

Alberta: The Land, Histories and Stories

Aligned to Alberta Curriculum

Grade 4 Social Studies

Written by Emily Bosman, Sandra Appleby and Andrew Gilchrist

This teacher resource has been designed to give students an understanding and appreciation of the topics in the Grade 4 Social Studies Alberta Curriculum. Those topics include:

Alberta: A Sense of the Land

The Stories, Histories and People of Alberta

Alberta: Celebrations and Challenges

The lessons are designed to involve tactile participation and knowledge application, while providing opportunities to connect ideas between topics and school subjects. The lessons include strategies for inquiry-based learning. Extensions and notes in the lessons may be used as opportunities to engage in current affairs or local concerns.

Copyright © On The Mark Press 2020

Some material appearing in this book has been used in other published works, such as Political & Physical Regions of Canada (SSJ1109), First Nations & Europeans in New France and Early Canada (SSJ1110), People and Environments: The Role of Government and Responsible Citizenship (SSJ1111) and Communities in Canada: Past and Present (SSJ1112).

This publication may be reproduced under license from Access Copyright. All rights are otherwise reserved, and no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, scanning, recording or otherwise, except for the use in the physical or digital classroom of the person who purchased this publication. Please reach out to On The Mark Press for permission to use this resource for an entire school or grade. It is against copyright laws to share any part of this resource with the purchaser's colleagues.

All Rights Reserved
Printed in Canada

Published in Canada by:
On The Mark Press
Belleville, ON
www.onthemarkpress.com

Funded by the
Government
of Canada

| **Canada**

At Glance

OVERVIEW

The Alberta Curriculum for Grade 4 Social Studies is arranged into three general outcomes. This publication uses the general outcomes as general units of study.

Each general outcome explores more specific outcomes organized under two categories – (1) *Values and Attitudes* and (2) *Knowledge and Understanding*. Each lesson of this publication will address specific outcomes with suggested success criteria and inquiry questions, as outlined by Alberta's program of studies documents.

UNIT 1: GENERAL OUTCOME

Alberta: A Sense of the Land

4.1 *Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.*

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

4.1.1 *value Alberta's physical geography and natural environment.*

Knowledge and Understanding

Students will:

4.1.2 *examine, critically, the physical geography of Alberta by exploring and reflecting upon questions and issues.*

4.1.3 *examine, critically, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring and reflecting upon questions and issues.*

4.1.4 *analyze how Albertans interact with their environment by exploring and reflecting upon questions and issues.*

UNIT 2: GENERAL OUTCOME

The Stories, Histories and Peoples of Alberta

4.2 *Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.*

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

4.2.1 *appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.*

Knowledge and Understanding

Students will:

4.2.2 *assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon questions and issues.*

UNIT 3: GENERAL OUTCOME

Alberta: Celebrations and Challenges

4.3 *Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.*

SPECIFIC OUTCOMES

Values and Attitudes

Students will:

- 4.3.1 *appreciate the factors contributing to quality of life in Alberta.
appreciate how stories of the past connect individuals and communities to the present.*

Knowledge and Understanding

Students will:

- 4.3.2 *assess, critically, the challenges and opportunities that Alberta has faced in its growth and development by exploring and reflecting upon the following questions and issues.*
- 4.3.3 *examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon questions and issues.*
- 4.3.4 *examine recreation and tourism in Alberta by exploring and reflecting upon questions and issues.*

SKILLS AND PROCESSES

The Alberta Curriculum for Grade 4 Social Studies addresses four areas of skill and process development. The lessons in this publication highlight specific outcomes from the four areas and suggested success criteria for each, as outlined in the program of studies documents related to the lesson material. The four areas of skill and process development are as follows:

Dimensions of Thinking

Students will:

- 4.S.1 *develop skills of critical and creative thinking.*
- 4.S.2 *develop skills of historical thinking.*
- 4.S.3 *develop skills of geographic thinking.*
- 4.S.4 *demonstrate skills of decision-making and problem solving.*

Social Participation as a Democratic Practice

Students will:

- 4.S.5 *demonstrate skills of cooperation, conflict resolution and consensus-building.*
- 4.S.6 *develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.*

Research for Deliberative Inquiry

Students will:

- 2.S.7 *apply the research process.*

Communication

Students will:

- 4.S.8 *demonstrate skills of oral, written and visual literacy.*
- 4.S.9 *develop skills of media literacy.*

Taken from the Alberta Education Grade 4 Social Studies Curriculum.

TABLE OF CONTENTS

FLY PAGE	1
AT A GLANCE	2
TABLE OF CONTENTS	4
TEACHER ASSESSMENT RUBRIC	5
STUDENT SELF-ASSESSMENT RUBRIC	6
INTRODUCTION	7
Unit 1: Alberta: A Sense of the Land	9
Canada’s Physical Geography and Natural Environment	9
Geographic Regions – Canada and Alberta	15
Alberta – Factors That Determine Climate in Our Regions	25
Natural Resources in Alberta	39
Alberta’s Parks	45
Alberta’s Dinosaur Legacy and the Royal Tyrrell Museum	50
Unit 2: The Stories, Histories and Peoples of Alberta	54
Alberta’s First Nations – Languages and Stories	54
Alberta – Migration, French Influence, Metis, and Today	62
Alberta – The English in Alberta, Diversity and Communities	70
Unit 3: Alberta: Celebrations and Challenges	80
Quality of Life in Alberta, Confederation and Community	80
Alberta’s Multicultural Communities and Places – Changes Over Time	92
Exploring Alberta – Recreation and Tourism	104

ALBERTA – FACTORS THAT DETERMINE CLIMATE IN OUR REGIONS

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will value Alberta's physical geography and natural environment by exploring the factors that determine climate in the diverse regions of Alberta.
- Students will appreciate the diversity of elements in Alberta's geography and climate.

Skills and Processes

- Students will develop skills of critical thinking and creative thinking.
- Students will develop skills of geographic thinking.

SUCCESS CRITERIA:

- Evaluate ideas and information from different points of view.
- Compare and contrast information from similar types of sources.
- Apply cause/effect concepts to explain how geographic causes can have climate effects.

QUESTIONS FOR INQUIRY:

- What are the major geographical and natural vegetation regions, landforms and bodies of water in Canada? In Alberta?
- How would geographic features in an area affect the weather and climate in that area?
- What are the factors that determine climate in the diverse regions of Alberta?
- What geographical features make Alberta unique?

MATERIALS NEEDED:

- a copy of *Alberta Geographic Regions and Climate - Grassland Region* Worksheets 1 and 2 for each student or pair of students

- a copy of *Alberta Geographic Regions and Climate - Parkland Region* Worksheets 3 and 4 for each student or pair of students
- a copy of *Alberta Geographic Regions and Climate - Canadian Shield Region* Worksheets 5 and 6 for each student or pair of students
- a copy of *Alberta Geographic Regions and Climate - Rocky Mountain Region* Worksheets 7 and 8 for each student or pair of students
- a copy of *Alberta Geographic Regions and Climate - Foothills Region* Worksheets 9 and 10 for each student or pair of students
- a copy of *Alberta Geographic Regions and Climate - Boreal Forest Region* Worksheets 11 and 12 for each student or pair of students
- map of Canada, or a globe or atlas
- pencils, crayons, paper
- video or visual display equipment
- Photos or images of the different geographic regions of Alberta – something that shows both land, sky or weather activity

PROCEDURE

NOTE – The following worksheets can be delivered as teacher-directed inquiries with the entire class. But as an option, 6 student groups can address the geographic regions separately and then present their finished work to the class. Each group would be responsible for an inquiry based on **one region** and the worksheets related to their given region. Students would then present their findings to the class. Each student in the class, in turn, would listen, and fill in their worksheets corresponding to the region presented by others.

1. Review last lesson's key concepts. Use a map of Alberta and have students point out the 6 main geographic regions of Alberta. Ask leading questions like what geographic features, vegetative features, or wildlife might be found

Alberta Geographic Regions and Climate – Canadian Shield Region

The Canadian Shield is one of the largest geographic regions of Canada, but one of the smallest in the province of Alberta.

What can you expect to see if you visit Alberta's Canadian Shield Region? Exposed granite bedrock, rocky cliffs, cold glacier deposits, small lakes and short vegetation.

The cold temperatures and long winter can make it very hard for vegetation to grow. Although the Canadian Shield can sometimes look barren, there is a high diversity of vegetation.



Some trees such as pines and aspens can be found in this region. Juniper, bearberry shrubs and bog cranberry can grow in this area. But other vegetation such as moss and lichen cover the ground too.

The uneven rocky surface means water can collect in the low places and make wetlands. What animals would live in such a place?

Sandhill Cranes

Peregrine Falcons

Osprey

Moose

Beaver

Muskrat

Wolf

Lynx

Northern Pike

Walleye

Lake Trout



A Lynx

Alberta Geographic Regions and Climate – Canadian Shield Region

Here is a list of questions about the Alberta Canadian Shield Region.

Write an answer of two to three sentences for each question.

1. What are some words used to describe the Canadian Shield Region? What do you think caused this region to be this way?

2. How has rock and stone made the Canadian Shield Region different from other regions in Alberta? Why do you think only certain animals can live in this region?



3. Pick one animal in the list for this region. What does this animal eat? What does this animal do in winter? Why do you think it can live well in this region of Alberta?

4. Draw a picture of this animal in its natural habitat.

ALBERTA – MIGRATION, FRENCH INFLUENCE, MÉTIS AND TODAY

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.
- Students will assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time.

Skills and Processes

- Students will develop skills of critical and creative thinking.
- Students will develop skills of historical thinking.
- Students will develop skills of geographic thinking.
- Students will develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.
- Students will demonstrate skills of oral, written and visual literacy.
- Students will develop skills of media literacy.

SUCCESS CRITERIA:

- Recognize how stories of people and events provide multiple perspectives on past and present events.
- Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.
- Recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage.
- Demonstrate respect for places and objects of historical significance.

QUESTIONS FOR INQUIRY:

- What movement or migration within Canada contributed to the populating of Alberta?
- In what ways did Francophones establish their roots in urban and rural Alberta?
- What is identity?
- How did the Métis Nation and Métis settlements contribute to Alberta's identity?
- How did French and English become the two languages most used in business and politics in Alberta during the 19th and early 20th centuries?

MATERIALS NEEDED:

- a copy of *Alberta and Migration* Worksheets 1 and 2 for each student
- a copy of *Alberta and French Roots* Worksheets 3 and 4 for each student
- a copy of *Alberta and the Contribution of the Métis* and *Alberta – Migration, French Roots, Métis Contributions* Worksheets 5 and 6 for each student
- pencils, crayons, paper
- video or visual display equipment
- map of local community and photographs of local geographical features
- map of Canada and map of Alberta

PROCEDURE

1. Refresh student knowledge from past lessons by reviewing First Nations stories or cultures. Introduce the ideas of movement and migration.

Some legends from the First Nations suggest that groups moved into what we know as Alberta to follow the buffalo. They would hunt the buffalo and use everything they could from the buffalo.

Alberta and Migration

Six great migrations have shaped Alberta and the Canadian Prairies.

The first migration started 13,000 years ago. It ended 400 years ago. People in Asia moved across land and ice and snow to reach North America. They were looking for better hunting and better living conditions. This movement brought the Indigenous people to the area. This migration brought about 50,000 people.



The second migration started 400 years ago. It ended 200 years ago. European fur traders arrived, working for the Hudson's Bay Company and the North West Company. Many were French and English. Some worked with the Indigenous population and even came to live with the Indigenous communities. This migration brought several thousand people to the area.

The third migration started 200 years ago. It ended about 150 years ago. Many British immigrants followed the fur traders, looking to make a new home for their families. This created new settlements and communities. This migration brought several thousand people to the area.

The fourth migration took place about 150 years ago and lasted until about 100 years ago. Europeans moved to North America and settled on the Canadian Prairies. Some of these people were from Germany, Scandinavia or Ukraine. Political unrest and war made these people want to leave their homes and find something new. Others were French or English from places like Ontario, Quebec or the East Coast of Canada.

The fifth migration started about 100 years ago. It lasted until about 60 years ago. During and after World War II, people came from Canadian provinces, European countries, and some Asian countries. All came looking for more stable, safe communities and a better quality of life.



The sixth migration began about 60 years ago. It has lasted until about the present day. People from South America, the Caribbean, Asia, the Middle East and Africa have come to the area hoping to improve the quality of life for family and future generations. The reasons these people moved included war, food shortages, political unrest and the hope of finding good work.

Alberta and Migration

You are going to create a timeline of Alberta's migrations. The timeline will start with 13,000 YEARS AGO. The timeline will end with TODAY.

Alberta's Migrations

Time	Who, From Where, And Why?	A Drawing of What It Was Like Then
13,000 YEARS AGO to 400 YEARS AGO		
60 YEARS AGO to TODAY		

ALBERTA'S MULTICULTURAL COMMUNITIES AND PLACES – CHANGES OVER TIME

LEARNING INTENTIONS:

Values, Attitudes, Knowledge and Understanding

- Students will appreciate the factors contributing to quality of life in Alberta.
- Students will assess, critically, the challenges and opportunities that Alberta has faced in its growth and development.
- Students will examine, critically, Alberta's changing cultural and social dynamics.
- Students will examine recreation and tourism in Alberta.

Skills and Processes

- Students will develop skills of critical and creative thinking.
- Students will develop skills of geographic thinking.
- Students will develop skills of historic thinking.
- Students will demonstrate skills of decision making and problem solving
- Students will demonstrate skills of oral, written and visual literacy.

SUCCESS CRITERIA:

- Value and respect their own and other cultural identities.
- Demonstrate respect for the rights, opinions and perspectives of others.
- Demonstrate respect for the cultural and linguistic diversity in Alberta.
- Recognize global affiliations within the Alberta Francophonie.

QUESTIONS FOR INQUIRY:

- In what ways have Aboriginal peoples and communities changed over time?

- How has multiculturalism in Alberta evolved over time?
- How has the Alberta Francophonie become increasingly multicultural?
- How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta?
- How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places?
- How does living in a particular community, region or province help shape individual and collective identity?

MATERIALS NEEDED:

- a copy of *Changes in Alberta's Aboriginal Communities* Worksheets 1,2, 3, 4 and 5 for each student
- a copy of *Alberta and Multiculturalism* Worksheets 6, 7, 8, 9 and 10 for each student
- map of Canada, or a globe or an atlas
- map of the world, or a globe or an atlas
- pencils, crayons, paper
- chart paper or large art paper for drawing display maps of countries studied
- video or visual display equipment, internet access
- Media from Head-Smashed-In Buffalo Jump World Heritage Site and Blackfoot Crossing Historical Park, or similar historic places in Alberta

PROCEDURE

1. Assess the students for thinking about talking about sensitive or emotional issues. Prime students with examples of skills of cooperation, conflict resolution and consensus-building. For example, ask students about the importance

Changes in Alberta's Aboriginal Communities

Head-Smashed-In Buffalo Jump World Heritage Site

What could possibly change something that had lasted for so many thousands of years? The European movement across North America brought two unexpected changes to hunting – the horse and the gun.

Technology and innovation can be powerful forces of change. In a way, the sandstone cliff was an innovation in hunting. The hunter could be more successful by using the cliff. The horse made the hunter faster and taller. The gun made a single hunter as deadly as the cliff.

About 100 years of hunting buffalo with horses and guns did something the Buffalo Jump cliff on the land never did. The number of bison on prairie land went from about 30 million (30,000,000) animals before the 1800s to about 1,000 animals in the 1900s.

The Blackfoot faced many changes. They could no longer rely on the buffalo for their way of life like before. The Canadian government proposed a number of treaties to the people of First Nations in the area. After the 1870s, the Blackfoot settled on reserves in southern Alberta. The whole calendar year changed for them.

From the 1870s to the 1940s, many Blackfoot took up agriculture or gardening to grow crops. Some traded horses to start cattle herds. In 1954, the Siksika held their first elections for Chief and Council. This was a new way of choosing leaders for them.

In 1968, Head-Smashed-In Buffalo Jump became a National Historic Site, and in 1981 it became a World Heritage Site. This site offers the world so many lessons on the past and shows us how innovations can change everything in our lives.



Something to Think About

The term **Blackfoot** refers to three tribes: the Siksika, the Bloods or Kainai and the Peigan or Piikani. These tribes lived independently, but spoke the same language and regarded themselves as allies.

Changes in Alberta's Aboriginal Communities

Journal Time

Choose one of these options and write six to eight sentences answering the following questions.

Option 1

Head-Smashed-In Buffalo Jump World Heritage Site

Blackfoot Crossing Historical Park

These are two places where people can learn about historical changes in Alberta's Aboriginal Communities. Choose one of these sites and make a Fast-Fact Sheet:

- WHO is the place about and WHERE is it?
- WHEN did the place begin and WHAT can you learn there?
- HOW and WHY is it important to the development of Alberta?

Option 2

The hunters used the Buffalo Jump cliff as an innovation. Hunters used the horse and the gun as innovations. Can you think of any innovations you use, but your parents or guardians did not have while growing up?

Interview an adult or elder you know about how their lives have been changed by the phone, the motorized car, the computer or the internet.

Option 3

How many languages do you know how to speak? What is the first language you learned to speak?

Imagine if you went to a school and were forbidden to speak your first language. How would that make you feel? How would you communicate with other people?

Imagine if you were forced to live at a school far away from your home or community. What do you think you would do?

Option 4

Have you ever felt like you were doing the right thing, but then found out later someone got hurt from what you did? Maybe it was an accident, or a family member's emotions got hurt. What do you think people should do after something like that happens?

Alberta – Balancing Tourism with Nature

Tourism can make people more aware of the history, geography and nature all around them. But sometimes tourism can harm the natural environment. Sometimes the natural environment can be very dangerous for people.

Let's look at some of the challenges between the interests of the human world and the natural world.

Transportation

Wolves might travel over 6,000 kilometres (km) in a year. Bears might travel 100 km in search of food. Many highways cross through the natural habitats of animals like mountain lions, deer, elk, moose, bears and wolves. As a result, many of these animals cross these highways.

Trucks and cars going very fast on a highway might not see an animal on the road. This can be very dangerous and cause accidents for both animals and human beings.

In 1997, people in Banff had an idea – what if the animals had bridges of their own? Banff National Park constructed a number wildlife overpasses and underpasses. From the Trans-Canada Highway, they look like regular bridges or tunnels. But the overpasses and underpasses look like nature to the animals, with dirt, grass and trees just like in a forest.



Example of an animal overpass.

But would the animals use these overpasses and underpasses?

It turns out they do! On some sections of highway, it reduced the number of animal deaths from vehicles by half! People have come from the United States and China and other countries to learn how to design and maintain these animal overpasses and underpasses.

Alberta – Balancing Tourism with Nature

Answer these questions with one to two sentences each.

1. Highways often cross through the natural habitats of what animals?

2. What was built in Banff National Park in 1997?

3. What are some of the things you can do to keep safe in bear country while camping or hiking?

4. What do you think is meant by the saying, 'Leave nothing in nature but your footprints'?
