in coal mine</td>
</tr>
<tr>
<td>People from China</td>
<td>- Not enough land to grow food in China</td>
<td>- Railway work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Could set up businesses</td>
</tr>
<tr>
<td>Judiah and Chasia Shumiatcher</td>
<td></td>
<td>- Could start a business (hat-making)</td>
</tr>
<tr>
<td>People from Italy</td>
<td></td>
<td>- Work on railway, in mines, in forestry</td>
</tr>
</tbody>
</table>
Lesson Eight

Concept: Keeping the Francophone and Aboriginal Cultures Strong

Resources/Materials: Voices of Alberta, pages 229 – 231
Worksheet #4.8.8 (student copies)

Introduction: Explain that one of the wonderful things about living in Canada is that each cultural group is encouraged to keep some of their traditional customs and traditions. Yet, because English is so widely used in Alberta, many cultural groups feel they must really work to make sure that their own culture is not forgotten.

Procedure:

1. Discuss way that Hutterites use to ensure their culture is maintained. (living in Hutterite-only colonies, speaking German, eating together, etc.)

2. Explain that Francophone and Aboriginal peoples are also trying to do things to preserve their cultures.

3. Have students turn to textbook, page 229. Guide the reading. Then have students read pages 230 and 231.

4. Distribute Worksheet #4.8.8. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, pages 229 -231.
2. Do Worksheet #4.8.8.
**Preserving Culture**

**Directions:** Use *Voices of Alberta*, pages 229 – 231 to help you with the questions.

From what you know and from what you read, describe some of the things that each group is doing to try to preserve its culture.

<table>
<thead>
<tr>
<th><strong>Hutterites</strong></th>
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<table>
<thead>
<tr>
<th><strong>Francophones</strong></th>
</tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Aboriginals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
### Preserving Culture

**Directions:** Use *Voices of Alberta*, pages 229 – 231 to help you with the questions.

From what you know and from what you read, describe some of the things that each group is doing to try to preserve its culture.

<table>
<thead>
<tr>
<th>Hutterites</th>
</tr>
</thead>
<tbody>
<tr>
<td>live on colonies</td>
</tr>
<tr>
<td>speak German in daily lives</td>
</tr>
<tr>
<td>keep traditions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Francophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>French schools</td>
</tr>
<tr>
<td>French newspapers</td>
</tr>
<tr>
<td>French radio station</td>
</tr>
<tr>
<td>French communities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aboriginals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older people teach/talk to younger people about traditions</td>
</tr>
<tr>
<td>Aboriginal organizations talking to governments about its obligations</td>
</tr>
<tr>
<td>Find ways to honour, celebrate, and preserve unique heritage</td>
</tr>
</tbody>
</table>
Lesson Nine

Concept: Viewpoints: How Can a Growing City Respect the Past?

Resources/Materials: Voices of Alberta, pages 232 and 233
Worksheet #4.8.9 (student copies)

Introduction: Discuss with students that the Treaties placed First Nations groups onto reserves. They were not necessarily allowed to visit sacred grounds and other places of importance.

Today Canadians are beginning to appreciate the importance of particular places to First Nations and other groups. This has led to some difficult decisions being made.

Procedure:

1. Have students turn to textbook, page 232. Guide the reading of the main text on the page.

2. Explain that Rossdale Flats is a heritage site for First Nations. The issue comes down to “Should cities build on heritage sites?”.

3. Direct students to read the comments on textbook, pages 232 and 233. Decide how the people who made the comments would answer that question.

4. Discuss the decisions that were made. How do they address the issue?

5. Distribute Worksheet #4.8.9. Go over the directions, if necessary.

6. ALTERNATELY. Have students do the questions at the bottom of textbook, page 233, in their notebooks.

Assignments:

1. Read Voices of Alberta, pages 232 and 233.
2. Do Worksheet #4.8.9.
3. ALTERNATELY. Do the “Over to You” questions at the bottom of textbook, page 233.
Directions: Use Voices of Alberta, pages 232 and 233 to help you with the questions.

1. Complete the chart by summarizing the comments made in your textbook.

<table>
<thead>
<tr>
<th>Issue: Should the City of Edmonton expand the Rossdale Power Plant, even though it is a heritage site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. Examine the decisions that were made for Rossdale Flats (page 233). With which side, if any, did the City of Edmonton agree? Tell how you know.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Worksheet #: 489
Directions: Use *Voices of Alberta*, pages 232 and 233 to help you with the questions.

1. Complete the chart by summarizing the comments made in your textbook.

**Issue:** *Should the City of Edmonton expand the Rossdale Power Plant, even though it is a heritage site?*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It would cost too much to build the power plant somewhere else.</td>
<td>• It is almost the birthplace of Alberta. The power plant should be shut down.</td>
</tr>
<tr>
<td></td>
<td>• The city should turn the building into an education centre. There should be a monument built on the site</td>
</tr>
<tr>
<td></td>
<td>• We should honour the site so it will not be forgotten</td>
</tr>
<tr>
<td></td>
<td>• The land should be used for parkland, green space, shops, restaurants</td>
</tr>
</tbody>
</table>

2. Examine the decisions that were made for Rossdale Flats (page 233). With which side, if any, did the City of Edmonton agree? Tell how you know.

• Was really a compromise. The water treatment plant exists, but power plant shut down. Burial grounds honoured in various ways.
Lesson Ten

Concept: Set Your Skills in Motion

Resources/Materials: Voices of Alberta, page 234.

Introduction: Explain that the end of Chapter Eight is almost at an end, and it is time to practise some of the skills learned in the chapter.

Procedure:


2. With students decide which of the suggested activities they could do. Then either assign them one or more of the activities, or allow them to choose the one(s) they would like to do.

Assignments:

1. Read Voices of Alberta, page 234.
2. Do one or more of the activities on page 234.
Lesson Eleven

Concept: Chapter Eight Review

Resources/Materials: Voices of Alberta, page 235.
          Worksheets #4.8.11a and #4.8.11b (optional, teacher copy)
          Chapter Eight Review Sheets (student copies)

Introduction: Explain that Chapter Eight has now come to an end and it is time to prepare for the chapter test.

Procedure:


2. If you like, have students answer the inquiry questions using a graphic organizer of their choice, or point-form.

3. OPTIONAL. Use Worksheets #4.8.11a and #4.8.11b to help students review the key concepts of the chapter. You can use the questions on Worksheet #4.8.11b any way you like. One suggestion is given on Worksheet #4.8.11a.

4. Distribute the Chapter Eight Review Sheets.

5. Contribute to the Alberta Treasure Chest, if appropriate.

Assignments:

1. Read Voices of Alberta, page 235.
2. OPTIONAL. Answer the inquiry questions using a graphic organizer or point-form.
3. OPTIONAL. Use Worksheets #4.8.11a and #4.8.11b to review the ideas in Chapter Eight with your teacher and classmates.
4. Do the Chapter Eight Review Sheets.
Directions:

1. Before the game begins, on the board write the following where you will write the letters to the phrase Alberta Becomes a Province, as the game progresses.

   __________ __________  __________

2. Also write the following:

   a a a
   b b
   c c
   e e e e
   i
   l
   m
   n
   o o
   p
   r r
   s
   t
   v

3. Explain to students that they are to try to fill in the spaces with letters to make an important phrase. The letters need to fill the spaces are written on the board. In order to fill the spaces, they must answer some questions.

4. Ask the first student to pick a letter from the list on the board. Then find the question that goes with the letter from Worksheet #4.8.11b. Read the appropriate question. If the student is able to answer the question correctly, then write the letter in the correct place in the phrase. Erase the letter from the board and check off the question on Worksheet #4.8.11b to show that the question has been done. If the student is unable to answer the question correctly, leave everything the way it was. The next student then chooses a letter. He/she can choose to answer the same question that one of his/her classmates missed earlier or pick a new letter, and consequently a new question. Keep going until all the letters are filled in.

5. Once all the letters have been filled in, one student has to be able to answer the Bonus Question. The game is then finished.

6. If you like, you can give a little prize to the person who finally solves the whole puzzle or to the whole group for being good sports or trying their best or whatever.
<table>
<thead>
<tr>
<th><strong>a</strong></th>
<th>In what year did Alberta become a province? (1905)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong></td>
<td>Before becoming a province, Alberta was part of what territory? (North-West Territories)</td>
</tr>
<tr>
<td><strong>a</strong></td>
<td>Who was the prime minister of Canada when Alberta became a province? (Wilfred Laurier)</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>Why were many Francophones upset when Alberta became a province? (All schools must be taught in English)</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>Alberta was the name chosen for the new province. What other names was being considered? (Buffalo)</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>Why was Edmonton chosen as the capital city? (largest city; most central city)</td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>What is the legislative assembly? (group of leaders who represent the people)</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>What was the First Nations perspective on Alberta becoming a province? (did nothing to improve their situation – Indian agent controlled their lives)</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>What are two ways that Calgary changed after Alberta became a province. (larger population; bigger buildings; became trading centre)</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>What are two ways that Edmonton changed after Alberta became a province. (became bigger; bridges built; centre of trade)</td>
</tr>
<tr>
<td><strong>e</strong></td>
<td>What is the difference between fact and opinion? (fact can be proven to be correct; opinion expresses how someone feels)</td>
</tr>
<tr>
<td><strong>i</strong></td>
<td>Explain how logging towns began? (settlers need to build houses; logging camps &amp; sawmills open; more settlers come; more wood need to build railway; people come to find work in logging and sawmills)</td>
</tr>
<tr>
<td><strong>l</strong></td>
<td>Explain how coal mining towns began. (coal needed to run trains; coal needed to heat homes)</td>
</tr>
<tr>
<td><strong>m</strong></td>
<td>Why were the Prairies referred to as the “breadbasket of Canada”? (produced most of Canada’s wheat)</td>
</tr>
<tr>
<td><strong>n</strong></td>
<td>What are two reasons that many people quit farming during the 1930s. (drought; grasshoppers)</td>
</tr>
<tr>
<td><strong>o</strong></td>
<td>What are three different reasons that immigrants decided to leave their (need work, homelands? join relatives, persecution, adventure)</td>
</tr>
<tr>
<td><strong>p</strong></td>
<td>What are two different ways that Francophones try to preserve their culture? (Francophone schools, newspaper, radio station)</td>
</tr>
<tr>
<td><strong>r</strong></td>
<td>What are two different ways that Aboriginal peoples are trying to preserve their cultures.? (Older people tell younger people about traditions, organizations, work to ensure Treaties not forgotten)</td>
</tr>
<tr>
<td><strong>r</strong></td>
<td>Who became Alberta’s first premier? Alexander Rutherford</td>
</tr>
<tr>
<td><strong>s</strong></td>
<td>Where do most people in Alberta live today – in rural or urban areas? (urban)</td>
</tr>
<tr>
<td><strong>t</strong></td>
<td>What is meant by a diverse population? (made up of people from many different cultures and backgrounds)</td>
</tr>
<tr>
<td><strong>v</strong></td>
<td>Why did Alberta want to become a province? (wanted more control over own affairs and money)</td>
</tr>
</tbody>
</table>

**Bonus Question**
Who was the premier of the North-West Territories before 1905? (Frederick Haultain)
Social Studies Grade 4 Chapter 8 Review Sheets

Social Studies
Grade Four
Chapter Eight: Becoming a Province

Review Sheets

1. Use the words to fill in the spaces in the sentences.

<table>
<thead>
<tr>
<th>1905</th>
<th>Alexander Rutherford</th>
<th>breadbasket of Canada</th>
<th>dustbowl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Haultain</td>
<td>legislative assembly</td>
<td>mining</td>
<td>North-West Territories</td>
</tr>
<tr>
<td>Resources</td>
<td>rural</td>
<td>urban</td>
<td>Wilfred Laurier</td>
</tr>
</tbody>
</table>

As more settlers arrived, the government in Ottawa needed a way to take care of what was happening in the ____________________________ ________________. It set up a ____________________________ ________________ in the city of Regina.

Alberta wanted more money and more control over its _____________________________. It wanted to become a province. Prime Minister ____________________________ ________________ and the Canadian government decided it was time for Alberta and Saskatchewan to become provinces. The year was _________________. The premier of the North-West Territories at the time was ____________________________ ________________. The Province of Alberta’s first premier was ____________________________ ________________.

Alberta grew and continued to grow. Edmonton and Calgary became large cities. Gradually the population of Alberta became more ____________________________ than _____________________________. As more immigrants moved in from all over the world, there was more of a ____________________________ ________________.

The Prairie Provinces became known as the ____________________________ ________________ ________________ because they produced most of Canada’s wheat. Then in the 1930s, a severe ____________________________ hit the Prairies. Fierce winds and grasshoppers made things worse. Now the Prairie Provinces were called the ____________________________.
Many people had to give up farming and find other jobs in cities or in the oil and gas, forestry industries.

2. When deciding to become a province, many decisions had to be made. Look at each of the decisions. Tell what options were considered and then tell what decisions were actually made.

a. Where will the borders be?

Options: 

________________________________________

________________________________________

________________________________________

Decision: _________________________________

b. What should be the language of the schools?

Options: 

________________________________________

________________________________________

Decision: _________________________________

c. Where should the capital city be?

________________________________________

________________________________________

Decision: _________________________________

d. What should the new province be called?

Options: 

________________________________________

Decision: _________________________________
3. Tell about two different perspectives on Alberta becoming a province.

<table>
<thead>
<tr>
<th>Perspective 1</th>
<th>Perspective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Calgary and Edmonton both became large cities. Tell why each grew.

<table>
<thead>
<tr>
<th>Calgary</th>
<th>Edmonton</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write three facts about Alberta.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Write three opinions about Alberta.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
6. List the steps that tell how either a logging or a mining town grows.


9. What are three reasons why people chose to move to Alberta?

10. What are three ways that the Francophone community tries to preserve its culture?

11. What are two ways that Aboriginal peoples are trying to preserve their cultures?

12. On textbook, pages 232 and 233 you read about an issue that had to do with an historic First Nations site. What are two different viewpoints about this issue? What are some examples of what people had to say?

<table>
<thead>
<tr>
<th>Viewpoint 1:</th>
<th>Viewpoint 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Use the words to fill in the spaces in the sentences.

<table>
<thead>
<tr>
<th>1905</th>
<th>Alexander Rutherford</th>
<th>breadbasket of Canada</th>
<th>dustbowl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frederick Haultain</td>
<td>legislative assembly</td>
<td>mining</td>
<td>North-West Territories</td>
</tr>
<tr>
<td>Resources</td>
<td>rural</td>
<td>urban</td>
<td>Wilfred Laurier</td>
</tr>
</tbody>
</table>

As more settlers arrived, the government in Ottawa needed a way to take care of what was happening in the North-West Territories. It set up a legislative assembly in the city of Regina.

Alberta wanted more money and more control over its resources. It wanted to become a province. Prime Minister Wilfred Laurier and the Canadian government decided it was time for Alberta and Saskatchewan to become provinces. The year was 1905. The premier of the North-West Territories at the time was Frederick Haultain. The Province of Alberta’s first premier was Alexander Rutherford.

Alberta grew and continued to grow. Edmonton and Calgary became large cities. Gradually the population of Alberta became more urban than rural.

As more immigrants moved in from all over the world, there was more of a diverse population.

The Prairie Provinces became known as the breadbasket of Canada because they produced most of Canada’s wheat. Then in the 1930s, a severe drought hit the Prairies. Fierce winds and grasshoppers made things worse. Now the Prairie Provinces were called the dustbowl.
Many people had to give up farming and find other jobs in cities or in the oil and gas, mining, and forestry industries.

2. When deciding to become a province, many decisions had to be made. Look at each of the decisions. Tell what options were considered and then tell what decisions were actually made.

a. Where will the borders be?

Options: make one large province

make two provinces

make three provinces

Decision: two provinces

b. What should be the language of the schools?

Options: both English and French schools

only English schools

Decision: English schools funded by government

c. Where should the capital city be? Calgary, Vegreville, Red Deer, Wetaskiwin, Banff, Edmonton

Decision: Edmonton

d. What should the new province be called?

Options: Alberta, Buffalo

Decision: Alberta
3. Tell about two different perspectives on Alberta becoming a province. 

<table>
<thead>
<tr>
<th>Perspective 1</th>
<th>Perspective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Great! Time to celebrate'</td>
<td>First Nations realized few, if any, benefits</td>
</tr>
</tbody>
</table>

4. Calgary and Edmonton both became large cities. Tell why each grew.

<table>
<thead>
<tr>
<th>Calgary</th>
<th>Edmonton</th>
</tr>
</thead>
<tbody>
<tr>
<td>railway brought settlers</td>
<td>started as a trading post</td>
</tr>
<tr>
<td>centre of wheat farming/ranching</td>
<td>became important stopover for people on their way to the Yukon</td>
</tr>
<tr>
<td></td>
<td>grew again when it became Alberta’s capital</td>
</tr>
</tbody>
</table>

5. Write three facts about Alberta.

**Answers will vary**

______  
______  
______  

Write three opinions about Alberta.

**Answers will vary**

______  
______  
______  

3
6. List the steps that tell how either a logging or a mining town grows.

Logging Towns:  
- Settlers needed logs to build houses.  
- Logging camps/sawmills open  
- Railway brings more settlers  
- New settlers need to build homes to support  
- Railway needs wood for the tracks  
- People move in to work in logging

Mining Town:  
- Trains powered by steam  
- Trains need coal to make steam  
- Mines opened  
- Coal also used to heat homes  
- People come to work in mines  
- People move in to work in logging

7. Answer true or false.

False  The Prairie Provinces were called the “Breadbasket of Canada” because its women were the best bakers in the country.

True  In the 1930s a severe drought hit the Prairies, causing many crop failures.

True  Strong winds caused severe dust storms.

False  The dry earth caused many mosquito eggs to hatch and they became a problem.

True  Many farmers were unable to continue farming and had to give up their farms.

False  The number of farmers grew during the dustbowl years.

True  Alberta was becoming more and more urban as people moved off the farm.

True  People found work in the oil and gas, mining, and forestry industries.

8. Immigrants decided to leave their homelands for many different reasons. What are three of them?

- needed land → land not available
- no work in homeland
- not treated fairly in homeland
- want adventure
- wanted to be with relatives
9. What are three reasons why people chose to move to Alberta?

- Religious freedom
- Free/inexpensive land
- Pastoral make Alberta sound appealing
- Relatives already in Alberta

10. What are three ways that the Francophone community tries to preserve its culture?

- Francophone schools
- Francophone newspaper
- Francophone radio station
- Francophone association

11. What are two ways that Aboriginal peoples are trying to preserve their cultures?

- Elders teach traditional ways to younger generation
- Aboriginal organizations talk to government
- Form associations

12. On textbook, pages 232 and 233 you read about an issue that had to do with an historic First Nations site. What are two different viewpoints about this issue? What are some examples of what people had to say?

Answer: will vary.

<table>
<thead>
<tr>
<th>Viewpoint 1: It is important to respect/recognize historic sites</th>
<th>Viewpoint 2: It is not that important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosedale Flats is almost birthplace of Alberta.</td>
<td>Would cost a lot to build a new power plant elsewhere</td>
</tr>
<tr>
<td>Should build monument on the site</td>
<td>Should use the site to build park on shops/restaurants</td>
</tr>
<tr>
<td>The site should be honoured; otherwise it will be forgotten</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Twelve

Concept: Chapter Eight Test

Resources/Materials: Chapter Eight Test (student copies)
1. Match the words with the phrases.

<table>
<thead>
<tr>
<th>legislative assembly</th>
<th>urban</th>
<th>rural</th>
<th>Alexander Rutherford</th>
</tr>
</thead>
<tbody>
<tr>
<td>diverse population</td>
<td>fact</td>
<td>opinion</td>
<td>Wilfred Laurier</td>
</tr>
<tr>
<td>drought</td>
<td>dust bowl</td>
<td>1905</td>
<td>Frederick Haultain</td>
</tr>
</tbody>
</table>

____________________________ something that can be proven as true
____________________________ the year Alberta became a province
____________________________ Alberta’s first premier
____________________________ small towns and the countryside
____________________________ a group made up of leaders who represent the people
____________________________ Canada’s prime minister when Alberta became a province
____________________________ what someone thinks about a particular situation
____________________________ large towns and cities
____________________________ long period with far less rain or snow than usual
____________________________ premier of the North-West Territories before Alberta became a province
____________________________ name given to the Prairies because of the clouds of soil turning the skies black during fierce winds
____________________________ population made up of people from many different cultures and backgrounds.

2. Explain why the residents of Alberta wanted Alberta to become a province and not remain part of the North-West Territories.

_________________________________________________________________

_________________________________________________________________
3. Fill the chart to show some of the decisions that had to be made when Alberta became a province.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options Considered</th>
<th>Final Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where will the borders be?</td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td>What should be the language of the schools?</td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td>What should the province be called?</td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td>What should be the capital city?</td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
</tbody>
</table>

4. Tell about two different perspectives about Alberta becoming a province.

<table>
<thead>
<tr>
<th>One Perspective</th>
<th>Another Perspective</th>
</tr>
</thead>
</table>
5. Tell whether each statement is a **fact** or an **opinion**.

- Alberta beef has the best in the world.
- Alberta has a diverse population.
- During the 1930s there was a drought in most parts of Alberta.
- Edmonton is the capital city of Alberta.
- Generally, people in small towns are friendlier than people in cities.
- Our school is probably one of the best in the province.

6. Make a flow chart to show how either a logging town or a mining town would have been established.

You do not have to use all the boxes. If you need more space, use the back of this sheet.
7. What was the *dustbowl*?

What are two ways that the dustbowl changed Alberta?

8. People came to Alberta from all over the world. In the chart tell about two different reasons why people wanted to leave their old countries and two reasons why they chose to move to Alberta.

<table>
<thead>
<tr>
<th>Reasons People Wanted to Leave Their Old Countries</th>
<th>Reasons People Chose to Move to Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. People sometimes have different points of view about historic places being destroyed to make way for new buildings. Write examples below of what people with different points of view might say about the question in the chart.

Should historic places be destroyed to make way for new buildings?

<table>
<thead>
<tr>
<th>One point of view</th>
<th>A different point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words with the phrases.

<table>
<thead>
<tr>
<th>legislative assembly</th>
<th>urban</th>
<th>rural</th>
<th>Alexander Rutherford</th>
</tr>
</thead>
<tbody>
<tr>
<td>diverse population</td>
<td>fact</td>
<td>opinion</td>
<td>Wilfred Laurier</td>
</tr>
<tr>
<td>drought</td>
<td>dust bowl</td>
<td>1905</td>
<td>Frederick Haultain</td>
</tr>
</tbody>
</table>

- **fact** something that can be proven as true
- **1905** the year Alberta became a province
- **Alexander Rutherford** Alberta’s first premier
- **rural** small towns and the countryside
- **legislative assembly** a group made up of leaders who represent the people
- **Wilfred Laurier** Canada’s prime minister when Alberta became a province
- **opinion** what someone thinks about a particular situation
- **urban** large towns and cities
- **drought** long period with far less rain or snow than usual
- **Frederick Haultain** premier of the North-West Territories before Alberta became a province
- **dust bowl** name given to the Prairies because of the clouds of soil turning the skies black during fierce winds
- **diverse population** population made up of people from many different cultures and backgrounds.

2. Explain why the residents of Alberta wanted Alberta to become a province and not remain part of the North-West Territories.

- would receive money from Canadian government without having to ask
- have control over own resources
3. Fill the chart to show some of the decisions that had to be made when Alberta became a province.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options Considered</th>
<th>Final Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where will the borders be?</td>
<td>Option 1: one province</td>
<td>two provinces</td>
</tr>
<tr>
<td></td>
<td>Option 2: two provinces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 3: three provinces</td>
<td></td>
</tr>
<tr>
<td>What should be the language of</td>
<td>Option 1: French and English</td>
<td>English only</td>
</tr>
<tr>
<td>the schools?</td>
<td>Option 2: English only</td>
<td></td>
</tr>
<tr>
<td>What should the province be</td>
<td>Option 1: Buffalo</td>
<td>Alberta</td>
</tr>
<tr>
<td>called?</td>
<td>Option 2: Alberta</td>
<td></td>
</tr>
<tr>
<td>What should be the capital city?</td>
<td>Option 1: Calgary, Vegreville, Red</td>
<td>Edmonton</td>
</tr>
<tr>
<td></td>
<td>Deer, Wetaskiwi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2: Banff, Edmonton</td>
<td></td>
</tr>
</tbody>
</table>

4. Tell about two different perspectives about Alberta becoming a province.

<table>
<thead>
<tr>
<th>One Perspective</th>
<th>Another Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A great occasion</td>
<td>First Nations saw few benefits for themselves</td>
</tr>
<tr>
<td>Many benefits</td>
<td></td>
</tr>
</tbody>
</table>
5. Tell whether each statement is a fact or an opinion.

**opinion** Alberta beef has the best in the world.

**fact** Alberta has a diverse population.

**fact** During the 1930s there was a drought in most parts of Alberta.

**fact** Edmonton is the capital city of Alberta.

**opinion** Generally, people in small towns are friendlier than people in cities.

**opinion** Our school is probably one of the best in the province.

6. Make a flow chart to show how either a logging town or a mining town would have been established.

Answers will vary

You do not have to use all the boxes. If you need more space, use the back of this sheet.
7. What was the dustbowl?

- Much of the Prairies when drought hit for about a ten-year period.

What are two ways that the dustbowl changed Alberta?

- Fewer people remained on farms and moved to cities.
- People found work in other areas, such as in the oil and gas, forestry, mining, business, services areas.

8. People came to Alberta from all over the world. In the chart tell about two different reasons why people wanted to leave their old countries and two reasons why they chose to move to Alberta.

Answers may vary

<table>
<thead>
<tr>
<th>Reasons People Wanted to Leave Their Old Countries</th>
<th>Reasons People Chose to Move to Alberta</th>
</tr>
</thead>
<tbody>
<tr>
<td>no work</td>
<td>inexpensive land</td>
</tr>
<tr>
<td>no land to buy</td>
<td>have relatives living in Alberta</td>
</tr>
<tr>
<td>religious persecution</td>
<td>religious freedom</td>
</tr>
<tr>
<td>relatives in other countries</td>
<td>start a new life</td>
</tr>
<tr>
<td>want adventure</td>
<td></td>
</tr>
</tbody>
</table>

9. People sometimes have different points of view about historic places being destroyed to make way for new buildings. Write examples below of what people with different points of view might say about the question in the chart.

Answers will vary

Should historic places be destroyed to make way for new buildings?

<table>
<thead>
<tr>
<th>One point of view</th>
<th>A different point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>make parkland</td>
<td>historic places connect us to the past</td>
</tr>
<tr>
<td>make stores/restaurant</td>
<td>should erect monuments</td>
</tr>
<tr>
<td>too expensive to build elsewhere</td>
<td>If sites like these are not preserved, they will be forgotten</td>
</tr>
<tr>
<td>the past is the past</td>
<td></td>
</tr>
</tbody>
</table>
Chapter Nine

Preserving the Land

Inquiry Questions

- Why are provincial parks, protected areas, and national parks important?

- How do we protect Alberta’s land and heritage?
## Vocabulary (page 1)

<table>
<thead>
<tr>
<th>WORD</th>
<th>DEFINITION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>habitat</td>
<td>Use your own words to explain the meaning of each word.</td>
<td></td>
</tr>
<tr>
<td>endangered animal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>protected area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provincial park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORD</td>
<td>DEFINITION</td>
<td>EXAMPLE</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>national park</td>
<td>Use your own words to explain the meaning of each word.</td>
<td></td>
</tr>
<tr>
<td>heritage rangeland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wildland provincial park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wilderness area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORD</td>
<td>DEFINITION</td>
<td>EXAMPLE</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>habitat</td>
<td>place where an animal makes its home in nature</td>
<td></td>
</tr>
<tr>
<td>endangered animal</td>
<td>animal whose population is declining to the point where it may become extinct</td>
<td></td>
</tr>
<tr>
<td>protected area</td>
<td>area of land set aside to protect special features such as plants, animals, landforms</td>
<td></td>
</tr>
<tr>
<td>provincial park</td>
<td>park managed by the provincial government to preserve places of natural or historical importance</td>
<td></td>
</tr>
<tr>
<td>WORD</td>
<td>DEFINITION</td>
<td>EXAMPLE</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>national park</td>
<td>park managed by federal government to preserve natural beauty or places of historical importance</td>
<td></td>
</tr>
<tr>
<td>heritage rangeland</td>
<td>areas created to protect prairie grasslands</td>
<td></td>
</tr>
<tr>
<td>wildland provincial park</td>
<td>area created to allow people to enjoy camping and hiking</td>
<td></td>
</tr>
<tr>
<td>wilderness area</td>
<td>large protected area with strict limits on how the land is used; vehicles and many recreational activities are not allowed</td>
<td></td>
</tr>
</tbody>
</table>
**Directions:** Use *Voices of Alberta*, pages 236 – 238 to help you with the questions.

Human activities often change the environment. For each of the following activities, tell how the environment might be damaged.

<table>
<thead>
<tr>
<th>Activity</th>
<th>How the Environment Might Be Damaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm the land</td>
<td></td>
</tr>
<tr>
<td>Make cities and towns bigger</td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td></td>
</tr>
<tr>
<td>Mining</td>
<td></td>
</tr>
<tr>
<td>Digging oil and gas wells</td>
<td></td>
</tr>
<tr>
<td>Build roads and highways</td>
<td></td>
</tr>
<tr>
<td>Go hiking</td>
<td></td>
</tr>
<tr>
<td>Build fences</td>
<td></td>
</tr>
<tr>
<td>Use an all-terrain vehicle or snowmobile</td>
<td></td>
</tr>
</tbody>
</table>
**Social Studies Grade 4 Chapter 9 Worksheets**

**Why Do We Need to Protect the Land?**

**Directions:** Use *Voices of Alberta*, pages 236 – 238 to help you with the questions.

Human activities often change the environment. For each of the following activities, tell how the environment might be damaged.

Answers will vary

<table>
<thead>
<tr>
<th>Activity</th>
<th>How the Environment Might Be Damaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm the land</td>
<td>• natural grassland or forest damaged&lt;br&gt;• pollution due to chemical fertilizers, sprays</td>
</tr>
<tr>
<td>Make cities and towns bigger</td>
<td>• natural environment changed to make way for houses, schools and businesses</td>
</tr>
<tr>
<td>Forestry</td>
<td>• logging activities destroy habitat for birds/animals</td>
</tr>
<tr>
<td>Mining</td>
<td>• earth's surface may be stripped of natural vegetation; landforms changed</td>
</tr>
<tr>
<td>Digging oil and gas wells</td>
<td>• area immediately around the drill site is damaged&lt;br&gt;• may be oil spill</td>
</tr>
<tr>
<td>Build roads and highways</td>
<td>• destroy natural environment to build the road&lt;br&gt;• interrupt natural movement of animals</td>
</tr>
<tr>
<td>Go hiking</td>
<td>• people can litter, break branches, etc</td>
</tr>
<tr>
<td>Build fences</td>
<td>• can interrupt natural wildlife movement</td>
</tr>
<tr>
<td>Use an all-terrain vehicle or snowmobile</td>
<td>• can tear up natural vegetation/terrain</td>
</tr>
</tbody>
</table>
Lesson Two

Concept: How Can We Preserve Land for the Future?

Resources/Materials: Voices of Alberta, pages 239 – 241
Line Master 9-1 (students have this)
Worksheets #4.9.2a and #4.9.2b (student copies)

Introduction: Review that human activity often endangers or even destroys natural habitat for many plants and animals. Explain that all people have a responsibility to help preserve natural areas.

Procedure:

1. Remind students that Canadian citizens elect their governments. Through governments the people have taken steps to protect the land. They do this by making sure we preserve the land for the future.

2. Have students turn to textbook, page 239. Guide the reading of the page. Discuss the different types of protected areas.

3. Have students turn to textbook, pages 240 and 241. Read the headings/questions at the top of each of the pages. Tell students to read the pages independently (if they are able) to find the answers to the questions.

4. Have students finish more of Line Master 9-1.

5. Distribute Worksheets #4.9.2a and #4.9.2b. Go over the directions, if possible.

6. ALTERNATELY. Have students make three concept maps: one to summarize the information on each of today’s textbook pages.

Assignments:

2. Finish more of Line Master 9-1.
3. Do Worksheets #4.9.2a and #4.9.2b.
4. ALTERNATELY. Make a concept map to summarize each of textbook, pages 239, 240, and 241.
Directions: Use *Voices of Alberta*, pages 239 – 241 to help you with the questions.

1. **Different Types of Protected Areas.** Write point-form notes to complete the concept map.

   - Kinds of Protected Areas
     - Allow Visitors
     - Do Not Allow Visitors

2. **Who Created Parks and Protected Areas?**
   - Government of Canada
   - Government of Alberta
What do Parks and Protected Areas Do?
Directions: Use Voices of Alberta, pages 239 – 241 to help you with the questions.

1. Different Types of Protected Areas. Write point-form notes to complete the concept map.

   - Allow Visitors
     - national parks
     - provincial parks
   - Do Not Allow Visitors
     - strict limits on how land is used
     - hunting, fishing, logging, drilling, and mining may not be allowed
     - some may be protected for the future

2. Who Created Parks and Protected Areas?

   - Government of Canada
     - 40 national parks
     - found in every province and territory
     - try to preserve natural features
     - Banff National Park was first
   - Government of Alberta
     - more than 500 protected areas
     - more than two million ha
     - began 1932
What do Parks and Protected Areas Do?

- Protect animal and plant habitats
- Preserve natural and cultural heritage
- Create places for recreation and tourism
- Educate people about natural and cultural heritage
Lesson Three

Concept: Viewpoints: Should Logging Be Allowed in Protected Areas?

Resources/Materials: Voices of Alberta, pages 242 and 243
Line Master 9-1 (students have this)
Line Master G-7 (student copies)
Line Master G-2 (student copies)

Introduction: Remind students that some in some protected areas hunting, fishing, camping, mining, and logging are not allowed. However, in others, some or all of these are allowed.

Procedures:

1. Discuss the pros and cons of allowing these types of human activity in protected areas.
2. Distribute Line Master G-7. Go over the directions, if necessary.
4. Distribute Line Master G-2. Go over the directions, if necessary.
5. Have students complete more of Line Master 9-1.
6. OPTIONAL. Have students write a paragraph expressing their views on whether the question of allowing logging in protected areas.

6. OPTIONAL OR ALTERNATELY. Have students divide a ledger-sized sheet of paper (11” X 17”) in half. On one side illustrate the pro side of the question; on the other the con side.

Assignments:

1. Read Voices of Alberta, pages 242 and 243.
4. Do more of Line Master 9-1.
5. OPTIONAL. Write a paragraph expressing your opinion about whether logging should or should not be allowing in protected areas.
6. OPTIONAL OR ALTERNATELY. Illustrate both side of the issue on ledger-sized sheet of paper that has been divided in half.
# Pro and Con Chart

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>people can enjoy natural beauty</em></td>
<td><em>animal/plant habitats can be destroyed</em></td>
</tr>
<tr>
<td><em>people have place for recreation</em></td>
<td><em>if not managed carefully, the area may be permanently de-forested</em></td>
</tr>
<tr>
<td><em>people can learn about nature and cultural heritage</em></td>
<td></td>
</tr>
<tr>
<td><em>people have opportunity to interact with nature</em></td>
<td></td>
</tr>
<tr>
<td><em>provides jobs</em></td>
<td></td>
</tr>
<tr>
<td><em>provides a product people need</em></td>
<td></td>
</tr>
</tbody>
</table>

My opinion:

---

---
## Exploring Points of View

<table>
<thead>
<tr>
<th>What is the question or issue?</th>
<th>Should logging be allowed in protected areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the people giving their opinions?</td>
<td></td>
</tr>
</tbody>
</table>
| What are the different opinions? | - logging should be permitted without limit  
- lots of forested areas in Alberta  
- trees are a renewable resource  
- no logging should be allowed  
- should leave areas in natural state  
- logging destroys birds’/animals’ habitat  
- logging should be allowed, with restrictions  
- should not log where forest needs to be protected |
| Which opinions do you agree with, and why? | - should limit logging to younger trees |
| Which opinions do you disagree with, and why? | |
| What is your opinion? Why? | |

---

*Exploring Points of View*
Lesson Four

Concept: Our National Parks

Resources/Materials: Voices of Alberta, pages 244 – 251
Line Master 9-1 (students have this)
Line Master 9-2 (student copies)
Line Master 9-3 (student copies)

Introduction: Remind students that both the Alberta and Canadian government have parks that are protected areas. Today’s lesson involves national parks.

Procedure:

1. If necessary, tell students that national parks are parks that are run by the Canadian government.

2. Have students turn to textbook, page 244. Guide the reading of pages 244 and 245.

3. Distribute Line Master 9-3. Have students examine the photos on textbook, pages 244 – 251. Using what they observed in the photos, they are to fill in the O column in the chart. Following that they are to fill in the W column with questions that popped into their minds from looking at the photos. Finally, they are to read the pages and then fill in the I column.

4. Distribute Line Master 9-2. Assign each student to make up five questions about one of the national parks (or allow students to select their own). Students then exchange papers and try to find the answers to the questions. Finally, the papers should be returned to their original owners for marking.

5. Finish more of Line Master 9-1.

6. OPTIONAL. If you like, have students make a travel brochure about one of the national parks.

Assignments:

1. Read Voices of Alberta, pages 244 – 251.
2. Do Line Master 9-3.
3. Do Line Master 9-2, making up five questions and then exchanging with another student who should answer the questions.
4. Finish more of Line Master 9-1.
5. OPTIONAL. Make a travel brochure of one of the national parks.
# National Parks OWL Chart

*Answers will vary*

<table>
<thead>
<tr>
<th>O observe</th>
<th>W wonder</th>
<th>L learned</th>
</tr>
</thead>
</table>
| **Wood Buffalo National Park** | • forests  
• swamps | | |
| **Elk Island National Park** | • boardwalk  
• lake  
• trees | | |
| **Jasper National Park** | • mountains  
• snow  
• forests  
• river | | |
| **Banff National Park** | • mountains  
• snow  
• forests | | |
| **Waterton Lakes National Park** | • mountain  
• lake  
• large hotel | | |

---

*Line Master 9-3 National Parks OWL Chart (to accompany What Do Our National Parks Preserve?)*

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Lesson Five

Concept: Provincial Parks

Resources/Materials: Voices of Alberta, pages 252 – 255
                Worksheets #4.9.5a and #4.9.5b (student copies)

Introduction: Briefly review the five national parks in Alberta.

Explain that there are more than 500 provincial parks. Most are very small; others are large.

Procedure:

1. Have students turn to textbook, page 252. Explain that the textbook gives information about six of the provincial parks. If students are able, have them read textbook, pages 252 – 255 independently.

2. Distribute Worksheets #4.9.5a and #4.9.5b. Go over the directions, if necessary. (You may have to remind students that there is a map of Alberta’s natural regions on textbook, page 36.) Do the first one with the students, if you think they need the guidance.

3. OPTIONAL. Have students write a paragraph or two about which provincial park they would like to visit and why.

Assignments:

1. Read Voices of Alberta, pages 252 – 255.
2. Do Worksheets #4.9.5a and #4.9.5b.
3. OPTIONAL. Write a paragraph or more about the provincial park you would like to visit. Tell why.
### Alberta’s Provincial Parks

**Directions:** Use *Voices of Alberta*, pages 252 – 255 to help you complete the chart.

<table>
<thead>
<tr>
<th>Park</th>
<th>Location</th>
<th>Natural Region</th>
<th>What You Would See If You Visited</th>
<th>How It Adds to Quality of Life</th>
<th>How It Contributes to Natural and/or Cultural Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cypress Hills Interprovincial Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obed Lake Provincial Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dry Island Buffalo Jump Provincial Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park</td>
<td>Location</td>
<td>Natural Region</td>
<td>What You Would See If You Visited</td>
<td>How It Adds to Quality of Life</td>
<td>How It Contributes to Natural and/or Cultural Identity</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>-----------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Canmore Nordic Centre Provincial Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dunvegan Provincial Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing-on-Stone Provincial Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Alberta's Provincial Parks

**Directions:** Use *Voices of Alberta*, pages 252 – 253 to help you complete the chart.

<table>
<thead>
<tr>
<th>Park</th>
<th>Location</th>
<th>Natural Region</th>
<th>What You Would See If You Visited</th>
<th>How It Adds to Quality of Life</th>
<th>How It Contributes to Natural and/or Cultural Identity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cypress Hills Interprovincial Park</strong></td>
<td>southeast corner of Alberta</td>
<td>Grassland</td>
<td>hill, forest, streams, wild turkeys, orchids</td>
<td>place for recreational activities, sightseeing</td>
<td>unusual place because it is a “forest island in a sea of grass.”</td>
</tr>
<tr>
<td><strong>Obed Lake Provincial Park</strong></td>
<td>west-central Alberta</td>
<td>Foothills</td>
<td>wetlands, birds, animals, fish, elk, and moose</td>
<td>observe nature in natural setting</td>
<td>natural area is protected</td>
</tr>
<tr>
<td><strong>Dry Island Buffalo Jump Provincial Park</strong></td>
<td>northeast of Calgary</td>
<td>Grassland</td>
<td>cliffs, hoodoos</td>
<td>can see natural beauty</td>
<td>can see how First Nations hunted buffalo</td>
</tr>
<tr>
<td>Park</td>
<td>Location</td>
<td>Natural Region</td>
<td>What You Would See If You Visited</td>
<td>How It Adds to Quality of Life</td>
<td>How It Contributes to Natural and/or Cultural Identity</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------</td>
<td>----------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td><strong>Canmore Nordic Centre Provincial Park</strong></td>
<td>east of Calgary</td>
<td>Rocky Mountain</td>
<td>skiers, bikers</td>
<td>place to watch racers and/or participate in skiing and biking</td>
<td>set aside to encourage participation in physical activity by showcasing more outdoor sports for people</td>
</tr>
<tr>
<td><strong>Dunvegan Provincial Park</strong></td>
<td>northwest of Edmonton near BC border</td>
<td>Boreal Forest</td>
<td>old trading post and missionary centre, gardens</td>
<td></td>
<td>understand history</td>
</tr>
<tr>
<td><strong>Writing-on-Stone Provincial Park</strong></td>
<td>southern Alberta near US border</td>
<td>Grassland</td>
<td>carvings in rock</td>
<td>place to visit and observe petroglyphs</td>
<td>helps us to understand a little about South Piikani life</td>
</tr>
</tbody>
</table>
Lesson Six

Concept: How Can We Preserve Our Parks?

Resources/Materials: Voices of Alberta, pages 256 – 258
Line Master 9-7 (student copies)
Line Master 9-1 (students have this)
Line Master 9-8 (optional, student copies)

Introduction: Review that visitors to national and provincial parks have a responsibility to obey the rules of the parks so they can be enjoyed by future generations.

Explain that today’s lesson has to do with some of the rules that parks have and how they help to preserve park areas.

Procedure:


2. Distribute Line Master 9-7. Have the students work in pairs. In the first column they are to tell about a responsibility they would have. In the second, they are to tell how their actions help to preserve the park area. **Note:** Explain that their ideas can come from the textbook or just out of their heads.

Examples:

**Responsibility:** I am responsible for leaving natural objects in the park

**Action:** My actions will help protect natural habitats.

**Responsibility:** I am responsible for getting a fishing license and learning about which fish are protected.

**Action:** My actions protect fish and keep the populations at appropriate levels.


4. OPTIONAL. Have individuals or the class decide on problem having to do with preserving the land. Have them use Line Master 9-8 to tell about a solution and actions they could take to achieve the solution.

Assignments:

4. OPTIONAL. Think of a problem associated with preserving the land. Use Line Master 9-8 to tell what you think the solution to the problem is and the actions you could take to carry out the solution.
Responsibilities T-Chart

<table>
<thead>
<tr>
<th>I am responsible for</th>
<th>My actions . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaving natural object in the park</td>
<td>will help protect natural habitats</td>
</tr>
<tr>
<td>getting a fishing license and learning about which fish are</td>
<td>protect fish and keep the populations at</td>
</tr>
<tr>
<td>protected</td>
<td>appropriate levels</td>
</tr>
<tr>
<td>ensuring I do not feed wild animals or leave food around that</td>
<td>will prevent wild animals from getting too</td>
</tr>
<tr>
<td>wild animals might want</td>
<td>familiar or comfortable with humans</td>
</tr>
<tr>
<td>keeping to the roadways and pathways</td>
<td>will help preserve natural habitats</td>
</tr>
<tr>
<td>not snowmobiling in any park</td>
<td>will help preserve natural habitat and keep</td>
</tr>
<tr>
<td></td>
<td>a safe distance between people and wild</td>
</tr>
<tr>
<td></td>
<td>animals</td>
</tr>
</tbody>
</table>
Lesson Seven

Concept: Communicating Information and Set Your Skills in Motion

Resources/Materials: Voices of Alberta, pages 259 and 260

Introduction: Explain that it is time to do a project related to Chapter Nine.

Procedure:

1. Have the students turn to textbook, pages 259 and 260. Guide the reading.

2. With students select an activity they (or individuals) would like to do regarding ways to protect our land, from the suggestions on the two pages.

Assignment:

1. Read Voices of Alberta, pages 259 and 260.
2. Choose an activity where you communicate ideas on how we can protect our land.
Lesson Eight

Concept: Chapter Nine Review

Resources/Materials: Voices of Alberta, page 261
Chapter Nine Review Sheets (student copies)

Introduction: Explain that Chapter Nine has come to an end and it is time to prepare for a test.

Procedure:


3. Contribute to the Alberta Treasure Chest, if you have been doing the activity.

Assignments:

1. Read Voices of Alberta, page 261.
2. Do the Chapter Nine Review Sheets.
3. Contribute to the Alberta Treasure Chest, if appropriate.
**Social Studies Grade 4 Chapter 9 Review Sheets**

**Social Studies**

**Grade Four**

**Chapter Nine: Preserving the Land**

**Review Sheets**

1. **Vocabulary.** Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>endangered animal</th>
<th>habitat</th>
<th>heritage rangeland</th>
</tr>
</thead>
<tbody>
<tr>
<td>national park</td>
<td>protected area</td>
<td>provincial park</td>
</tr>
<tr>
<td>wetland</td>
<td>wilderness area</td>
<td>wildland provincial park</td>
</tr>
</tbody>
</table>

- ___________________________ the place where an animal makes its home in nature
- ___________________________ animal that could become extinct if not protected
- ___________________________ land set aside to protect special features such as plants, animals, and landforms
- ___________________________ area managed by the government of Canada to preserve natural beauty or places of historical importance
- ___________________________ area managed by the provincial government to preserve places of natural or historical importance
- ___________________________ areas created to protect prairie grasslands
- ___________________________ area created to allow people to enjoy camping and hiking
- ___________________________ large protected area with strict limits on how the land is used; vehicles and many recreational vehicles may not be allowed
- ___________________________ area covered by water, including ponds, sloughs, and marshy areas, that provide a habitat for wildlife

2. **What are two types of protected areas? (Page 239)**

________________________________________________________________________

________________________________________________________________________
3. Who created parks and protected areas? (Page 240)

4. What do parks and protected areas do?

5. There are several different points of view about logging in protected areas. Fill in the chart. Give two examples of what people might say for each point of view.

<table>
<thead>
<tr>
<th>Should logging be allowed in protected areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of View:</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Social Studies Grade 4 Chapter 9 Review Sheets

6. National and provincial parks are designed to protect many things. Put a check in the boxes to show what parks tries to protect and or preserve.

<table>
<thead>
<tr>
<th>Parks</th>
<th>Plants</th>
<th>Animals</th>
<th>Habitat</th>
<th>Culture</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood Buffalo National Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jasper National Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banff National Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elk Island National Park</td>
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<tr>
<td>Waterton Lakes National Park</td>
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<tr>
<td>Cypress Hills Provincial Park</td>
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<td>Obed Lake Provincial Park</td>
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<tr>
<td>Dry Island Buffalo Jump Prov. Park</td>
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<tr>
<td>Canmore Nordic Centre</td>
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<tr>
<td>Dunvegan Provincial Park</td>
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<tr>
<td>Writing-on-Stone Prov. Park</td>
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</tr>
</tbody>
</table>
7. There are restrictions placed on the activities you can do in protected areas. Put a check in the boxes to show which activities might threaten protected areas.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Plants</th>
<th>Animals</th>
<th>Habitat</th>
<th>Culture</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting objects</td>
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<td></td>
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<tr>
<td>Hunting</td>
<td></td>
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<tr>
<td>Fishing</td>
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<td></td>
</tr>
<tr>
<td>Driving off road</td>
<td></td>
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<td></td>
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<tr>
<td>Snowmobiling</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Power boating</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What does it mean “to protect a plant or an animal”?

________________________________________________________________________

________________________________________________________________________

9. Give two examples each of protected animals and plants

   animal: ________________________________________________________________

   plant: __________________________________________________________________

10. Why is it important to protect some plant and animals?

________________________________________________________________________
1. **Vocabulary.** Match the words and phrases to their meanings.

<table>
<thead>
<tr>
<th>endangered animal</th>
<th>habitat</th>
<th>heritage rangeland</th>
</tr>
</thead>
<tbody>
<tr>
<td>national park</td>
<td>protected area</td>
<td>provincial park</td>
</tr>
<tr>
<td>wetland</td>
<td>wilderness area</td>
<td>wildland provincial park</td>
</tr>
</tbody>
</table>

- **habitat** — the place where an animal makes its home in nature
- **endangered animal** — animal that could become extinct if not protected
- **protected area** — land set aside to protect special features such as plants, animals, and landforms
- **national park** — area managed by the government of Canada to preserve natural beauty or places of historical importance
- **provincial park** — area managed by the provincial government to preserve places of natural or historical importance
- **heritage rangeland** — areas created to protect prairie grasslands
- **wildland provincial park** — area created to allow people to enjoy camping and hiking
- **wilderness area** — large protected area with strict limits on how the land is used; vehicles and many recreational vehicles may not be allowed
- **wetland** — area covered by water, including ponds, sloughs, and marshy areas, that provide a habitat for wildlife

2. What are two types of protected areas? (Page 239)

- allow visitors
- do not allow visitors
3. Who created parks and protected areas? (Page 240)
   - federal government
   - provincial government

4. What do parks and protected areas do?
   - protect animal and plant habitats
   - create places for recreation and tourism
   - preserve natural and cultural heritage
   - educate people about natural and cultural heritage

5. There are several different points of view about logging in protected areas. Fill in the chart. Give two examples of what people might say for each point of view.

<table>
<thead>
<tr>
<th>Should logging be allowed in protected areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of View:</strong></td>
</tr>
<tr>
<td>logging without limits</td>
</tr>
<tr>
<td>• More than half of Alberta is covered with forests $\rightarrow$ won't be running out</td>
</tr>
<tr>
<td>• in the long run, trees will grow back</td>
</tr>
</tbody>
</table>
6. National and provincial parks are designed to protect many things. Put a check in the boxes to show what parks tries to protect and or preserve.

<table>
<thead>
<tr>
<th>Parks</th>
<th>Plants</th>
<th>Animals</th>
<th>Habitat</th>
<th>Culture</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wood Buffalo National Park</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Jasper National Park</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banff National Park</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elk Island National Park</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Waterton Lakes National Park</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cypress Hills Provincial Park</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Obed Lake Provincial Park</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Dry Island Buffalo Jump Prov. Park</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Canmore Nordic Centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Dunvegan Provincial Park</td>
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<td>✓</td>
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<tr>
<td>Writing-on-Stone Prov. Park</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
7. There are restrictions placed on the activities you can do in protected areas. Put a check in the boxes to show which activities might threaten protected areas.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Plants</th>
<th>Animals</th>
<th>Habitat</th>
<th>Culture</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting objects</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hunting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driving off road</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Snowmobiling</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power boating</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. What does it mean “to protect a plant or an animal”?

\[\text{not allow activities that will harm or kill it}\]

9. Give two examples each of protected animals and plants

animal: northern long-eared bat, whooping crane

plant: western spiderwort, western blue flag

10. Why is it important to protect some plant and animals?

\[\text{may become endangered or extinct}\]
Lesson Ten

Concept: Chapter Nine Test

Resources/Materials: Chapter Nine Test
1. Match the words and phrases to their meanings. Write the letter of the word or phrase in the space.

<table>
<thead>
<tr>
<th>a. endangered animal</th>
<th>b. habitat</th>
<th>c. heritage rangeland</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. national park</td>
<td>e. protected area</td>
<td>f. provincial park</td>
</tr>
<tr>
<td>g. wetland</td>
<td>h. wilderness area</td>
<td>i. wildland provincial park</td>
</tr>
</tbody>
</table>

a. ____ the place where an animal makes its home in nature

b. ____ animal that could become extinct if not protected

c. ____ land set aside to protect special features such as plants, animals, and landforms

d. ____ area managed by the government of Canada to preserve natural beauty or places of historical importance

e. ____ area managed by the provincial government to preserve places of natural or historical importance

f. ____ areas created to protect prairie grasslands

g. ____ area created to allow people to enjoy camping and hiking

h. ____ large protected area with strict limits on how the land is used; vehicles and many recreational vehicles may not be allowed

i. ____ area covered by water, including ponds, sloughs, and marshy areas, that provide a habitat for wildlife
2. What does it mean “to protect a plant or an animal”?

3. Give one example each of protected animals and plants

   animal: ________________________________

   plant: ________________________________

4. Why is it important to protect some plant and animals?

5. Use the words and phrases to complete the concept maps having to do with protected areas.

   protect animal and plant habitats
   allow visitors
   federal government
   provincial government

   preserve natural and cultural heritage
   create places for recreation and tourism
   do not allow visitors
   educate people about natural and cultural heritage

   Different Types of Protected Areas

   ________________________________

   ________________________________

(continued)
6. People sometimes have different points of view about logging in protected areas. Write two examples each of what people with different points of view might say about the question in the chart.

<table>
<thead>
<tr>
<th>Should logging be allowed in protected areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One point of view:</td>
</tr>
<tr>
<td>A different point of view:</td>
</tr>
</tbody>
</table>
7. There are always certain activities that are restricted in parks and protected areas. Some of the restrictions are listed in the first column of the chart below.

Add to the chart by filling in ten boxes, telling how the restrictions help to protect different things.

<table>
<thead>
<tr>
<th>Restricted Activities</th>
<th>Plants</th>
<th>Animals</th>
<th>Habitat</th>
<th>Culture</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>collecting objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunting</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>driving off road</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>snow-mobiling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>power boating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Match the words and phrases to their meanings. Write the letter of the word or phrase in the space.

<table>
<thead>
<tr>
<th>a. endangered animal</th>
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<th>c. heritage rangeland</th>
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</thead>
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<tr>
<td>g. wetland</td>
<td>h. wilderness area</td>
<td>i. wildland provincial park</td>
</tr>
</tbody>
</table>

a. __b__ the place where an animal makes its home in nature
b. __a__ animal that could become extinct if not protected
c. __c__ land set aside to protect special features such as plants, animals, and landforms
d. __d__ area managed by the government of Canada to preserve natural beauty or places of historical importance
e. __f__ area managed by the provincial government to preserve places of natural or historical importance
f. __c__ areas created to protect prairie grasslands
g. __i__ area created to allow people to enjoy camping and hiking
h. __h__ large protected area with strict limits on how the land is used; vehicles and many recreational vehicles may not be allowed
i. __g__ area covered by water, including ponds, sloughs, and marshy areas, that provide a habitat for wildlife
2. What does it mean “to protect a plant or an animal”?
   - not allow people to do things that harm/kill it.

3. Give one example each of protected animals and plants
   animal: northern long-eared bat, whooping crane
   plant: western spiderwort, western blue flag

4. Why is it important to protect some plant and animals?
   - may become endangered, then may become extinct.

5. Use the words and phrases to complete the concept maps having to do with protected areas.

   | protect animal and plant habitats | preserve natural and cultural heritage |
   | allow visitors                  | create places for recreation and tourism |
   | federal government             | do not allow visitors                  |
   | provincial government          | educate people about natural and cultural heritage |

   Different Types of Protected Areas
   - allow visitors
   - do not allow visitors

(continued)
Who Created Parks and Protected Areas?
- federal government
- provincial government

What Do Parks and Protected Areas Do?
- protect animal and plant habitats
- pressure natural/cultural heritage
- create places for recreation/tourism
- educate people about natural/cultural heritage

6. People sometimes have different points of view about logging in protected areas. Write two examples each of what people with different points of view might say about the question in the chart.

<table>
<thead>
<tr>
<th>Should logging be allowed in protected areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One point of view:</strong> no logging</td>
</tr>
<tr>
<td><strong>A different point of view:</strong> logging</td>
</tr>
<tr>
<td><strong>without limits</strong></td>
</tr>
<tr>
<td>logging with care</td>
</tr>
<tr>
<td><strong>accept any reasonable responses</strong></td>
</tr>
</tbody>
</table>
7. There are always certain activities that are restricted in parks and protected areas. Some of the restrictions are listed in the first column of the chart below. Add to the chart by filling in ten boxes, telling how the restrictions help to protect different things.

*Answers will vary*

<table>
<thead>
<tr>
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<th>Animals</th>
<th>Habitat</th>
<th>Culture</th>
<th>Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>collecting objects</td>
<td>* some plants are endangered</td>
<td></td>
<td></td>
<td>* preserve such things as archeological artifacts</td>
<td></td>
</tr>
<tr>
<td>hunting</td>
<td></td>
<td>* protect certain animals to ensure a healthy population</td>
<td>* hunters can litter and destroy habitat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fishing</td>
<td></td>
<td>* ensure a lake or stream is not overfished</td>
<td>* fishers can destroy habitat getting to fishing spots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>driving off road</td>
<td>* protects native plants</td>
<td>* protects wildlife</td>
<td>* ensure that damage is not done to natural landforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>snowmobiling</td>
<td>* snowmobilers can break tree branches</td>
<td>* does not scare animals</td>
<td>* protects natural areas from becoming permanently damaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>power boating</td>
<td>* protects plant species found in water</td>
<td>* might alter natural behaviors due to noise</td>
<td>* ensure habitat is not destroyed in launch areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Ten

Celebrate Our Past, Build Our Future

Inquiry Questions

- How have people of many cultures helped make Alberta what is it today?
- What difference can I make to Alberta?
# Social Studies
## Grade Four

## Chapter Ten
### Celebrate Our Past, Build Our Future

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson One</td>
<td>3</td>
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<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Lesson Two</td>
<td>4</td>
</tr>
<tr>
<td>How Diversity Makes Us Strong</td>
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<tr>
<td>Lesson Three</td>
<td>5</td>
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<tr>
<td>Celebrating the Past</td>
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<tr>
<td>Lesson Four</td>
<td>6</td>
</tr>
<tr>
<td>Viewpoints: Should Grain Elevators Be Preserved?</td>
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</tr>
<tr>
<td>Lesson Five</td>
<td>7</td>
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<tr>
<td>How Can Art Tell Alberta’s Story?</td>
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<td>Lesson Six</td>
<td>8</td>
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<tr>
<td>Building for the Future</td>
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<td>Lesson Seven</td>
<td>9</td>
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<tr>
<td>Solving a Problem</td>
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<td>Lesson Eight</td>
<td>10</td>
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<tr>
<td>Set Your Skills in Motion</td>
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<tr>
<td>Lesson Nine</td>
<td>11</td>
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<tr>
<td>Chapter Ten Review</td>
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<td>Lesson Ten</td>
<td>12</td>
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<tr>
<td>Chapter Ten Test</td>
<td></td>
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</tbody>
</table>
Lesson One

Concept: Introduction

Resources/Materials: Voices of Alberta, pages 262 – 266
Wall Map of the World
Worksheets #4.10.1a and #4.10.1b (student copies)

Introduction: Review that Alberta is a province with a diverse population; that is, it is multicultural.

One of the advantages of having a diverse population is that people get to share different parts of their culture and that we can learn from each other. One of the challenges is learning to get along with those who are different.

In Chapter Ten, we celebrate Albertans who have made a significant contribution to the province and learn what we can do to be citizens of Alberta.

Procedure:

1. Have students turn to textbook, page 262. Guide the reading of pages 262 and 263, making sure that students understand the inquiry questions.

2. Explain that on textbook, pages 264 and 265 there is information about five students who came or whose ancestors came from another country to Alberta. Point out the places on the map of the world that show from where the children or their ancestors came.

   Then on textbook, page 266 there is information about the Francophone community in Alberta.

3. Direct students to read textbook, pages 264 – 266 independently, if they are able. If not, consider guiding the reading or have a better reader read the pages to the students.

4. Distribute Worksheets #4.10.1a and #4.10.1b. Go over the directions, if necessary.

Assignments:

1. Read Voices of Alberta, pages 262 – 265.
2. Do Worksheets #4.10.1a and n#4.10.1b.
**Where Are Some Albertans From?**

**Directions:** Use *Voices of Alberta*, pages 262 – 265 to help you with the questions.

1. What makes Connaught Community School in Calgary unusual?

2. In what ways is Connaught Community School like your school?

3. Read about some students who themselves came to Alberta or whose ancestors came to Alberta from another place. Fill in the chart to tell about them.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where They Came From</th>
<th>Where They Live</th>
<th>Language(s) They Speak</th>
<th>Their Life In Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>
### Social Studies Grade 4 Chapter 10 Worksheets

<table>
<thead>
<tr>
<th>Name</th>
<th>Where They Came From</th>
<th>Where They Live</th>
<th>Language(s) They Speak</th>
<th>Their Life In Canada</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Where Francophones Come From</th>
<th>About the Franco-Albertan Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Worksheet #4.10.1b
Where Are Some Albertans From?

Directions: Use Voices of Alberta, pages 262 – 265 to help you with the questions.

1. What makes Connaught Community School in Calgary unusual?
   - students whose first language is not English → over 30 different first languages

2. In what ways is Connaught Community School like your school?
   - English is second language for many students
   - students are there to learn
   - many grades in the school

3. Read about some students who themselves came to Alberta or whose ancestors came to Alberta from another place. Fill in the chart to tell about them.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where They Came From</th>
<th>Where They Live</th>
<th>Language(s) They Speak</th>
<th>Their Life In Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hién</td>
<td>Vietnam</td>
<td>Calgary</td>
<td>Vietnamese English, French</td>
<td>goes to a French immersion school, celebrates Vietnamese holidays, likes Rockies</td>
</tr>
<tr>
<td>Linu</td>
<td>Italy</td>
<td>Bellevue</td>
<td>Italian English</td>
<td>great grandfather started construction company, grandmother speaks Italian to Linu</td>
</tr>
<tr>
<td>Malaya</td>
<td>Philippines</td>
<td>Fort McMurray</td>
<td>English, Filipino (Filipino)</td>
<td>mother is nurse</td>
</tr>
</tbody>
</table>

Worksheet #4.10.1a

<table>
<thead>
<tr>
<th>Where Francophones Come From</th>
<th>About the Franco-Albertan Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>・other provinces</td>
<td>・blue and white for Francophones explorers</td>
</tr>
<tr>
<td>・Europe</td>
<td>・wild rose for Alberta</td>
</tr>
<tr>
<td>・Africa</td>
<td>・fleur de lys for France</td>
</tr>
<tr>
<td>・Caribbean</td>
<td>・white for la Francophone</td>
</tr>
</tbody>
</table>

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Worksheet #4.10.1b
Lesson Two

Concept: How Diversity Makes Us Strong

Resources/Materials: Voices of Alberta, pages 267 – 269
Worksheets #4.10.2a and #4.10.2b (student copies)
Worksheets #4.10.2c, #4.10.2d, and #4.10.2e (optional, student copies)

Introduction: Review with students the ways that Hutterites use to keep their customs and traditions strong. Then discuss ways that other cultural groups keep their customs and traditions strong (special celebrations, associations and organizations, language, etc.)

Explain that when various cultures work to keep traditions they add to the quality of life of all Albertans. Having a diverse population is part of our identity.

Procedure:


2. Next, refer students to textbook, pages 268 and 269. Explain that these pages tell about Albertans who have made a difference in one way or another, and have contributed to Alberta. Tell students to read about these people independently.

3. Distribute Worksheets #4.10.2a and #4.10.2b. Go over the directions, if necessary.

4. OPTIONAL. Have students do further research on one of the Albertans described on textbook, pages 268 and 269. Then have them write a report about the person. (Worksheets #4.10.2c, #4.10.2d, and #4.10.2e can be used for research. This information is taken directly from the teacher resource manual, pages 333 to 336.)

Assignments:

2. Do Worksheets #4.10.2a and #4.10.2b.
3. OPTIONAL. Research and write a report about one of the Albertans described on textbook, pages 268 and 269. Use Worksheets #4.10.2c, #4.10.2d, and #4.10.2e to help with research.
### Alberta Hall of Fame List

**Directions:** Use *Voices of Alberta*, pages 268 and 269 to fill in the chart about some Albertans who have made a difference.

<table>
<thead>
<tr>
<th>Name of Albertan</th>
<th>Occupation</th>
<th>Contribution to Alberta’s History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Is there one Albertan, in your opinion, that stands out above the rest from your research? Who is it? Explain your reasons for selecting this person.
**Alberta Hall of Fame List**

**Directions:** Use *Voices of Alberta*, pages 268 and 269 to fill in the chart about some Albertans who have made a difference.

<table>
<thead>
<tr>
<th>Name of Albertan</th>
<th>Occupation</th>
<th>Contribution to Alberta’s History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Callihoo</td>
<td>Métis Historian</td>
<td>- wrote down her memories so that Métis people could learn their history</td>
</tr>
<tr>
<td>Dr. Mary Percy Jackson</td>
<td>Wilderness Doctor</td>
<td>- took care of people in Peace River area for over 45 years</td>
</tr>
<tr>
<td>Karl Clark</td>
<td>Inventor</td>
<td>- invented way to get the oil out of the Alberta oil sands</td>
</tr>
</tbody>
</table>
| Joseph Crowshoe        | Piikani Elder       | - helped to develop Head-Smushed-In Buffalo Jump site  
<pre><code>                    |                                                   - helped to preserve his language by working on a Blackfoot dictionary |
</code></pre>
<table>
<thead>
<tr>
<th>Name of Albertan</th>
<th>Occupation</th>
<th>Contribution to Alberta’s History</th>
</tr>
</thead>
</table>
| Léo Piquette      | Francophone Politician | • Fought for right to speak French in the Legislative Assembly  
                        • Supported Francophone community’s efforts to exercise its right to run its own schools |
| The Edmonton Grads | Women’s Basketball Team | • 1915-1940 played in Canadian and North American championships and Olympics                     |
| Edward Shimizu    | Farmer          | • Brought first potato harvester into Alberta  
                        • Found ways to irrigate the land, which helped potato and sugar beet farmers                  |

Is there one Albertan, in your opinion, that stands out above the rest from your research? Who is it? Explain your reasons for selecting this person.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Victoria Callihoo

- Victoria Belcourt was born in Lac Ste. Anne on November 19, 1861.
- Her father was Francophone and her mother was Métis. Her father farmed, hunted, trapped, and sometimes worked at freighting.
- Her mother was a medicine woman. She travelled with the men during buffalo hunts and cared for those who were injured or thrown from their horses. She shared with Victoria her knowledge of healing plants.
- Victoria went on her first buffalo hunt with her mother at age 13.
- Victoria remembers the buffalo herd as a “dark solid moving mass.” Later, she witnessed first-hand the near-extinction of the buffalo.
- At the age of 17, she married a young Métis man named Louis Callihoo. They had 12 children. They were farmers and, at one time, they owned and operated a sawmill and later a hotel. They also both worked as teamsters for the Hudson’s Bay Company, which involved driving freight teams between Edmonton and Athabasca Landing.
- She wrote many articles for the Alberta Historical Review describing her life as a young Métis woman in the 1800s. She also related other stories about earlier times that she had been told over the years.
- She died on April 21, 1966, at the age of 104.

Karl Clark

- Karl Clark was born on October 20, 1888, in Georgetown, Ontario.
- Dr. Clark was a chemist and oil sands researcher. He focused his research on finding a way to separate large amounts of oil from tar sands. At the time, early work by other researchers had failed. They had tried special washing machines and centrifuge techniques, but nothing worked.
- In 1925, Clark discovered a method that worked. In a large rotating drum, he mixed oil sands with hot water and caustic soda (lye). By steaming the mixture at a steady high temperature, he found the oil separated from the sand easily. It floated to the top of the water, while the clean sand settled to the bottom.
- He also investigated ways of using bitumen as a road paving material, and as a fuel source.
- Clark died just nine months before the oil industry began using his process for commercial production in the Athabasca Oil Sands. The oil sands industry has used his process ever since.
- Since his invention, the oil sands industry has grown into a multi-billion dollar enterprise, employing 8500 people.
- The three oil sands deposits in Alberta are Athabasca, Cold Lake, and Peace River. Together, they cover 77 000 square kilometres and contain two-thirds of the world’s supply of bitumen.

Dr. Mary Percy Jackson

- Mary Percy was born in England in 1905. She went to medical school in London, graduating in 1927.
- In 1929, Mary read a glossy ad from the Canadian government looking for medical women to work in the country in western Canada. They wanted women who didn’t mind the idea of having no access to a hospital, living and working alone, and treating people in remote locations. The government hired Mary and three other British doctors for what was supposed to be a one-year assignment.
- She was sent to Battle River to take over for an injured nurse. She spent 24 hours on a train, 18 hours on a boat, then walked through mud for 28 kilometres. When she finally arrived, she found only a little wooden shack, with no electricity or phone.
• Jackson thrived on the many challenges she faced. She wore deerskin moccasins, jacket, and pants. She travelled by horse. She had to cross three rivers to get to her patients and, at times, had to endure terrible weather. In summer, she endured high heat, relentless mosquitoes, and dust storms. In winter, she survived blizzards, deep snow, and temperatures of -45°C. One time, to get to a hospital, she drove a sleigh through 30 centimetres of snow for 38 hours. She also fell into the rivers many times.

• She treated numerous Aboriginal groups, as well as immigrants from Ukraine, Germany, Norway, Hungary, and Russia. In a typical week, she would treat several fractured limbs, a birth, dysentery (severe diarrhea), pneumonia, smallpox, scarlet fever, and tuberculosis. She sometimes even extracted teeth, as there were no dentists nearby.

• In 1931, she married a rancher and fur trader named Frank Jackson, a widower with three children. She left her job at Battle River, and moved to his homestead in Keg River. There, she gave free medical treatment to Métis who were impoverished.

• She was presented with many awards during her life, including Woman of the Year in 1975 by the Voice of Native Women organization, and the Order of Canada in 1990. In 1983, she was also inducted into the Alberta Order of Excellence.

• Jackson died in 2000.

Joseph Crowshoe

• Joseph Crowshoe was spiritual leader of the Piikani (Peigan) nation. He was also a member of the Anglican clergy.

• Crowshoe and his wife, Josephine, worked tirelessly to preserve Aboriginal culture and bridge understanding between Aboriginal and non-Aboriginal Albertans.

• In the 1980s and 1990s, Crowshoe travelled to Greenland, China, New Zealand, and Australia. There, he held a series of cultural exchanges that focused on Aboriginal peoples and sovereignty. They were also given the highest honour of the Blackfoot culture, becoming known as “the Old Man and the Old Lady.”

• He was instrumental in the creation of the Head-Smashed-In Buffalo Jump Interpretive Centre. He was also involved in annual cultural awareness camps offered to organizations such as the Calgary City Police.

• He was presented with several awards during his life, including an honorary doctorate in humanities. Joseph and Josephine were each awarded the Order of Canada in 1991.

• Crowshoe died in 1999.

Léo Piquette

• On April 7, 1987, NDP Member of the Alberta Legislative Assembly Léo Piquette asked a question of the Alberta Legislature about minority language education rights under the proposed School Act. He asked twice in French. The Speaker of the House, David Carter, told him that if he did not ask his question in English, he would give up his right to ask it.

• Piquette felt that politicians should be allowed to speak French. He said that the North-West Territories Act allowed French to be spoken in the Legislatures in Alberta and Saskatchewan.

• Piquette’s decision to speak French in the Legislature surprised many people. He said that he would speak French in the future, and that he was confident his rights would be respected.

• He was praised for his stand on minority language rights.
Two days later, the Legislature delivered a lengthy ruling stating that the use of French in the Legislature was out of order until such a time as the House permitted it. They referred the matter to the Standing Committee on Privileges and Elections. They also asked Piquette to apologize.

The Franco-Albertan community strongly criticized the Alberta government for the act. The Legislature would not change its position. A group called Francophonie Jeunesse de l’Alberta held a rally in Edmonton with more than 500 protestors. The story made national headlines and brought Francophones together around the country.

In spite of support from then Prime Minister Brian Mulroney and Alberta’s NDP and Liberal party leaders, Piquette eventually gave up.

“L’Affaire Piquette”, as it came to be known (along with the Mercure case in Saskatchewan), sparked a constitutional debate that went all the way to the Supreme Court of Canada. In 1988, the Supreme Court ruled that Alberta and Saskatchewan were bilingual, in law, if not in fact.

The Standing Committee on Privileges and Elections determined that Piquette did, indeed, have the right to speak in French, so the Legislature changed its policy. It then stated that other languages could be used in the Legislature, but only with the consent of the Speaker and with two hours advance notice.

In 1923, the Edmonton Commercial Graduates basketball team went into national competition. They won the Canadian Championship against London, Ontario. They then won the Underwood Trophy from the American Champion Cleveland Favorite-Knits. They never lost the trophy to another team.

From 1924 to 1936, the team represented Canada at four consecutive Olympic Games. They won all 27 of their exhibition games, but no medals were awarded because women’s basketball was not yet an official Olympic event.

Dr. James Naismith, inventor of the game of basketball, commented that the Grads were the greatest team to ever set foot on a basketball floor.

The Grads disbanded in 1940, and the Underwood Trophy was retired and given to the team in honour of their accomplishments.

The Grads hold the all-time record for any sports team for winning 502 games and losing only 20. They also won a record 147 games in a row, spanning several seasons.

Edward Shimbashi

During the Depression years, Edward Shimbashi and his father grew about 25 acres of potatoes near Raymond. They sold them locally and throughout western Canada.

Shimbashi also introduced the first potato harvester and piler, a mechanical beet harvester. He was the first to utilize large-scale product transportation and, in the early 1950s, he bought one of the first sprinkler irrigation systems in Alberta.

By the mid-1970s, Shimbashi had developed 7000 acres of land into a pivot irrigation system. The system used water from the Oldman River, and was one of the largest and most successful private irrigation systems in Canada.

The Edmonton Grads

In 1914, J. Percy Page started a women’s basketball team at McDougall Commercial High School in Edmonton.

Page set up three teams, but few spaces ever opened in the main team, and only 38 women ever played on it.
Lesson Three

Concept: Celebrating the Past

Resources/Materials: Voices of Alberta, pages 270 – 273
Road Map of Alberta
Worksheets #4.10.3a and #4.10.3b (student copies)

Introduction: Ask students if their parents or others in the community ever talk about the old days. What specifically do they talk about?

Explain that people have found over the years that unless you make a special effort to preserve things about the past, they are soon forgotten.

Procedure:

1. Have students turn to textbook, page 270. Guide the reading.

2. Then tell students to examine the photos on textbook, pages 271 – 273. Explain that all of the places described have places you can visit that show life in the past. Have students read these pages independently.

3. Distribute Worksheets #4.10.3a and #4.10.3b. Go over the directions, if necessary.

4. If you like, have students try to find the locations mentioned on textbook, pages 271 – 273 on a road map of Alberta. You can have them describe the relative location in their notebooks.

Assignments:

2. Do Worksheets #4.10.3a and #4.10.3b.
3. OPTIONAL. Find the location and record the locations of each of the places mentioned on textbook, pages 271-273.
Directions: Use Voices of Alberta, pages 270 – 273 to help you with the questions.

1. Tell how each of the following help us to learn about the past.

<table>
<thead>
<tr>
<th>Type of Place</th>
<th>What They Are</th>
<th>How They Help Us Learn About the Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Museums</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Provincial Museum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heritage Sites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historic Murals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How does the Cowboy Trail help people to learn about the past?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Tell about each of these historic sites.

<table>
<thead>
<tr>
<th>Historic Site</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand Off Rodeo</td>
<td></td>
</tr>
<tr>
<td>Elk Point’s Mural Park</td>
<td></td>
</tr>
<tr>
<td>Grande Prairie Museum</td>
<td></td>
</tr>
<tr>
<td>Father Lacombe Chapel</td>
<td></td>
</tr>
<tr>
<td>Stephansson House</td>
<td></td>
</tr>
<tr>
<td>Andrew Grain Elevator</td>
<td></td>
</tr>
</tbody>
</table>
**Celebrating Alberta’s Past**

**Directions:** Use *Voices of Alberta*, pages 270 – 273 to help you with the questions.

1. Tell how each of the following help us to learn about the past.

<table>
<thead>
<tr>
<th>Type of Place</th>
<th>What They Are</th>
<th>How They Help Us Learn About the Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Museums</td>
<td>collection of artifacts and exhibits</td>
<td>show history of community</td>
</tr>
<tr>
<td>Our Provincial Museum</td>
<td>collection of displays</td>
<td>displays history of the province</td>
</tr>
</tbody>
</table>
| Heritage Sites       | places that try to bring history to life | • have people dressed in historical costumes  
                        |                                  | • learn by watching, listening, participating |
| Historic Murals      | large paintings                 | • tell stories about community       |

2. How does the Cowboy Trail help people to learn about the past?

- route with many historical sites/museums
- display historical items,
- enable people to experience life in the past
3. Tell about each of these historic sites.

<table>
<thead>
<tr>
<th>Historic Site</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand Off Rodeo</td>
<td>celebrates work of ranchers and cowboys&lt;br&gt;. Kaini First Nation</td>
</tr>
<tr>
<td>Elk Point’s Mural Park</td>
<td>shows people, places, events of the past&lt;br&gt;. people helped the artist by sharing photos, stories, and memories</td>
</tr>
<tr>
<td>Grande Prairie Museum</td>
<td>shows visitors what life was like in early 1900s.</td>
</tr>
<tr>
<td>Father Lacombe Chapel</td>
<td>oldest building in Alberta&lt;br&gt;. built by Father Lacombe in 1861&lt;br&gt;. area around it became a Métis settlement</td>
</tr>
<tr>
<td>Stephansson House</td>
<td>house of poet Stephan Stephansson from Iceland&lt;br&gt;. moved to Markerville in 1889</td>
</tr>
<tr>
<td>Andrew Grain Elevator</td>
<td>interpretive centre in Andrew&lt;br&gt;. one of oldest preserved grain elevators in Alberta&lt;br&gt;. display tells story of agriculture in Western Canada</td>
</tr>
</tbody>
</table>
Lesson Four

Concept: Viewpoints: Should Grain Elevators Be Preserved?

Resources/Materials: Voices of Alberta, pages 275 and 276
Line Master G-2 (student copies)

Introduction: Ask students to describe the grain elevator where their colony takes their grain. (Chances are they will describe a large concrete structure of some kind.)

Explain that many years ago, every town, village and hamlet had at least one grain elevator. At one time there were over 1700 in the province. Today, there are only a handful left. There were a lot of grain elevators because farmers had to be able to get to and from an elevator with a load of grain in a day, with a horse and wagon.

Today, we have big grain trucks that go fast and carry a lot. It is not necessary to have as many grain elevators.

Procedure:


2. Distribute Line Master G-2. Go over the directions, if necessary.

3. Have students do the questions at the bottom of textbook, page 275, if you like.

Assignments:

1. Read Voices of Alberta, pages 274 and 275.
3. OPTIONAL: Do the questions at the bottom of textbook, page 275.
# Exploring Points of View

<table>
<thead>
<tr>
<th>What is the question or issue?</th>
<th>Should grain elevators be preserved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who are the people giving their opinions?</td>
<td></td>
</tr>
</tbody>
</table>
| What are the different opinions? | • should be torn down → fire hazard  
• new elevators are larger and better  
• should not be torn down → part of Alberta’s heritage  
• part of our identity; symbol of farmer’s hard work |
| Which opinions do you agree with, and why? | |
| Which opinions do you disagree with, and why? | |
| What is your opinion? Why? | |
Lesson Five

Concept: How Can Art Tell Alberta’s Story

Resources/Materials: Voices of Alberta, pages 276 and 277
Worksheet #4.10.5 (teacher copy)

Introduction: Ask students how many know what the first Alberta Hutterite colonies looked like. Display Worksheet #4.10.5. Explain that this is a photograph of Standoff Colony in southern Alberta. It was one of the first Alberta colonies, established in 1918. This photograph was taken in the 1960s. Have students compare the colony in the photo with their colony.

The second is an illustration representing a Hutterite family about 500 years ago. Compare their home and their dress with the students’.

Procedure:

1. Explain that if it weren’t for photographs like the one of Standoff Colony, people would soon forget what colonies once looked like.

2. Have students turn to textbook, pages 276 and 277. Guide the viewing and reading of the pages.

   Note that each of the artists has a unique way of showing what he/she thinks is important. Some are of almost a whole city, some are buildings only, some show activity, some show nature.

3. Tell students it is time for them to tell their story. They are to make an illustration or model of something they know. It could be an activity in which they like to participate, a model of the colony, or some part of the colony, and so on.

Assignments:

1. Read Voices of Alberta, pages 276 and 277.
2. Make an illustration or a model of something in your life.
Lesson Six

Concept: Building for the Future

Resources/Materials: Voices of Alberta, pages 278 – 282
Worksheets #4.10.6a and #4.10.6b (student copies)

Introduction: Explain to students that much of what happened in the past has been lost because there was no effort to preserve and protect it. Knowing about our past, in an odd way, helps us to understand the present and gives us guidance about what to do in the future.

Cite the example of the overhunting of the buffalo and placing First Nations on reserves. These actions changed the lives of Prairie First Nations groups forever. Today, many First Nations people are struggling with their identity and are not sure how they can best contribute to society.

Procedure:

1. Explain that every citizen has the responsibility of helping build for the future. One way is to take part in celebrations that help us remember our culture and traditions. The other is the ensure that we take care of the earth.

2. Explain to students that special occasions like a Thanksgiving Dinner or wedding celebration are ways that we remember traditions.

3. Have students turn to textbook, page 278. Guide the reading.

4. Then have students read textbook, pages 279 – 282. Tell them to read the pages to find out the importance of celebrations and how they can help take care of the earth.

5. Distribute Worksheets #4.10.6a and #4.10.6b. Go over the directions.

6. ALTERNATELY. Have students make three lists: Things to Help Preserve the Past; Things to Help Protect and Preserve in the Present; Things to Help Build for the Future.

Assignments:

2. Do Worksheets #4.10.6a and #4.10.6b.
3. ALTERNATELY. Make three lists of things you can do to help preserve the past, the present, and build for the future.
Building for the Future

Directions: Use Voices of Alberta, pages 278 – 282 to help you with the questions.

1. Page 278 tells about six different things people have done to help build our future. What are those six things.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

2. What are three reasons why celebration days are important?
   
   
   

3. What are two celebrations that you enjoy?
   
   
   

Worksheet #4.10.6a
4. Unscramble the words to make sentences that tell about things you can do that will make a difference to the future.

a. Reduce you waste the amount that.

b. Save native plants and restore.

c. Collect and plant seeds plant native.

5. What is the goal of the Aboriginal Junior Forest Ranger Program?
Directions: Use Voices of Alberta, pages 278 – 282 to help you with the questions.

1. Page 278 tells about six different things people have done to help build our future. What are those six things.
   
   a. write or paint stories
   
   b. preserve Alberta's fossils
   
   c. protect the resources of the land and Alberta's parks
   
   d. work to save buildings, forests, creeks
   
   e. work to keep language and traditions
   
   f. keep special events and celebrations

2. What are three reasons why celebration days are important?
   
   a. help explore and show respect for other cultures
   
   b. time to remember important events and people
   
   c. way of remembering roots of culture/traditions

3. What are two celebrations that you enjoy?

   ___________________________________________________________
   ___________________________________________________________
4. Unscramble the words to make sentences that tell about things you can do that will make a difference to the future.
   a. Reduce you waste the amount that.
      Reduce the amount that you waste.
   b. Save native plants and restore.
      Save and restore native plants
   c. Collect and plant seeds plant native.
      Collect and plant native plant seeds

5. What is the goal of the Aboriginal Junior Forest Ranger Program?
   Train students to work as forest rangers
Lesson Seven

Concept: Solving a Problem

Resources/Materials: Voices of Alberta, page 283
Line Master 10-2 (student copies)

Introduction: Review the activities of the schools and organizations described on textbook, pages 280 – 282. Discuss that each of these groups identified some kind of problem or issue, and then went about trying to do something about it.

Problem solving is a process; that is, it involves going through particular steps.

Procedure:

1. Explain that today students will have a chance to do something that will help make their school or community better.


3. Then as a class identify something in the school or community that could be improved. Once a decision is made on a problem and you feel it is something that can be addressed, consult with your German teacher before proceeding.

4. Have students come up with possible solutions to the problem. For each suggested solution, have students think about the merits and drawbacks. These can be recorded on Line Master 10-2.

5. Once the best solution has been selected, work with the class to solve the problem.

Assignment:

1. Read Voices of Alberta, page 283.
2. As a class identify a problem that needs addressing. After consulting with the German teacher about your plans, begin detailed planning. Line Master 10-2 will help.
Lesson Eight

Concept: Set Your Skills in Motion

Resources/Materials: Voices of Alberta, page 284

Introduction: Explain that Chapter 10 is quickly coming to a close and it is time to practise some of the skills they have learned.

Procedure:


2. With students decide which of the activities they could do. It is probably most practical to have all students do the same activity, but that is a teachers’ choice, of course.

   **NOTE:** Many colony schools may find the activities suggested in the textbook unfeasible or impractical for their schools. In this case, you may want to omit the activities altogether or come up with a substitute that is consistent with the idea of celebrating the past and preparing for the future.

3. If you like, you could have students do activities that have to do with colonies of the past, present, or future.

   Example: Make up, administer, and tally the results of a survey having to do how people in the community envision a colony of the future.

   Example: Take photographs and write about the various aspects of colony life. Put the photos and text into a scrapbook which can be saved as a momento.

   Example: Make an illustration or model of a colony of the future.

Assignments:

2. Plan and implement an idea that celebrates Alberta or your community in either the past, the present, or the future.
Lesson Nine

Concept: Chapter Ten Review

Resources/Materials: Voices of Alberta, pages 285 - 287
Worksheet #4.10.9 (optional, student copies)
Chapter Ten Review Sheets (student copies)

Introduction: Explain that Chapter Ten is now at an end and it is time to prepare for the chapter test.

Procedure:


2. If you plan to do the activity described on the page, distribute Worksheet #4.10.9 (11” X 17” paper). It is the net of a cube. Advise students to write on the cube net before cutting it out and assembling it.

3. Have students turn to textbook, pages 286 and 287. Guide the reading of pages 286 and 287.

4. Contribute to the Alberta Treasure Chest folder, if applicable.

5. Distribute the Chapter Ten Review Sheets.

Assignments:

2. OPTIONAL. Do the activity on textbook, page 285 using Worksheet #4.10.9.
3. Contribute to the Alberta Treasure Chest folder, if applicable.
4. Do the Chapter Ten Review Sheets.
1. Put a check mark (√) in front of all the ways that show that Alberta has cultural diversity.
   
   ____ People speak different languages.
   ____ People immigrate to Alberta from all over the world.
   ____ Some people were born in Alberta and others moved to Alberta.
   ____ People have different traditions and customs.
   ____ People who move to Alberta from other countries most often have skills that benefit Albertans.
   ____ When people move to Alberta, they have their own stories to share.

2. How does Alberta’s cultural diversity add to our quality of life?

   ____________________________________________
   ____________________________________________
   ____________________________________________

3. Tell about where Franco-Albertans were born.

   ____________________________________________
   ____________________________________________
   ____________________________________________

   Tell about where Franco-Albertans live.

   ____________________________________________
   ____________________________________________
4. What are four places where we can learn about the past?


5. What do historic sites tell us?


6. People sometimes have different points of view about preserving old school houses. Write examples below of what people with different points of view might say about the question in the chart.

<table>
<thead>
<tr>
<th>Should old schools houses be preserved?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One point of view:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
7. Tell about three ways that tell about how celebrations help us to remember the past and prepare us for the future.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

8. What are two things that school-aged children can do to help make a difference to the future?

__________________________________________________________________________

__________________________________________________________________________

9. People often work together towards a common goal. How is the Aboriginal Junior Forest Ranger Program an example of this?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

10. List the six steps involved in solving a problem in the community.
    a. ______________________________________________________________________
    b. ______________________________________________________________________
    c. ______________________________________________________________________
    d. ______________________________________________________________________
    e. ______________________________________________________________________
    f. ______________________________________________________________________
1. Put a check mark (√) in front of all the ways that show that Alberta has cultural diversity.

   √ People speak different languages.
   √ People immigrate to Alberta from all over the world.
   √ Some people were born in Alberta and others moved to Alberta.
   √ People have different traditions and customs.
   √ People who move to Alberta from other countries most often have skills that benefit Albertans.
   √ When people move to Alberta, they have their own stories to share.

2. How does Alberta’s cultural diversity add to our quality of life?

   • benefit from the various experiences, stories, and ways of life and looking at the world

3. Tell about where Franco-Albertans were born.

   • half in Alberta
   • half in la Francophonie

Tell about where Franco-Albertans live.

   • most live in Francophone communities
4. What are four places where we can learn about the past?

- local museums
- our provincial museum
- heritage sites
- historic murals

5. What do historic sites tell us?

- Life of the everyday, ordinary citizen in the past

6. People sometimes have different points of view about preserving old school houses. Write examples below of what people with different points of view might say about the question in the chart.

**Should old school houses be preserved?**

<table>
<thead>
<tr>
<th>One point of view: YES</th>
<th>A different point of view: NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>part of Alberta's heritage</td>
<td>require too much upkeep</td>
</tr>
<tr>
<td>part of our identity</td>
<td>What good are they? They do not help us.</td>
</tr>
<tr>
<td></td>
<td>They are reminder of antiquated school system</td>
</tr>
</tbody>
</table>

*Answers will vary*
7. Tell about three ways that tell about how celebrations help us to remember the past and prepare us for the future.

- Help us explore and show our respect for different cultures
- Time to remember important events and people that are part of Alberta
- Way of remembering roots and keeping them healthy for the future

8. What are two things that school-aged children can do to help make a difference to the future?

- Reduce waste
- Restore native plants

9. People often work together towards a common goal. How is the Aboriginal Junior Forest Ranger Program an example of this?

- Aboriginals and forestry officials work together to train students as forest rangers

10. List the six steps involved in solving a problem in the community.

a. Identify the problem
b. Find out more about the problem
c. Brainstorm solutions
d. Choose the best solution
e. Work together to carry out the solution
f. Evaluate your planning and the action you took
Lesson Ten

Concept: Chapter Ten Test

Resources/Materials: Chapter Ten Test (student copies)
1. “Diversity makes Alberta strong and will help Alberta grow in the future.”

Explain what this statement means and give an example.

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

Example: ____________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

2. What are four types of places we can visit to learn about our past?

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

3. Describe a celebration in your community or in a nearby community that helps you to learn more about the past.

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________
4. People sometimes have different points of view about preserving wooden grain elevators. Write one example each of what people with different points of view might say about the question in the chart.

<table>
<thead>
<tr>
<th>Should wooden grain elevators be preserved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One point of view:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Underline the best answer for questions 5 – 10.

5. Which of the following is true about Alberta's population?
   a. It is diverse.
   b. Most of the people immigrated from the United States.
   c. There are more Francophones than any other group.
   d. Most people do not speak good English.

6. About half of Franco-Albertans were born in Alberta. The other half
   a. have moved here from Québec.
   b. have moved here from France.
   c. come from other countries in la Francophonie.
   d. come from countries in northern Africa.
7. Cultural diversity adds to the quality of life of Albertans because
   a. it means Albertans can draw from various experiences, stories, and ways of looking at the world.
   b. the people must try to forget about their old ways and adopt Alberta ways.
   c. it means that we must try to teach all immigrants both English and French.
   d. all Albertans must then try to follow the same traditions and customs.

8. Historic sites tell us
   a. what life will most likely look like in the future.
   b. how technology has made people less friendly than they once were.
   c. only about our British heritage.
   d. about what life was like in the past.

9. Which of the following is not true about how art can tell Alberta’s story?
   a. Art can show what life was like in the past.
   b. Art tells us that all the best artists had ancestors who were born outside Canada.
   c. Art can remind us of events that happened in the past.
   d. Art can give us ideas about the life of our ancestors.

10. What part do celebrations play in our future?
    a. They can be a way of remembering our roots and keeping them healthy for the future.
    b. They help us to see into the future.
    c. They help us understand that everyone should only adopt British ways.
    d. They are a time when we can eat lots of fast foods.

11. Which of the following best tells what school-aged children can do that will make a difference to the future?
    a. Tell their parents the best way to raise children.
    b. Show people to use more sprays and chemicals in the garden.
    c. Give more business to fast food restaurants.
    d. Try to reduce the amount of waste.

12. The Aboriginal Junior Forest Ranger Program is an example of
    a. people working together towards a common goal.
    b. a way to give Aboriginal young people something free.
    c. a way to get Aboriginal and non-Aboriginal young people to work together.
    d. a way to allow people from the Grasslands to work with those from forested areas.
13. Use the flow chart below to show the steps to take when solving a problem in your community.
1. “Diversity makes Alberta strong and will help Alberta grow in the future.”
   Explain what this statement means and give an example.
   We benefit from the variety of experiences, skills, stories, and ways of looking at the world.
   Example: Victoria Calhoun wrote down her memories of her Metis history/life.

2. What are four types of places we can visit to learn about our past?
   - Local museums
   - Provincial museum
   - Heritage/historic sites
   - Historic museums

3. Describe a celebration in your community or in a nearby community that helps you to learn more about the past. Answers will vary
4. People sometimes have different points of view about preserving wooden grain elevators. Write one example of what people with different points of view might say about the question in the chart.

<table>
<thead>
<tr>
<th>Should wooden grain elevators be preserved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>One point of view: Yes</td>
</tr>
<tr>
<td>part of our heritage</td>
</tr>
<tr>
<td>part of our identity</td>
</tr>
</tbody>
</table>

Underline the best answer for questions 5 – 10.

5. Which of the following is true about Alberta’s population?
   a. It is diverse.  
   b. Most of the people immigrated from the United States.  
   c. There are more Francophones than any other group.  
   d. Most people do not speak good English.

6. About half of Franco-Albertans were born in Alberta. The other half
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   b. have moved here from France.  
   c. come from other countries in la Francophonie.  
   d. come from countries in northern Africa.
7. Cultural diversity adds to the quality of life of Albertans because
   a. it means Albertans can draw from various experiences, stories, and ways of looking at the world.
   b. the people must try to forget about their old ways and adopt Alberta ways.
   c. it means that we must try to teach all immigrants both English and French.
   d. all Albertans must then try to follow the same traditions and customs.

8. Historic sites tell us
   a. what life will most likely look like in the future.
   b. how technology has made people less friendly than they once were.
   c. only about our British heritage.
   d. about what life was like in the past.

9. Which of the following is not true about how art can tell Alberta’s story?
   a. Art can show what life was like in the past.
   b. Art tells us that all the best artists had ancestors who were born outside Canada.
   c. Art can remind us of events that happened in the past.
   d. Art can give us ideas about the life of our ancestors.

10. What part do celebrations play in our future?
    a. They can be a way of remembering our roots and keeping them healthy for the future.
    b. They help us to see into the future.
    c. They help us understand that everyone should only adopt British ways.
    d. They are a time when we can eat lots of fast foods.

11. Which of the following best tells what school-aged children can do that will make a difference to the future?
    a. Tell their parents the best way to raise children.
    b. Show people to use more sprays and chemicals in the garden.
    c. Give more business to fast food restaurants.
    d. Try to reduce the amount of waste.

12. The Aboriginal Junior Forest Ranger Program is an example of
    a. people working together towards a common goal.
    b. a way to give Aboriginal young people something free.
    c. a way to get Aboriginal and non-Aboriginal young people to work together.
    d. a way to allow people from the Grasslands to work with those from forested areas.
13. Use the flow chart below to show the steps to take when solving a problem in your community.
Wrapping Up
Lesson One

Concept: “Alberta”

Resources/Materials: Voices of Alberta, pages 288 – 291
Worksheet #4.W.1 (student copies)

Introduction: Explain that we are almost at the end of the grade four social studies program. It is time to review what kinds of topics were covered.

Procedure:

1. Discuss with students some of the topics that were covered.

2. Have students turn to textbook, pages 288 and 289. Read the lyrics to the song “Alberta” to the students. Have them try to visualize what the lyrics say.

3. Then have students turn to textbook, pages 290 and 291. Guide the reading.


5. OPTIONAL. Have students make an illustration on a large sheet of paper that incorporates the images mentioned in the Mary Kieftenbeld’s song lyrics. You might want students to write the lyrics of the song somewhere on the illustration page, as well.

Assignments:

3. OPTIONAL. Illustrate the song “Alberta” on a large sheet of paper.
Directions: Use *Voices of Alberta*, pages 288 – 291 to help you with these questions.

1. Read the first stanza Mary Kieftenbeld's song. It tells about some of the things you might see in Alberta. Write four phrases for each sense that tell about what you “observe” in your area of the province or in your community.
2. Being a good citizen means doing things that make your community, province, and country a better place. What are three things you yourself can do to be a good citizen?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. How can you make a difference? Look at the top of page 291. What five things can people do to show good citizenship?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. Tell about two ways that good citizenship adds to quality of life.
   a. _____________________________________________________________
      _____________________________________________________________
      _____________________________________________________________

   b. _____________________________________________________________
      _____________________________________________________________

Worksheet #4.W.1b
Alberta: People, Places, and Possibilities

Directions: Use Voices of Alberta, pages 288 – 291 to help you with these questions.

1. Read the first stanza Mary Kieftenbeld’s song. It tells about some of the things you might see in Alberta. Write four phrases for each sense that tell about what you “observe” in your area of the province or in your community.

   **Sight**
   - golden fields of rye/ground
   - bright yellow canola fields
   - rolling hills
   - blue sky that goes on and on

   **Hearing**
   - the coo of mourning dove
   - the bell calling us to church
   - the whine of the combine
   - children laughing on the playground

   **Feeling**
   - wind blowing in your face
   - damp garden soil
   - wheat flowing through your fingers
   - roughness of a poplar tree trunk

   **Smelling**
   - fresh bread right from the oven
   - the hog barn on a hot day
   - dusty wheat falling into the grain bin
   - freshly cut hay

   **Tasting**
   - freshly baked chocolate chip cookies
   - fresh garden peas
   - a cool glass of water on a hot day
   - chocolate cake!
2. Being a good citizen means doing things that make your community, province, and country a better place. What are three things you yourself can do to be a good citizen?

Answers will vary.

3. How can you make a difference? Look at the top of page 291. What five things can people do to show good citizenship?

- show respect for people's heritage
- show respect for the rights, opinions, and points of view of others
- show respect for the diverse cultures and languages in Alberta
- show respect for Alberta's history and historic sites
- show respect for our environment

4. Tell about two ways that good citizenship adds to quality of life.

a. treating people fairly

b. take care of our environment
Lesson Two

Concept: Alberta’s Story

Resources/Materials: Voices of Alberta, pages 292 – 295

Introduction: Have students turn to textbook, pages 292 and 293. Have students glance at the pictures. Ask if they are familiar. (They are the pictures from the beginning of the chapters.)

Procedure:

1. Have students flip back through the textbook and decide which pictures go with particular chapters.

2. Guide the reading of textbook, pages 292 and 293.

3. Have students do the Skill Smart activity.

Assignments:

1. Read Voices of Alberta, pages 292 and 293.
2. Do the Skill Smart activity on page 293.
Lesson Three

Concept: The Inquiry Process

Resources/Materials: Voices of Alberta, pages 294 – 298

Introduction: Explain that one of the goals of the grade four social studies program is to learn a process by which students can learn how to go about finding our more information about a certain topic.

Procedure:


2. Then have students turn to textbook, pages 296 – 298. With students read over the information and the suggested activities.

3. As a class, decide which activities from pages 296 – 298 students could do. The decisions you make will be influenced by the interests and skills of your students, the feasibility of actually doing and activity, the resources you have at your disposal, and the time you have to devote to the activity.

Assignments:

2. Choose one or more activities to do from pages 296 - 298